

EFL TEACHERS' TRANSFORMATION OF IDENTITY DURING COVID-19

BEGÜM KUT

A THESIS SUBMITTED
FOR
THE DEGREE OF MASTER OF ARTS
IN
CURRICULUM AND INSTRUCTION

İHSAN DOĞRAMACI BILKENT UNIVERSITY
ANKARA

JULY 2024

This thesis is dedicated to my one and only life partner Harun Tuğutlu.



EFL Teachers' Transformation of Identity During COVID-19

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Begüm Kut

In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

in

Curriculum and Instruction

Ankara

July 2024

İHSAN DOĞRAMACI BILKENT UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
EFL Teachers' Transformation of Identity During COVID-19

Begüm Kut

May 2024

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

Asst. Prof. Dr. Anita N. Alexander (Advisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

Assoc. Prof. Dr Jennie Farber Lane (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum & Instruction.

Prof. Dr. Çiler Hatipoğlu, METU (Examining Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Alipaşa Ayas (Director)

ABSTRACT

EFL Teachers' Transformation of Identity During COVID-19

Begüm Kut

MA in Curriculum and Instruction

Advisor: Asst. Prof. Dr. Anita Alexander

July 2024

This narrative inquiry aims to investigate how the professional identities of English language teachers were reconstructed during the Emergency Remote Teaching (ERT) period of COVID-19 pandemic at university English Preparatory Program settings in the context of the Turkish education system. It explores the professional histories of eight teachers in the English as a foreign language context. Their teaching profiles, perceptions of students and colleagues, and situatedness of their identities in the ERT period when they had to improve their adaptive expertise by switching their mode of teaching to online spaces are examined. Teachers were interviewed to gather data about the shift of their identities in COVID-19 period and the data was analyzed according to codes and themes. The emergent themes include the following: challenges of ERT, teacher growth and adaptability, and confidence in teacher competences.

Keywords: EFL teacher identity, adaptive expertise, COVID-19 pandemics, post-COVID teacher identity

ÖZET

İngilizce Yabancı Dili Öğretmenlerinin Covid-19 Dönemindeki Kimlik Değişimleri

Begüm Kut

Eğitim Programları ve Öğretim Yüksek Lisans Programı

Danışman: Asst. Prof. Dr. Anita Alexander

Temmuz, 2024

Bu anlatısal çalışma, Türk eğitim sistemi bağlamında üniversite İngilizce Hazırlık Programlarında çalışan İngilizce dil öğretmenlerinin COVID-19 pandemisi sırasındaki Acil Uzaktan Eğitim (AUE) döneminde mesleki kimliklerinin nasıl yeniden inşa edildiğini araştırmayı amaçlamaktadır. Sekiz İngilizce yabancı dil öğretmenin mesleki hikayelerini anlatır. Öğretmen profilleri, öğrencilerin ve meslektaşlarının algıları ve kimliklerinin; AUE dönemindeki çevrimiçi ortamlara, öğretim modlarını değiştirerek uyum sağlamak zorunda kalma durumlarını ve gelişimlerini inceler. Bu çalışmada, sekiz İngilizce öğretmenin COVID-19 dönemindeki kimlik değişimi ile ilgili bilgi toplamak için görüşmeler yapılmış ve elde edilen veriler; kodlar ve temalara göre analiz edilmiştir. Ortaya çıkan temalar şunlardır: AUE'in zorlukları, öğretmen gelişim ve uyumluluğu, mesleki öz güven.

Anahtar kelimeler: İngilizce yabancı dil öğretmeni kimliği, uyumlu uzmanlık, COVID-19 pandemisi, COVID-sonu öğretmen kimliği

ACKNOWLEDGEMENTS

It has been a great honor to pursue a second MA degree from Bilkent University where I graduated from in 1999 as a high-honor student. I wish to have been an academician at Bilkent whose precious professors have always added value to my academic persona.

First, I would like to thank my role model in life, my dear grandmother Hanife Lütfiye Kut who passed away when I was nine years old having left her invaluable memories with me. I extend my thanks to my academic role model, dear Asst. Prof. Dr. İrem Balkır who was such an inspiring, idealistic professor and unfortunately passed away at the age of thirty-five.

I am grateful to my dear academic advisor Asst. Prof. Dr. Anita Alexander who believed in me and supported me throughout my journey with her constructive, precious feedback, and beautiful smile. I would like to thank dear Assoc. Prof. Dr. Jennie Farber Lane whose teachings have enlightened me in doing a narrative inquiry and dear Asst. Prof. Dr. Armağan Ateşkan for opening the doors of this graduate program. Finally, dear Asst. Prof. Dr. Alike Michou, dear Asst. Prof. Dr. İlker Kalender and dear Assoc. Prof. Dr. Erdat Çataloğlu have always been on my side with their teachings in MA courses that paved the way for my thesis. Thank you very much.

My heartfelt thanks are to each of the participating teachers of this research with their patience and tolerance. Last but not least, I owe a big thank you to my mother, dear Vildan Kut and my father, dear Arif Murat Kut, my aunt, dear Aynur Demiroğlu and my dearest cats Forçun and Karam who have always been with me during my study.

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER 1: INTRODUCTION	1
Introduction.....	1
Background.....	2
Problem	7
Purpose.....	9
Research Questions	9
Significance.....	10
Definition of Key Terms	11
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	14
Introduction.....	14
EFL Teacher Identity	14
The Framework for COVID-19 EFL Teacher Identity.....	15
Personal Dimension of EFL Teacher Identity.....	17
Professional Dimension of EFL Teacher Identity.....	21
Situational Dimension of EFL Teacher Identity.....	23
Teacher Agency.....	30
Narrative Inquiry Studies on Teacher Identity.....	38
Studies in Türkiye on EFL Teacher Identity.....	40

CHAPTER 3: METHOD.....	44
Introduction	44
Research Design.....	44
Context	46
Participants.....	50
Instrumentation	53
Method of Data Collection.....	55
Methods of Data Analysis.....	56
The Role of the Researcher	57
CHAPTER 4: FINDINGS.....	60
Introduction	60
Thematic Analysis of Teachers' Narratives.....	60
Challenges of ERT.....	61
Traumatic Period.....	62
Blurring of Boundaries.....	64
Lack of Training for Online Education.....	66
Teacher Growth and Adaptability.....	67
Adaptability to Teaching Online.....	68
Continuous teaching development.....	69
Role of academic skills and motivation in EFL teaching career choice.....	70
Confidence in Teacher Competences.....	72
Cultural Competence and global citizenship.....	73
Teacher-student relationship.....	74
CHAPTER 5: DISCUSSION.....	76
Introduction	76

Overview of the Study	76
Discussion of Major Findings.....	76
Personal Dimension: Teacher Emotions, Cognition and Biographies.....	77
Professional Dimension: Teacher Cognition, Communities of Practice.....	79
Situational Dimension: Digital teaching, Trauma of pandemics.....	80
Implications for Practice	83
Implications for Future Research.....	84
Limitations	85
Conclusion.....	86
REFERENCES	87
Appendix A	122
Appendix B.....	123

LIST OF TABLES

Table		Page
1	Table 1 Overview of Context.....	47
2	Table 2 Demographics of Participating Teachers.....	51
3	Table 3 Challenges of ERT.....	62
4	Table 4 Teacher Growth and Adaptability.....	68
5	Table 5 Confidence in Teacher Competences.....	73



LIST OF FIGURES

Figure	Page
1 EFL Teacher Identity Transformation in COVID19.....	16



CHAPTER 1: INTRODUCTION

Introduction

Teachers are reflections of their students as much as the students can reflect their teachers in the interactional teaching-learning process. There are different roles of teachers that have significance in a student's learning, and these have mostly been referred to as building blocks of a teacher's professional identity. Therefore, in this study, with special reference to its shift during the Emergency Remote Teaching in COVID-19 period from face-to-face teaching to online teaching, the identity formation of English as a foreign language (EFL) teachers was investigated. It is not possible to ignore the tensions, and the mental and physical difficulties teachers have been through within their contexts while trying to cope with the demands of their new digitalized, virtual identities.

Professional identities of academicians, specifically teachers of English at a university context in Türkiye, provide the main scope of this study; the perspectives from which their changing identities during a sudden shift from face-to-face to online teaching are portrayed. In Türkiye, starting with the English language learning experience at primary or high school, under the unavoidable effect of English and American cultures, teachers' L2 identities begin to be shaped. The future Turkish EFL teacher faces English as a student in a non-native context and after his/her decision to be a teacher of this language, the training story starts. Moving from the pre-service to novice teacher status, these teachers serve the new generations who will experience similar transitions within a different history. What it means to be an

English foreign language teacher in Türkiye, and how certain situational challenges affected their identities during the COVID-19 period are emphasized in this study for future teaching communities to benefit from.

This chapter focuses on EFL Teacher identity, what it means to be an English foreign language teacher in Türkiye, and how ERT during COVID-19 affected this identity. In addition, the problem statement, aims of the study, research questions, the significance of the study, and the definitions of key terms are presented.

Background

In today's globalized world, English has become the "lingua franca," the common language for all nations to be able to communicate with each other (Mufwane, 2010). However, despite the increasing number of its speakers (Crystal, 2004), English is not regarded as the official second language in some countries like Türkiye, so it is accepted as a foreign language. English as a foreign language education starts at primary school and continues until the end of university life. However, not every learner can acquire it because there is limited exposure and a scarcity of resources (Danzak & Wilkinson 2017; Stafford et al., 2012). If the learner is successful, the Turkish community adds extra value and brings that English speaking person to a privileged status. Just like in some countries such as South Korea where English opens the door to a high-quality job providing better status; in Türkiye, it is the same. As Motha and Lin (2014) phrased, an English speaker identity is equated with being "desirable in the same way that wealth is desirable" (p. 4). This attitude of society contributes to the identity development process because identities cannot be separated from the social context (Peirce, 1995).

Teachers who are trained to be EFL teachers are generally educated in the same local context if they are non-native speakers of English. But if they are native speakers of English who have not grown up in Türkiye, they are not familiar with the Turkish education system and how English is situated in this context. So, an EFL teacher in Türkiye can be identified as a teacher whose native language is not English and who has been educated in the Turkish context of education. This teacher's socio-linguistic identity starts to be shaped by her/his second language learning experience. There are similar non-native identity formation examples all around the globe. For instance, Menard-Warwick (2011) discussed the Chilean English teachers' bilingual development and adaptation to English language popular culture in her research. She discusses the links between pedagogy, bilingual development, and English teacher identities in an era of globalization by outlining how they describe their interactions with English language media over time and then investigating their opinions on popular culture in English language instruction.

Starting with the acquisition of a foreign language in Turkish culture, when English learners decide to choose teaching as a profession, their identities continue to be constructed under the influence of teacher education programs in different economic, political, sociocultural, and educational contexts. Teacher educators support teacher identity development by emphasizing "coming into being" (Johnson & Worden, 2014, p. 124), and by interacting with the teacher through coherent, purposeful activities (Johnson & Golombek, 2016). English continues to shape the identity of the EFL teacher within the limits of the English context; in other words, among the interactions with English speaking friends, colleagues, students, in English medium texts, films, and music, in English medium virtual environments,

and during travel to English speaking countries. This exposure to English adds to the EFL teacher identity which is being shaped in the pre-service trainings student teachers obtain.

Pre-service EFL Teacher identity was investigated in many studies (Alsup, 2006; Kanno & Stuart, 2011; Trent, 2011). In "Teacher identity discourses: Negotiating personal and professional spaces", Alsup focuses on the intersection of preservice teachers' personal and professional identities. It highlights the tensions and negotiations teachers experience as they balance their personal beliefs and values with professional expectations. It mentions the concept of "borderland discourses," where personal and professional identities intersect and influence each other (Alsup, 2006). In the study "'Four years on, I'm ready to teach': teacher education and the construction of teacher identities", Trent examines the identity construction of pre-service EFL teachers in a teacher education program with in-depth semi-structured interviews. Using the modes of belonging in Wenger's (1998) identity construction framework, Trent emphasizes the influence of socially constructed discourses on Wenger's concepts of engagement, imagination and alignment (Trent, 2011). Another study; "Learning to become a second language teacher: Identities-in-practice" by Kanno & Stuart (2011) demonstrates the interrelated nature of changing classroom practices and the novice teachers' identity development who are post-graduate students in TESOL from a situated learning point of view.

There is also a growing awareness on the in-service teacher identity formation as can be witnessed in numerous studies. For instance, the study "Theorizing language teacher identity: Three perspectives and beyond" by Varghese, et al. (2005) draws a comprehensive view of teacher identity by considering the topic

from Tajfel's (1978) social identity theory, Lave and Wenger's (1991) theory of situated learning, and Simon's (1995) concept of the image-text. As a result of the three case studies analyzed by three frames, the themes of "identity as multiple, shifting, and in conflict; identity as crucially related to social, cultural, and political context; and identity being constructed, maintained, and negotiated primarily through discourse" (pp.22-23) were highlighted.

Another significant study by Pennington and Richards (2016) explored how teacher identity is constructed dynamically by the interplay between a person's self-concept and contextual factors like institutional settings and professional development activities. In other words, it signifies the role of reflective practice and ongoing professional development in developing teacher identities. There are also studies on a variety of factors shaping EFL teacher identity such as learning how to teach, manage learner behavior, and learning to have collegial relationships (Beauchamp & Thomas, 2009; Bullough, 1989; Burke & Stets, 2009; Marsh, 2003; Smagorinsky et al., 2002).

Within the contexts that teachers work, the effect of socio-cultural, economic, and historical events on teacher identity cannot be ignored and they need to be observed, tracked, and analyzed carefully to be able to understand the changing identities of teachers in a school culture. Researchers investigated language teacher identity (LTI) in relation to "teachers' linguistic identities, race and gender, their negotiation of discourses in communities of practice, the role of practicum experiences in teacher identity development, their positioning and agency assertion in teaching contexts, and their emotions as part of identity development through teacher education courses" (Yazan, 2018, p. 22) as well.

For a wide-ranging study of LTI, Yazan (2018) proposes a comprehensive conceptual framework for LTI by explaining and defining relevant factors and core constructs: 1) teacher learning, which emphasizes on teacher education to teach 2) teacher cognition, which indicates the importance of teachers' beliefs, knowledge, expectations, and attitudes, 3) teachers' participation in communities of practice, which stresses teachers' membership in a community of teaching, 4) contextual factors, which impact teachers' identity development in micro and macro level, 5) teacher biographies, which focus on teachers' personal histories, and 6) teacher emotions, which shapes teachers' reaction, belief, and values in identity construction

Recently, there was another contextually significant factor for EFL teacher identity: COVID-19. COVID-19 is the name of a virus which caused a pandemic resulting in a crisis of lockdowns including school closures. For education to continue, remote teaching was provided as a solution and Emergency Remote Teaching took place. This unprecedented crisis-based delivery caused extreme tension, uncertainty, and vulnerability (Hodges et al., 2020), requiring all the universities to transform into virtual learning spaces, forcing teachers to adapt their expertise into an online mode of instruction (Adedoyin & Soykan, 2023; Brammer & Clark, 2020). All of a sudden, teachers turned into virtual images on the screens; their traditional roles were being challenged in the digital medium.

During this period, teachers had to cope with the challenges of developing their digital competence as well as teaching students to be self-regulated learners who can manage their cognitive activities, emotions, motivation, and behavior to support the learning process (Zimmerman & Schunk, 2001). That is to say, teachers had to manage the emotional, technical, and pedagogical difficulties caused by the

unexpected changeover (Farrell, 2023; Ghanbari & Nowroozi, 2021; Turnbull et al. 2021). This situation could be interpreted as teachers' engagement in their ongoing identity construction as "an integral part of teacher learning" (Tsui, 2011, p. 33). In other words, this shocking crisis of COVID-19 reshaped EFL teacher identity (Carrillo & Flores, 2020; Flores & Day, 2006; Flores & Swennen, 2020; Pennington & Richards, 2016; Sahu, 2020; Smagorinsky et al., 2002).

Problem

The theoretical problem in teacher identity studies is to construct all-inclusive frameworks which acknowledge the dynamic, complex, multidimensional, context-dependent nature of identity formation while considering the interplay of personal, professional, and situational influences on it. As teacher identity is dynamic; experience, reflection, and changes in context affect the identity and identity frameworks needed to consider this. Since contextual factors influence identity formation, the frameworks should integrate the effect of these external factors on identity development. Similarly, different role identities teachers perform like the subject expert, class manager, mentor, learner and how all of these coexist and interact reflect the multiplicity of identities and to integrate them into an all-inclusive framework is challenging. Also, frameworks should be narrative and include the element of storytelling and its contribution to the development of teacher identity. Furthermore, the theories must acknowledge the role of reflective practice in teacher identity development. There are various studies by Alsup (2006), Beijaard et al. (2004), Beuchamp & Thomas (2009), Clandinin & Connelly (2000), Day et al. (2006) and Farrell (2016) discussing these problems about the theory of teacher identity.

The EFL teacher identity research has many different aspects of theoretical problems such as the cultural and contextual diversity, language proficiency and native speaker ideology, interplay of local and global discourses, recognition and value in a global society, and research methodology. In addition to these, the COVID-19 period presents a theoretical problem about the EFL teacher identity construction because of the unprecedented and rapid changes in the teaching and learning environment.

The first factor is the shift to online teaching which required EFL teachers to adapt to new technologies unlike the traditional classroom teaching. This challenge brought lack of interaction and isolation. Teachers had to find new ways to facilitate learning and balance classroom dynamics to engage students in the virtual learning process. Mostly, the teachers did not have technological competence and confidence in themselves; but there were not enough support mechanisms. Teachers had to cope with new challenges of teaching like overcoming the traumatic and alienating stress of COVID-19 both for themselves and for their students. Also, they had to develop professionally in online platforms to cope with the emerging teacher redundancy policies of schools. In other words, emergency remote teaching affected teachers' traditional roles and teacher learning about trauma-informed pedagogies and digital literacies.

Although there have been few studies regarding teachers' reshaped identities after COVID-19 (e.g., Comas-Quinn, 2011; Dvir & Schatz-Oppenheimer, 2020; Huang, 2021; Lo et al., 2023; Zhang & Hwang, 2023), to date only a few studies have investigated these changes in Turkish EFL teachers in the English preparatory programs of universities (e.g., Baş, 2024; Demir, 2023; Deniz, 2022; Erdem-Aydın,

2021; Kaçakoğlu, 2022) and there are no studies about the EFL teacher identity formation at Turkish university English language preparatory programs during COVID-19 from personal, professional, and situational dimensions from the scope of a new conceptual all-inclusive language teacher identity framework.

There is a need to learn about the (re)construction of EFL teacher identity in COVID-19 in an academic context from a comprehensive framework to support EFL teachers in the future. If the EFL community becomes aware of the personal, professional, and situational dimensions of teacher identity construction in COVID-19, there can be more efficient teaching practices and digital education can be more successful. Also, with the reflection of problems caused by ERT, EFL teachers can create better coping mechanisms to protect their identities and be role models to students in potential future crisis situations. This study aims at meeting these needs.

Purpose

The main purpose of this narrative inquiry is to investigate the identity (re)construction process of Turkish, English as a Foreign Language (EFL) teachers from personal, professional, and situational dimensions in the COVID-19 period. The focus was on the professional identity of EFL teachers in the digital transformation period during COVID-19 by analyzing the processes they go through from being a pre- COVID-19 teacher to a post-COVID-19 teacher under the influence of pandemics. In this regard, Bedrettin Yazan's language teacher identity framework was adapted in combination with a narrative inquiry approach.

Research Questions

This study investigated the narratives of eight EFL preparatory class teachers of public and private universities in Türkiye during COVID-19, to identify whether

there is a transformation of identity in EFL teachers to answer the following research questions.

1. What personal, professional, and situational dimensions of identity have the Turkish EFL teachers of university English language preparatory programs developed during COVID-19 pandemic experience?
2. Did these dimensions transform EFL teacher identities? If so, how has the EFL teacher identity changed?

Significance

This study is significant in several ways. First, it provides information about the (re)construction of Turkish EFL teacher identities in COVID-19 period and there is limited research about it (Demir, 2023; Deniz, 2022; Elçi, 2021). It is based on a conceptual framework I adapted from Bedrettin Yazan's Language Teacher Identity framework (Yazan, 2018), and it builds up a comprehensive view of language teacher identity by drawing a connection between the pre-COVID-19 EFL teacher and post-COVID-19 EFL teacher. By highlighting the COVID-19 phase in the identities of teachers, the study acknowledges the COVID-19 period and ERT, and highlights the personal, professional, and situational dimensions of teacher identity learning.

With this study, the EFL community will be able to develop an understanding of the emerging post-COVID-19 teacher identity with improved adaptive skills and resilience. In the future, this can help teachers deal with such challenges and traumas more readily with their new competencies of pedagogy and digital literacy.

This study will increase the awareness of the role of collaboration in teaching as the online EFL teacher is shaped by interpersonal relations in the community of

inquiry during a period of vagueness and unpredictability. Curriculum designers, test makers, and assessors will become more aware of the need to cooperate with teachers, as teachers are the main building blocks of student learning, and these digitally and pedagogically evolved teachers will certainly provide them with innovative perspectives based on their online deliveries.

Also, this research will bring the topic of trauma informed care pedagogies and connectedness as new discussion topics for education experts. Since these were the major surviving tools of the pandemic period for educators, curricula could be redesigned accordingly. The EFL teachers in this study reflected on their experiences during the emergency remote teaching and with their stories told, they came into “being”. This adds to the development process of these EFL teachers as well as their identity constructions.

After this study, with an image of a resilient EFL teacher in mind, new researchers can question how to improve this teacher in the new contexts by comparing the experiences of COVID-19 surviving teachers and can discuss the efficacy of the post COVID-19 EFL teacher. In other words, it contributes to the knowledge building of the 21st century EFL researchers and adds value to the EFL teacher identity.

The stakeholders, school managers, teacher educators, and curriculum designers will all benefit from this study in terms of the perspectives it brings to teacher development. The online EFL teacher competencies will be highlighted and the expectations from students will be imagined in parallel. This interplay between new teacher competencies and students’ language learning process will hopefully provide more self-regulated learners who can cope with the demands of the coming

age. Last but not least, this study's emphasis on contextual identity reconstruction during emergency remote teaching in pandemics can help education experts to plan and design identity learning based sustainable professional development programs.

Definition of Key Terms

EFL English as a Foreign Language teaching: the teaching of English to students whose first language is not English (Cambridge Dictionary, 2021).

ERT Emergency Remote Teaching: this term is defined by Hodges et al. (2020) as “a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (p. 6).

Identity: Norton (1997) has defined the concept of identity as "how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their possibilities for the future" (p. 410).

Teacher Identity: According to Akkerman and Meijer's (2011) holistic understanding, teacher identity is ‘being someone who teaches’ as an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investment in one's (working) life” (p. 315).

Language Teacher Identity: Yazan (2018) defines language teacher identity as “teachers’ dynamic self-conception and imagination of themselves as teachers, which shifts as they participate in varying communities, interact with other individuals, and position themselves (and are positioned by others) in social contexts” (p. 21).

Online Language Teacher Identity: It is a term which refers to a new form of a teacher identity, in an ongoing reconstruction in online contexts (Hafsa et al., 2019; Nazari & Seyri, 2021).

Competence: Competence generally refers to the possession of knowledge, skills, abilities, and attributes that enable effective performance in a particular domain or context. Competence is often seen as a multidimensional construct that encompasses both cognitive and practical aspects (Spencer & Spencer, 1993).



CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter aims at providing a thorough literature review about EFL teacher identity, the framework of COVID-19 EFL Teacher Identity, Personal Dimension of EFL Teacher Identity, Professional Dimension of EFL Teacher Identity and The Situational Dimension. The adaptive EFL Teacher in COVID-19, Teacher Agency, Narrative Studies on Teacher Identity, Studies in Türkiye on EFL Teacher Identity are presented. This study will be an addition to the emerging research on teacher identity studies in second language education by adding insights from the lives of Turkish EFL teachers who experienced ERT during the traumatic period of COVID-19 (Akkerman & Meijer, 2011; Alsup, 2006; Anspal et al, 2012; Baxter, 2012; Beauchamp & Thomas, 2009; Beijgaard et al., 2004; Chong et al., 2011; Gao et al., 2022; Mantero, 2007; Pavlenko, 2003; Teng, 2017; Zacharias, 2010).

EFL Teacher Identity

As Varghese et al. (2005) stated “in order to understand language teaching and learning we need to understand teachers: the professional, cultural, political and individual identities which they claim or are assigned to them” (p. 22). Therefore, language teacher identity has become a research focus in recent years as can be reflected in the studies of a number of researchers (Akkerman & Meijer, 2011; Barkhuizen, 2017; Beijard et al., 2004; Duff & Uchida, 1997; Miller, 2009; Pennington & Richards, 2016; Varghese et al., 2005; Yazan, 2018).

There are numerous frameworks for understanding teacher identity and specifically language teacher identity, some of which will be referred to in the literature review. The major framework chosen for this study is Yazan's (2018) framework integrating teacher emotions, biographies, cognition, and communities of practice in an interplay for teacher identity construction, and for teacher learning to take place. In comparison to many other frameworks like Possible Selves Theory or Positioning Theory that have narrower focus, Yazan's framework is more holistic. Additionally, the narrative inquiry approach sets the background for this framework. The key concepts of teacher identities are illustrated in the teachers' stories told. While using Yazan's framework, the situational dimension of teacher lives as mentioned by Day et al. (2006) is added in the COVID-19 period as my adaptation. As a result, this study provides a new conceptual framework to the field. When compared to all the other frameworks, this integrative adaptation is focused only on the COVID-19 EFL teacher identity; but not in a limited scope, in a comprehensive holistic way to meet the demands of the complexities of EFL teacher identity construction.

The Framework for COVID-19 EFL Teacher Identity

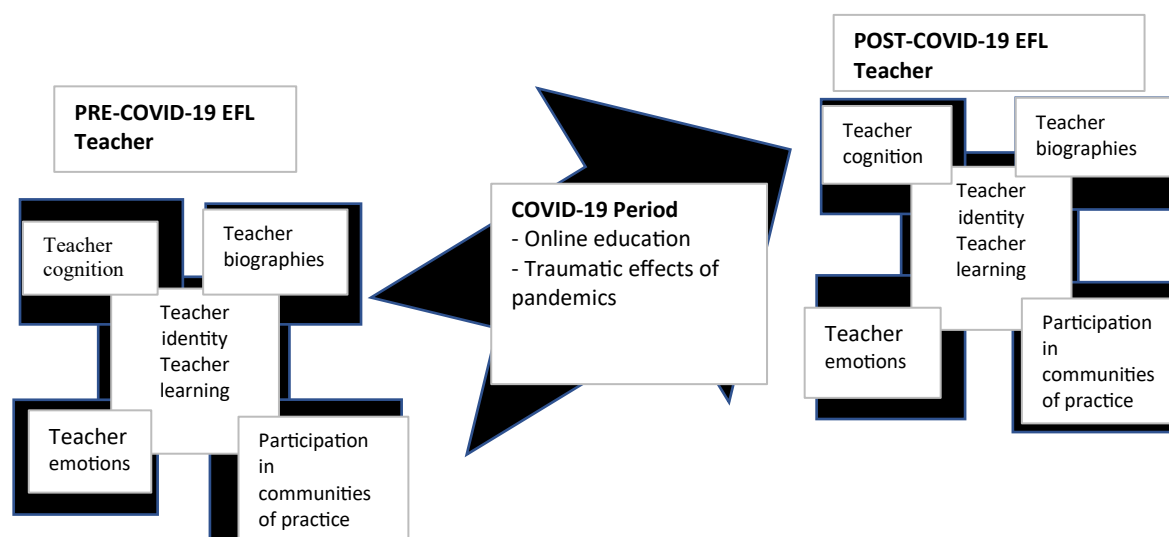
Yazan's (2018) conceptual framework for language teacher identity defines their core constructs as: 1) teacher learning, highlighting the significance of teacher education to teach, 2) teacher cognition, which emphasizes the role of teacher beliefs, knowledge, expectations and attitudes, 3) teachers' participation in communities of practice, that indicates a teacher's membership in a teaching community, 4) contextual factors influential on the identity development at micro and macro levels, 5) teacher biographies, centralized around personal histories, and

6) teacher emotions which construct teachers' reactions, beliefs, and values in identity construction.

This framework contributes to the analysis of the teacher identities in this research study. Yazan framed the L2 teacher identity multidimensionally existing within a web of relations emerging in time in parallel to the changes that take place in natural settings of classrooms, schools, and in broader context of culture. Teachers learn continuously which changes their cognitive abilities and emotions as a part of their identities according to this framework. My adapted version of Yazan's framework shown in Figure 1 focuses on the journey of the pre-COVID-19 EFL teacher to post-COVID-19 EFL teacher with the impact of online education, pandemics, and its traumatic effects.

Figure 1

EFL Teacher Identity Construction in COVID-19



Note. Adapted from “A conceptual framework to understand language teacher Identities,” by B.Yazan, 2018, *Journal of Second Language Teacher Education*, 1(1), 21-48. <https://doi.org/10.1558/slte.24908>. Copyright by Equinox.

There are three dimensions in teachers' lives: a personal dimension (their life outside school), a professional dimension (social and policy expectations of what constitutes a good teacher and a teacher's own educational ideals), and a situational dimension (the teacher's immediate working environment (Day et al., 2006). Different identities are formed through the ways in which these dimensions interact.

Personal Dimension of EFL Teacher Identity

"Consciously we teach what we know; unconsciously we teach who we are" (Hamachek, 1999, p. 209). Teachers, like all professionals, bring their life stories, or their personal stories with them to every student they teach; trying to draw limits between the personal and professional. According to some academics, professional well-being requires reflection on "the person in the profession" (Intrator & Kunzman, 2007, p. 16). As life experiences and background are the constituents of who we are, our sense of self, being aware of who we are as individuals, to what extent of our biographical stories we reflect on our interactions with students around the subject matter we teach is a part of teacher responsibility and commitment. The degree we invest our "self" in our teaching is closely and directly connected to the teaching practice (Goodson & Walker, 1991, p. 144)

Mead (1934) combines concepts of self and identity. He claims that the self develops in social environments where socialization takes place, which means that we learn to take on the roles of others. According to Erikson (1968), identity is a dynamic, chronological idea of history. He highlights the idea that identity is a process that evolves throughout life rather than an innate quality. Identity and self are linked by this continuous development process through their interactions with their surroundings. According to Straub (2002), the ideas of Erikson (1968) and Mead

(1934) are complementary, as the concept of identity is an important concept of the 20th century and is still used in pragmatic, interactive, and psychoanalytic contexts.

About the sociological perspective on self and identity, Stetz and Burke (2003) point out that there is a mutual relationship between the individual and society. This means that individuals influence society through their actions and relationships, and society influences individuals through their perception of roles, language, and shared meanings of others, which is an inevitable consequence. This sociological perspective is critical, as the identity construction process requires both personal and professional aspects of identity to be integrated (Beijaard et al., 2004).

Identity is also “an important analytical tool for understanding schools and society” (Gee, 2001, p. 99). It includes one's understanding of their relationship with the world, the ongoing negotiation of this relationship, and its relational aspect shaped by interactions with others. Counter identities like husband and wife, teacher and student need to be investigated in relation to each other. Identity can be relational and emotional, established on the grounds of teacher student relationships, collegial interactions, and management attitudes which help teachers to develop different perspectives as well as self-reflective skills (Sutherland et al., 2010). It is continually transformed and influenced by discourses and power structures. It not only includes internal states of the individual, but it also emphasizes the importance of social images, presentations of people, and makes it crucial for analyzing both educational and broader society dynamics.

Throughout the process of becoming a teacher, past, present, and future selves of a teacher need to be in a continuous dialogue in contrast to many other professions (Lee & Schallert, 2016). With the belief that a teacher's identity

development is a lifelong endeavor; to define the life cycle stages of a teacher, Huberman (1989) investigated the interaction of teachers' fatigue, stress, creativity, insight, commitment, disengagement, learning, and reflection in his large-scale study of Swiss teachers. As a result, the life cycle of a teacher was discovered to be in seven stages. These are survival and discovery, stabilization, experimentation/activism, taking stock: self-doubts, serenity, conservatism, and disengagement.

Considering reflection, in Giddens' (1991) conception of identity as a *reflexive project*, the self-constructs a trajectory of development from the past life phases to the anticipated future. The ability to critically reflect on oneself and one's methods of instruction has grown to be recognized as a necessary component of the teaching profession (Brookfield, 1995; Korthagen & Nuijten, 2017; Korthagen & Vasalos, 2005; Loughran, 2013; Marzano, 2012). Therefore, a teacher's identity requires being a reflective practitioner, because without self-criticism, a teacher can easily be caught up in his/her teaching beliefs and closed off to questioning. As defined by Larrivee, reflection involves adopting an attitude, or a lens through which to view the world, that encourages inquisitive inquiry, challenging presumptions and challenging preconceptions, as opposed to picking up a particular skill set (Larrivee, 2000).

Having contemplative conversations to engage in identity-based professional discourse Dewey (1938), which Rodgers (2002) identified as "Reflection in Community" (p. 856) is one of the criteria for effective reflection. Similarly, Cohen et al. (2010) view the "genre of reflective talk" as a crucial "discursive site for the

construction, negotiation, and contextualization of teacher professional identity" (p. 474).

Lygo-Baker et al. (2008) noted that that the teaching actions we take are based on the values at the core of our belief systems. This interconnectedness of values and practices inevitably comes up because practically all teachers want to come across as morally upright and driven by the right ideals (Fitzmaurice, 2013; Sheridan, 2013). High standards for meaningful, pleasurable teaching, concern for students, cooperation with colleagues, and ethical, useful research are examples of resilient, enduring academic principles (Fitzmaurice, 2013; Smith & Berge, 2009). Major contributions to this field of study (Beauchamp & Thomas, 2009, Beijaard et al., 2004; Day et al., 2005; Korthagen, 2004; Korthagen & Vasalos, 2005; Zembylas, 2003) clearly acknowledge the importance of personal values in the formation of teacher identity. However, there has not been much empirical research on teachers' personal values and how they may influence professional identity (Sunley & Locke, 2010).

According to a poststructuralist view put forward by Zembylas (2003), teacher identity construction is emotional, dependent on authority and power. This emotional stance leads to the significance of diversity and complexity of teacher identity. Similarly, it is suggested by a number of studies (Maldarez et al., 2007; Poulou, 2007; Timostuk & Ugaste, 2010; Van Veen & Slegers, 2006; Van Veen et al., 2005) that teaching is an intensely emotional profession that elicits both positive and negative emotions, and that these should not be disregarded in the process of understanding the formation of a professional identity.

As mentioned by Sachs (2005, p. 15), teacher identity offers a framework for educators to develop their own concepts of “how to be,” “how to act,” and “how to understand” their jobs and social roles. As “a certain kind of person,” Gee's (2000) socio-cultural theory of teacher identity is widely used as a foundation for teacher identity research (Androusou & Tsafos, 2018; Brown et al., 2005; Gieser, 2015; Tokoz Goktepe & Kunt, 2023). Beauchamp and Thomas (2009) referred to the multifaceted nature of identity from the aspects of emotions, reflections, discourse, and agency. Similarly, Izadinia (2013) highlighted reflection, relationship with students, colleagues, parents, sense of agency, self-awareness, critical conciseness, teacher voice, confidence, and cognitive knowledge.

Professional Dimension of EFL Teacher Identity

EFL teachers, like all other professional educators, integrate multiple dimensions of experiences into their teaching practice. However, language teachers have distinctive characteristics as summarized by Borg (2003), including the dynamic practicality of their subject, its all-inclusive nature (including culture, communication, and learning skills), and their self-efficacy beliefs in comparison to native language teachers as well as other content area teachers.

Beijaard et al. (2000) suggested that the three components of a teacher's professional identity are their didactical, pedagogical, and subject-matter knowledge. First of all, in order to be considered a subject matter expert, a teacher needs to possess in-depth knowledge of the disciplines they instruct. One of their main duties is to support students' cognitive skill development in those subjects. Second, a teacher must possess didactical skills, which are primarily concerned with organizing and applying the studies and evaluating the final product. Third, the work that

educators conduct is linked to more general educational goals that support students' moral and emotional development.

Day et al. (2005) state that a good teacher's professional identity reflects her social and political expectations and education. This dimension is open to the influence of any teamwork, conflict, competition, professional development, national and global education policies as well as workload and a variety of roles. Social identity exists at a school, a group, or in class and is a long-lasting identity. And personal identity is the dimension of social, family relationships existing outside of school life. The balanced interaction among the dimensions of identity may change and become unstable influencing teacher commitment, work satisfaction, self-efficacy, and security perceptions.

To highlight the key elements forming a language teacher identity, Pennington and Richards (2016) conducted a study in which they used teacher narratives as a tool to obtain data. The competencies are “language proficiency, content knowledge, teaching skills, contextual knowledge, language teacher identity, learner-focused teaching, pedagogical reasoning skills, theorizing from practice, membership in a community of practice, and professionalism” (p. 11). For practiced teaching skills, classroom observations and individual experiences helped with their construction of the ideal teacher image. Also, educators should be able to reflect on their personal teaching philosophies, values, and beliefs in practicing theories they follow and try to construct. Participating in online discussions, collaborative projects, tasks, workshops, local and global conferences, and seminars provide teachers with opportunities to develop their communal professional identity and improve beyond the boundaries of their classrooms.

Researchers also classify individual and collective identities including ethnic, racial, national, migrant, gender, social class, and language identities within themselves (Block, 2009), and professional identity. The professional identity can be considered as subordinate to the central identity and is an example to Wenger's definition of identity which highlights the unity of participation and reification experiences for the construction of who we are (Wenger, 1998). Wenger (1999) emphasized the role of the teaching community in shaping a teacher's identity with interactions and engagement, identifying the three main modes of involvement as engagement, alignment, and imagination. In the engagement process, teachers perform pedagogical tasks like adhering to school policies, attending meetings, and collaborating with colleagues. Alignment happens when teachers engage in activities beyond their geographically limited communities and act as a part of a broader network. And imagination reflects how each teacher is unique in the sense of creativity and innovation.

The Situational Dimension: The Adaptive EFL Teacher in COVID-19

Despite the recent growing interest in teacher identity (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijjaard, et al., 2004), the studies about the transition phases of identity development have generally concentrated on pre-service teachers (Haniford, 2010; Lim, 2011; Timotštšuk & Ugaste, 2010) or teachers facing educational reforms (Ketelaar et al., 2012; Lasky, 2005; Van Veen & Slegers, 2006; Van Veen, et al., 2005). There is some research on newly qualified teachers as well (Czerniawski, 2011; Hamman et al., 2010; Hong, 2010; Thomas & Beauchamp, 2011), in addition to the induction phase research which highlights the identity shift that teachers experience (Beauchamp & Thomas, 2009). However, little is known

about the identity shift of EFL teachers during ERT in COVID-19. It needs to be reemphasized that critical incidents play important roles in the changes individuals experience in their identities. Macro contexts like social, political, cultural, and educational contexts shape micro contexts such as schools and classrooms and because of the interacting dynamics, language teacher learning, and identity are reconstructed. Therefore, it is impossible to complete the puzzle of language teacher identity without the ERT-shaped piece.

The ERT period during COVID-19 resulted in both positive and negative effects on education worldwide. Naturally, as the building blocks of education, teachers and students were the ones in the forefront who had to experience this shift from face-to-face to online education. Because of the continuous and contextualized nature of identity development (Churchman, 2006), with the disappearance of in-person school from their lives, the shared common culture they are in relation with, both students and teachers' roles have changed. There emerged new virtual identities appearing on screens as an alternative to the traditional school context. In the new teaching and learning contexts of their private spaces, teachers tried to act as agents of social change leading this digital transformation in social, emotional, and cognitive aspects. Instructors tried to overcome the challenges of this ambiguous, tense period by trying out new pedagogical approaches, reflecting on their experiences, developing their skills, and adjusting their techniques (Farrell & Stanclik, 2023; Gao & Zhang, 2020). In this way, their professional identities could endure the difficulties of this crisis situation.

A pioneer model which categorized teachers' online functions into pedagogical, social, managerial, and technical is known as Berge's Instructor's Roles

Model (Berge, 1995). The in-class facilitator role of the teacher was referred to as the pedagogical role in the online space, and the social role was to foster a supportive learning environment. The managerial role was parallel to the teacher's classroom manager role. The technical role was the new one providing learners with efficient use of technology (Berge, 2009). Similarly, the educational designer, discourse facilitator, and subject matter expert were the main roles identified in the research of Anderson et al., (2001). According to these researchers, the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes is the "teaching presence" (Anderson et al., 2001, p. 5). The teacher sets the objectives of the curriculum, designs methods, establishes time parameters and provides guidelines, modeling for appropriate etiquette and effective use of the medium (Anderson et al., 2001).

Social presence in a community of inquiry refers to the capacity of participants to authentically express their personalities, emotions, and social identities through the communication channels being utilized. It involves the ability of learners to project themselves as genuine individuals, fostering a sense of real human interaction and connection within the online learning environment. Key aspects of social presence include affective expression which means conveying emotions, feelings, and personal experiences; open communication, in other words, engaging in reciprocal and responsive interactions and group cohesion which is building and sustaining a sense of belonging to the learning community. By cultivating social presence, educators can create a supportive and engaging online

learning community that facilitates deep and meaningful learning outcomes (Anderson et al., 2001).

While establishing these online presences, teachers faced challenges like lack of digital preparedness to facilitate learning in the virtual classrooms. Dill et al. (2020) expressed the lack of time for teachers to get familiar with the new digital tools and their dependence on their already existing knowledge. However, although language education is an area where technology has been used more often than other content areas, language teachers still had difficulty in relying on non-verbal communication for teaching second language skills in a virtual classroom (Peachey, 2017). In addition, the language instructors had to set up new classroom rules which was almost impossible in an unfamiliar virtual medium. There was pressure on language instructors to develop digital expertise in addition to their prior knowledge which caused more stress, exhaustion, and burnout (Pather et al., 2020). Polin (2003, p. 46) defined teachers as “cultural workers, crafting interactional space, tools and objects of meaning; roles and identities for participants; and norms for behaving”. Teachers had to be more creative, have more control over the instructional design and the learning management system, as well as the content delivery methods and online assessment. They had to make all of the required adaptations essentially overnight (Iglesias-Pradas et al., 2021). Computer anxiety and attitudes of teachers based on their teaching belief systems were additional significant factors of stress affecting teachers’ identities and turning this transformation period into a more hectic one.

In addition to the stressful effects of the obligation to adapt to online education, the EFL instructors experienced a major change in their roles with the

changing conditions and settings. Park et al. (2011) highlighted the notable shift in the role of instructors from merely dispensing information to becoming interactive facilitators. About the different roles EFL teachers embodied, Heuer and King (2004) conducted an empirical investigation into instructor identity and stated that they serve as leaders, setting examples of active engagement; coaches, fostering teamwork among learners; facilitators, ensuring learner success and engagement; and communicators, promoting communication and collaboration.

A similar perspective is echoed in Bonk et al.'s research (2018), emphasizing the importance of instructors' engagement in pedagogical approaches that encourage interactive learning, including providing feedback, facilitating discussions, analyzing student input constructively, and connecting learners with external resources and experts. However, they critique the prevalent lack of consideration and organization of these strategies in many online courses, attributing it to instructors' lack of awareness and failure to apply the necessary identity transformations. This lack of digital role performance skills was due to the lack of support of the existing teacher training programs as Comas-Quinn (2011) highlighted. Though some teachers formed Professional Learning Communities (PLCs) (Chung & Choi, 2021; Cowie, 2021) or engaged in evidence-based reflective practice (Farrell & Stanclik, 2023) to support their own or their teaching teams' development, professional development addressing ERT was lacking (Sumardi & Nugrahani, 2021; Tafazoli, 2021).

Kim and Asbury (2020) looked into how COVID-19 affected English teachers' methods of instruction. There were 24 teachers present, ranging in experience from one to several years. Interviews conducted online were used to gather data. Six themes came to light as a result of the study, and they are as follows:

relationships, teacher identity, finding a path, concern for the weak, uncertainty, and reflections. Moreover, Kim et al. (2020) investigated educators and the schools' partial reopening during COVID-19 and concluded that educators needed support for autonomy, competency and interaction with colleagues, learners and their families so that they could feel better and serve the society more efficiently. There was clearly a need for support to EFL teachers who have undergone the transition of COVID-19.

Regarding their online teaching methods during the COVID-19 pandemic, Nasr (2020) viewed educators as learners. The researcher revealed her personal experiences of teaching remotely during the pandemic within the parameters of the study. The teacher researcher stressed technology, academic integrity, and kindness. In terms of technology, it was said that to offer online courses that are more effective, applications had to be used. The significance of utilizing alternate evaluation techniques, such as group projects, videos, and photos as an alternative assessment was brought up in relation to academic integrity. Lastly, the instructor said that it was critical to be supportive and adjust throughout this pandemic.

Sepulveda-Escobar and Morrison (2020) looked into the difficulties and chances associated with being placed in remote instruction as teachers in Chile during the COVID-19 pandemic. There were 27 prospective EFL teachers from Chile that took part. Data that was both quantitative and qualitative was gathered. According to the findings, over 50% of the respondents saw this pandemic as a chance to step outside of their comfort zone and learn effective ways to employ technology in the classroom. The participants did, however, also address the difficulties brought about by the pandemic, including their inability to have face-to-face interactions with their students, potential diversions at home, and a lack of

technology. Almost half of the teacher applicants who took part in the program said that their homes were not appropriate for teaching online. Under regular circumstances, most participants chose the face-to-face teaching placement, despite certain opportunities mentioned by the teacher candidates.

Concerning the paramount role of teachers for the success of online learning, what teachers do in their classes, including their uses of technology, is heavily influenced by their beliefs (Ertmer, 2005; Galvis, 2012). In Subekti (2021), the impact of the COVID-19 pandemic on the beliefs and learning practices of pre-service English teachers was examined within the Indonesian context. Nine pre-service English teachers took part in this qualitative study. Three things were determined by the study to be disruptive to online learning. These included a lack of a teacher-student relationship throughout the learning process, poor infrastructure and resources, and teachers' lack of pedagogical expertise to manage online learning. The study also claimed that teachers' consideration of their students' unique circumstances and the combination of synchronous and asynchronous teaching modes increased the efficacy of instruction. In other words, it can be said that the teacher rapport in addition to the integration of synchronous and asynchronous teaching modes enhanced the instruction whereas inadequate infrastructure, lack of student-teacher relationships, and teacher training in digital teaching were the challenges of ERT.

To overcome difficulties like unexpected changes, low income, stress, attrition, and burn-out, defense mechanisms are requisites. Therefore, to protect the practices, identity, and motivation of teachers, and to support their self-efficacy, Hiver (2017) developed the concept of ‘‘teacher immunity’’. He conducted a study

with 350 South Korean teachers of K-12 English who were working in the state sector. After the analysis of data from a focus group, he explored L2 teacher immunity features through surveys and serial in-depth interviews. This led to a better understanding of L2 teacher's sense of self and identity. While L2 teacher immunity is identified as a necessity to develop, at the same time it can have a negative backlash effect as rigid "maladaptive immunity" resistant to change. Against this danger, consciousness raising, transformative strategies were proposed in the study.

Even though these studies on teacher identity and self-efficacy were conducted before COVID-19 in 2020, they provide useful insights for adjusting to COVID-19 challenges. The teacher online learning during COVID-19, the innovative attitude of teachers, their participation in online trainings for better use of web tools, discussions among colleagues in weekly online meetings, and their specific biographies are all aspects of this study. Similarly, the "teacher immunity" concept paints a picture of the EFL teacher's self-efficacy beliefs during his/her transformation into online teaching spaces during COVID-19. Different role identities, competencies, cultural complexities, past-present-future identity trajectories, in addition to teacher identity's distinguished characteristics were highlighted to examine the foreign language teacher identity from multiple dimensions in order to understand the shift they went through during the COVID-19 remote and hybrid learning environments.

Teacher Agency

As Emirbayer and Mische (1998) define; agency is a social engagement process that is embedded in time and is influenced by the past in its "iterational" or habitual aspect. It is also focused on the present as a "practical-evaluative" capacity

to contextualize past habits and future projects within the constraints of the present, as well as the future as a “projective” capacity to imagine alternative possibilities (p. 962). Priestley et al. (2012) drew on the definition of Emirbayer and Mische and proposed an ecological model of understanding the achievement of agency as a temporal-relational phenomenon that contains three dimensions: iterational, projective, and practical-evaluative. From this perspective, understanding agency in different contexts and times requires emphasis on the dynamic interplay between (i) past influences and experiences, (ii) engagement with the present, and (iii) orientations towards the future. Agency is seen to be rooted in past achievements, understandings, and patterns of action; it is not something that people possess as an attribute, but something they “do” in different contexts (Ecclestone, 2007).

Between continuity and change lies the area where agency is enacted, containing both the individual and the surrounding context. Such a shift entails movement, whether it be opposition or support, to maintain and realign oneself in one's line of work. Thus, different people will view the role of agency in work differently due to both individual change and the dynamic character of the surrounding situation (Eteläpelto, 2017).

Studies of teachers have reflected that they enact agency in negotiating professional identity. The dialogic nature of these enactments is limited by localized meaning discussions and contextualized understandings (Pappa et al., 2019).

Consequently, agency is a relational and temporally bounded achievement (Biesta & Tedder, 2006; Emirbayer & Mische, 1998; Priestley et al., 2012). From this perspective, Biesta et al. (2015) emphasized the significance of beliefs in agency by asking questions such as “Where do teachers’ beliefs come from (the iterational

dimension)? How do beliefs ‘motivate’ action (the projective dimension)? How do beliefs influence what is actually done, that is, how do they function as resources for engagement in the concrete situations in and through which teachers act?” (pp. 627-628). These are discussed in relation to the teachers’ roles in a curriculum reform project. As the data shows, beliefs and values are problematic from the iterational dimension of teacher agency because they generally lack in-depth understanding of complex school discourses.

Teacher agency is intricately linked to teacher beliefs (Borg & Sanchez, 2020; Zhang & Liu, 2014). The two conceptions frequently work together to implement particular educational initiatives. Bonner et al. (2020), for instance, looked at the cases of three schools that had been implementing a STEM reform for a number of years and connected the teachers' experiences to their goals, beliefs, and plans as changing agents in their school and the reform program. Teachers were assisted in implementing, enacting, and reforming the program by their experiences, beliefs, and agency. Furthermore, teachers' past experiences work as triggers for them to notice, evaluate, and understand the dynamics in these put into practice programs and policies; their newly formed beliefs then prompt teachers to take action through the programs and policies, thus strengthening their agency in some way (Biesta et al., 2015; Gao et al., 2022; Kalaja et al., 2015).

Ruohotie-Lyhty and Moate (2016) proposed two primary forms of agency. The first type relates to teachers’ participation in the work community, whereas the second type of agency concerns teachers’ capability of employing their experiences and their participation in the development of their professional identities. Additionally, they explicitly defined the second form of agency as identity-agency,

suggesting that teachers' agency is one of the prerequisites for their professional identity development. In teacher identity, agency plays a key role, because of the interrelatedness of their decisions and professional identity. When teachers act as planners of their lessons, anticipating problems and offering solutions beforehand, they execute these adapting to the rising spontaneous needs of their students and reflect on them afterwards to evaluate their actions' success and revise the plans if necessary, then teacher agency emerges (Jenkins, 2019).

Furthermore, the importance of agency was highlighted by other researchers with the claim that agency is crucial not only for the construction of teachers' professional identity, but more importantly, it plays a key role in the transformation of teachers' professional practice. For teachers, agency can show itself as an individual's transformative behavior like innovative practices (Eteläpelto, 2017). When the individual teacher enacts agency in adapting to the social environment, the link between agency and personal transformation or change can emerge (Kitayama & Uchida, 2005; Markus & Kitayama, 2003). By accepting an adaptive nature, individuals critically shape their own responsiveness to the environment by being involved in agentic action (Emirbayer & Mische, 1998).

Pietarinen et al. (2016) explored the elements of teacher agency in the professional community and in the classroom to demonstrate how complex teacher learning is. As a result of the data gathered and analyzed from the surveys of 2310 primary and secondary school teachers, in terms of professional agency, teacher learning is a complex and multidimensional phenomenon that cannot be reduced, and thus cannot be explained by a single social trait. That the objects of learning and teachers' approaches to their learning shaped the contextual adaptation in terms of

professional agency, and that experienced agency in the classroom depends on teacher learning in the professional community were additional findings of the study.

The characteristics of teachers as change agents are explored in the work of Van der Heijden et al. (2015). According to the data collected from external experts, principals and teachers, they report lifelong learning, mastery, entrepreneurship, and collaboration as essential characteristics for the agentic teachers at classroom and school levels. How the components of professional agency are incorporated in practice are reflected by these qualities. More specifically, the characteristics of agentic teachers have been outlined by a variety of researchers as the commitment they have for lifelong learning, the meaning they attach to teaching, and adaptive expertise (Lipponen & Kumpulainen, 2011; Priestley et al., 2012; Tao & Gao, 2017).

Agency plays a leading role in the work of language teachers (Van den Branden, 2016). The growing body of research on language teacher agency has presented the importance of incorporating agency into studies focusing on teacher identity development (Illieva, 2010; Kayi-Aydar, 2015; Kumaravadivelu, 2012; Morgan, 2004; Ruohotie-Lyhty, 2016; Varghese et al., 2016). In language education, teacher agency may be understood as occurring between the teacher and the student, between the teacher and her colleagues, and between the teacher and the wider administrative and social environment (Pappa et al., 2019). Tao and Gao (2017) interviewed eight English teachers during curricular reform in a Chinese university and found that they demonstrated agentic strategies and actions to adjust to the new curriculum in separate ways. However, their involvement in professional agency was facilitated by their prior experiences and resources, and identity commitments.

The teacher's "history-in-person" (Holland et al., 1998) must also be investigated when examining language teacher agency from a dialogical, or relational perspective. In other words, it is important to consider how teachers' participation in specific historical, sociocultural, and sociopolitical practices creates them in part and their identity as individuals in part. The "intimate terrain" of our existence is a "result of living in, through, and around cultural forms practiced in social life," as Holland et al. (1998, p. 8) note, which makes it possible for humans to behave independently and as individuals. Each person engages in a variety of complex, overlapping, and oftentimes conflicting practices. They are distributed through, among, and within people. This perspective helps prevent the idea that language teachers are a priori agents only affected by local, external affordances and constraints (Miller, 2012). This method of approaching language teacher agency can assist challenging the widespread perceptions of educators as "saviors" of their students or as experts who must primarily use their unique abilities to bring about change (Morgan & Clarke, 2011).

It is also crucial to look into teacher agency in relation to digital affordances for language instruction since doing so can advance our knowledge of how educators position language instruction in the digital environment to support students' distance learning (Lamy & Hampel, 2007). In response to the growing importance of the Information and Communication Technology (ICT) transformation process in the educational system, the language teachers' knowledge categories were expanded to include Technical Pedagogical and Content Knowledge (TPACK) (Selwyn, 2012). The participants' professional understanding of the operation and functionality of new technology and its applications was a fundamental requirement for efficient

online teaching during their transition to "forced" online teaching owing to the COVID-19 pandemic (König et al., 2020).

According to Cutri and Mena (2020), COVID-19 caused a disruption in the perception of identity among educators. They felt like amateurs or novices when they moved from a traditional faculty role to an online delivery model because they had to learn new digital skills and knowledge, which threatened their professional identity as teachers (Cutri & Mena, 2020; Naylor & Nyanjom, 2020). In the midst of the COVID-19 pandemic, Ashton (2022) investigated the agency of four language instructors who were teaching online. Ashton (2022) stated that educators exercise their agency in connection with their professional identities and called for teacher preparation programs that qualify educators for a range of teaching scenarios.

Chen (2022) examined the relationship between teacher agency and digital affordances and approaches of L2 online teaching as an ecosystem. The study, which is based on a semester-long investigation of two Chinese language instructors, shows that in connection to teacher beliefs (such as the learner-centered approach) and social situations (such as the pandemic), teacher agency was performed with digital media. Their research highlights the need to consider the relationship between classroom dynamics and the social setting from an ecological perspective. In actuality, it was evident that curricular and pedagogical changes, such as online instruction and assessment, were required considering the difficulties presented by the COVID-19 campus closures. Teachers frequently utilized agency to evaluate and modify their previous teaching philosophies in an effort to find creative ways to incorporate their students' in-depth and intensive studies (Bryson & Andres, 2020).

In addition, the literature consistently emphasized the necessity of a forced reckoning and reimagining of the university's mission and organizational framework (Brammer & Clark, 2020; Bryson & Andres, 2020; Code et al., 2020; Corbera et al., 2020; Darling-Hammond & Hyler, 2020; Ellis et al., 2020; Hollweck & Doucet, 2020; Murray et al., 2020; Noor et al., 2020). This made many wonder, on a personal level, how the university teachers envisioned themselves in this "new" situation. Faculty members had a fortunate opportunity to reconsider how they may embody their "relational" teaching identity in a virtual environment as a result of having to adjust to online learning. Teachers' perceptions of themselves as relational, caring educators were severely disrupted by COVID-19 (Jones & Kessler, 2020).

Despite some existing research, the specific process of teachers' transformation and adaptation from face-to-face to virtual instruction remains an under-examined area (König et al., 2020). In particular, little attention has been paid to teachers' engagement with "the dramatic changes due to the COVID-19 pandemic" (Scull et al., 2020, p. 3) and their efforts to cope with the emerging demands of online teaching, even though they are increasingly considered to be "active agents" (Lasky, 2005, p. 900) in response to educational change.

EFL teacher identity is in a new era of digital transformation which was accelerated by COVID-19 and EFL teachers need to get adapted to this new medium of instruction facing its pedagogical challenges. It can be said that each situation brings new dimensions to the professional identity of the teacher and when teachers reflect on these new experiences, the development process can be traced as a part of teachers' social, emotional, cognitive dimensions. Integrated with their beliefs and personal identity dimensions, the new digitally improved post-COVID-19 teacher

will be introduced and identified as a part of the ongoing identity construction of EFL teachers, and their stories will be voiced to add to their multi-faceted identities in this narrative inquiry.

Narrative Inquiry Studies in Teacher Identity

As Riessman (2008) stated, the major function of narratives is the construction of identities. During the story-telling process, people construct their identities as a part of this reflection. There is an increasing interest in narrative inquiry studies. (Altan & Lane, 2018; Cheng, 2016; Dikilitaş & Eryılmaz, 2023; Golombek & Johnson, 2017; Gu & Benson, 2015; Hamiloğlu, 2014; Meng, 2014; Ortaçtepe, 2015; Sarasa, 2017; Schaefer & Clandinin, 2019; Scherff, 2008; Şakar, 2015; Tsui, 2007 and Yeo et al., 2017).

Schaefer and Clandinin (2019) conducted two narrative studies to investigate the identities and experiences of beginning teachers. The first study found key aspects of teachers' professional journey as their sense of belonging in the profession, the importance of maintaining a work-life balance, and the security associated with their roles. It revealed the tensions between their personal and professional identities, stating that out-of-school training often felt disconnected from real classroom challenges. Although they were well-prepared pedagogically, these teachers struggled with the broader demands of the job. As a result, they experienced feelings of exhaustion, questioning their suitedness within the educational system.

The second study of Schaefer and Clandinin (2019) focused on narratives of six early career teachers who left their profession, and it highlighted the need for a balanced combination of personal and professional lives. It stressed the challenge for

beginning teachers to realize their envisioned identities without sacrificing personal fulfillment. Schaefer and Clandinin argue that to have a life-long commitment to the profession, there needs to be a holistic understanding of teachers integrating their personal and professional dimensions. To prevent early career burnout and support the beginning teachers in developing a sustainable career, this negotiation is essential.

Gu and Benson (2015) explored the construction of teacher identities during teacher education, using insights from Communities of Practice and critical discourse theory. The study was conducted with seven pre-service teachers from Hong Kong and nine from China. Two focus group interviews and in-depth individual interviews were held with each participant, and it was found that socio-economic background and social discourses about teachers and teacher identity are influential factors for teacher identity construction which is a rather personal process. Within this scope, suggestions for improving teacher education practices and future research directions are offered.

Golombek and Johnson (2017) concentrated on the educational value of teachers' narratives from a sociocultural perspective. In their narrative research, two novice teachers enrolled in MA TESL in the United States were involved. It was emphasized that the reflectional power of narratives has positive pedagogical effects and supports professional development.

Altan and Lane (2018) highlighted the value of teachers' stories for teacher education programs, the influence of teachers' major life experiences and dispositions on how they teach and the effect of positive learning environments as well as personal experiences on their dispositions in their study "Teachers'

narratives: A source for exploring the influences of teachers' significant life experiences on their dispositions and teaching practices”.

Another researcher, Sarasa (2017) explored the professional identity development of EFL teachers in Argentina, and 24 undergraduates from an English teacher education program at a state university took part in her study. Sarasa's study reveals the dynamic and evolving nature of teacher identity, influenced by factors such as institutional policies, cultural expectations, and personal beliefs. Her work underscores the importance of understanding the nuanced and multifaceted process of identity construction in the context of language education

Dikilitaş and Eryılmaz (2023), in “Identity tensions of in-service teacher educators: A narrative inquiry”, highlighted the importance of professional development in teacher identity construction once more by recognizing an underexplored area of in-service teacher educator identities. Ortaçtepe (2015) contributed to narrative research with the stories of two EFL teachers from Türkiye which highlights the identity (re)construction through language socialization and scholarship in the United States. Also, the complexity and multiplicity of teacher identity are emphasized. Another study was conducted by Yeo et al. (2017) which identified the connection between socioeconomic status, university education, and characteristics of “ideal” language teacher in a narrative study with three Caucasian language teachers. It was highlighted that the concept of the "ideal" language teacher is destructive and divisive.

Studies in Türkiye on EFL Teacher Identity

In the Turkish context, the studies regarding teachers' professional identities are limited in number. (Aykaç et al., 2017; Dikilitaş & Yaylı, 2018; Hatipoğlu et al.,

2023; Ölmez-Çağlar, 2022; Özmen, 2010; Taner & Karaman, 2013; Yüzlü & Dikilitaş, 2022). There are a few EFL teacher identity studies in Türkiye, too. (Balban, 2015; Kazımlar, 2019; Sayar, 2014; and Yavuz, 2010). Moreover, there are several theses about EFL teacher identity studies in Turkish. (Civelek Kazancı, (2017); Çengelci, 2021; Çetin, 2017; Dilek, 2021; Durmaz, 2015; İlgör, 2019; Karagöl, 2022; Keskin, 2020; Yavuz, 2010).

Ustuk and Yazan (2024) examined the pedagogical implementations of identity through *perezhivanie* (Russian term for emotional and reflexive experiences that influence personal development) with a longitudinal study of identity-focused internships in Türkiye. The study followed prospective teachers in Türkiye over a longer period of time, and focused on how their internship experiences and reflexive practices contribute to the development of their professional identity. The importance of emotional and cognitive engagement in the formation of a strong, reflexive teacher identity was emphasized and it was recommended that emotional and cognitive elements be included in teacher training programs. The importance of cultural context was also emphasized in the design of these experiences and the overall identity formation process.

Prominent researchers whose studies informed EFL teacher education such as Hatipoğlu et al. (2023) examined the effectiveness of teachers' pedagogical skills in an online environment during the initial COVID-19 period and the changes in students' learning habits as a result of this transition. The article provides a comprehensive analysis of the initial impact of the COVID-19 pandemic on online learning, highlights the rapid adaptation required by both teachers and students, and examines the lasting impact on educational practices and learning behaviors. The

study highlights, based on feedback from students, that clear communication and structured course materials are critical for successful online learning. The feedback includes aspects such as clarity of instruction, interaction, accessibility, and the ability to maintain student engagement.

Although technical issues such as unreliable internet connections and lack of access to necessary technology were significant barriers to effective online learning, and students felt isolated and less motivated without the physical presence of peers and teachers, the article suggests that some of the changes in pedagogical practices and students' learning habits could have long-term effects, potentially leading to a more hybrid educational model that combines online and face-to-face learning.

Dikilitaş and Mumford (2023) explore how individuals reshape their identities after completing their doctoral dissertations. Their research emphasizes the role of reflection and reflexivity in this process. Reflection means looking back at past experiences and understanding their effects, while reflexivity involves critically analyzing oneself and one's actions in these experiences. The article notes that many scholars experience a period of self-examination and growth after finishing their Ph.D. This process helps them combine their academic achievements with their personal and professional identities, redefining themselves. It is also an ongoing process that includes adjusting to new roles and environments beyond academia. Among his studies, Dikilitaş (2018) conducted a study with Yaylı (2018), and their studies suggested four dimensions of teacher identities, which were sensitive teacher, active seeker of informed practice, self-reflector, and empathy builder and collaborator.

Tokoz Goktepe and Kunt (2023) explored another aspect of professional identity development in a case study that examines the challenges faced by a novice English teacher in a conflict-affected region. Using a longitudinal case study that used a variety of qualitative methods to collect data, including written narratives, informal interviews, observation notes, and a classroom diary, the challenges and adaptations were examined, and it was shown that working in a conflict area significantly impacts the teacher's professional identity. The complex interplay between external difficulties and the formation of personal identity is highlighted and it is illustrated that teachers develop resilience to cope with the difficulties and adaptation strategies such as the "imagined identity" to mitigate some of the adverse effects.

Having been traced from various aspects both in local and global contexts, EFL teacher identity is under investigation to be able to understand the dimensions it has been reconstructed during times of crisis such as COVID-19 through the analysis of teacher narratives as the reflective documentations of lived experiences.

CHAPTER 3: METHOD

Introduction

In this narrative inquiry, the identity processing of eight EFL teachers in Turkish university preparatory programs during the COVID-19 pandemic is explored. First, this chapter provides a thorough explanation of the rationale behind the methodology's choice of narrative inquiry. It subsequently talks about the location and background of the research. The sampling strategy is then justified, the participants are described, the methods and instruments used for data collection are described, and ethical issues such as reliability, dependability, credibility, trustworthiness, and confirmability are addressed. The researcher's role in the study is also discussed in the context of narrative inquiry.

Research Design

"Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (Merriam, 2009, p. 13), and qualitative inquiry's key characteristics are its naturalistic setting, research itself as a process, giving the researcher a main role to use interpretative lenses, complex reasoning, and thick description to reach a holistic picture and interactive research design (Hays & Singh, 2012). Educational research is carried out in its natural context at schools where educational problems are investigated, and the stories being told by the students, administrators, and teachers are interpreted through the lens of the researchers. This research study specifically explores the personal, professional and situational

dimensions of EFL teacher identities during ERT in COVID-19 in an effort to answer the following research questions:

1. What personal, professional, and situational dimensions of identity have the Turkish EFL teachers of university English language preparatory programs developed during COVID-19 pandemic experience?
2. Did these dimensions transform EFL teacher identities? If so, how has the EFL teacher identity changed?

The experiences of the participating EFL teachers with the switch to ERT during the COVID-19 epidemic were highlighted in this study. Because life is characterized by change and continuity, the experiences of the participants developed from one another and gave rise to new experiences. In this way, the past and present experiences of the participants were taken into account holistically and managed within the current research context. Starting at the beginning of their stories, participants were asked to reflect on their professional choices, their present circumstances, and their overall outlook for the future. Their professional identities were shaped while simultaneously accounting for societal and personal influences. The three-dimensional space of interaction (such as the social and personal), continuity (such as the past, present, and future), and context (such as location) were highlighted as a fundamental component of their stories (Clandinin & Connelly, 2000). This story aspect made it possible to move forwards and backwards, inwards (e.g., internal state, such as emotions, feelings, hopes, and moral inclination), and backwards and forwards (e.g., temporality, meandering through the past, present, and future).

Narrative research has been utilized in the field of teacher research to communicate personal, social, and professional life stories that enhance the perceptual quality of instruction (Golombek & Johnson, 2017; Hamiloğlu, 2014; Meng, 2014; Ortaçtepe, 2015; Şakar, 2015).

Narrative inquiry is categorized under qualitative inquiry within the interpretive paradigm. “Paradigm represents the worldview that defines, for its holder, the nature of the world; the individual’s place in it, and the range of possible relationships to that world and its parts” (Guba & Lincoln, 1994, p. 107). This framework encompasses the interpretivist paradigm, which holds that social constructions shape reality and that researchers should give participants’ perspectives priority (Creswell et al., 2003, p. 8). According to this paradigm, the researcher's goal is to interpret participant experiences to give their life meaning. By comprehending and making sense of their experiences in the field of social and humanities research, teachers’ professional identities were explained and interpreted through narratives (Bell, 2002). This theory was supported by Riessman’s (2008) argument, which maintained that the best approach to understand teacher identity overall was through narrative inquiry. Furthermore, Barkhuizen and Wette (2008) documented the efficacy of employing a narrative framework to explore L2 instructors’ teaching experiences.

Context

This narrative inquiry was conducted at different English medium universities’ English Preparatory Departments in Istanbul, Türkiye, as summarized in Table 1. For the participants' convenience, I selected my city of residence. A more

genuine and trustworthy data collection setting is preferred because the research is an in-depth investigation.

Table 1

Context Overview

Settings	Prep. School Modules / duration	Levels	Teaching hours	Teach & Go	ERT Tool	Present Online teach.	Participants
Public Uni.1	4 /7 w	Elementary→ Intermed.	18 h/w	+	Zoom		Berrak
Public Uni.2	4 /7 w	Elementary→ Intermed.	18 h/w	+	Zoom		Ayça
Private Uni.1	4 /7 w	Elementary→ Upper intermed.	24 h/w	+	Teams	1 d/w	Buse Meral Tülay Yonca
Private Uni.2	4 /7 w	Elementary→ Upper Intermed.	24 h/w	-	Teams		Deniz Sevgi

The settings were four different universities. Two of these universities were state universities whereas the other two were private. In the state universities, a preparatory year consists of four modules which are seven weeks each and students need to fulfill certain tasks to pass each module. Students need to take a Proficiency exam at the end of this preparatory year. Teachers taught 18 hours a week in three different levels ranging from elementary to upper-intermediate. After their teaching, teachers can leave the school if there are no meetings or trainings. They have summer leave of one month as far as the teachers reported. A big advantage for

teachers to work at a state university is that, once they are hired, they have a life-long job unless they want to resign. Thus, teachers feel secure here.

During ERT, these state universities used Zoom for online education and adopted their normal curriculum to the virtual medium with the help of technology departments. In one state university, the administration team worked to change the in-class assessment tasks to online and used online versions of the coursebooks. Teachers were not responsible for these. However, in the other state university teachers were responsible for creating the materials and exams in the virtual context and this was reported to be burdensome and stressful by the participating teacher of this research. Also, it is important to mention that, in the state universities students are generally from low socio-economic backgrounds and they have to get higher university entrance exam scores to be able to attend the state university. This also demonstrated itself as an issue of equity about reaching technological tools and the internet during ERT.

The two private universities had different working conditions. In one private university where four teachers worked, teachers had to teach 24 hours a week without exception. They had a modular system of seven weeks ranging from elementary to upper-intermediate. After they finish teaching, if there is no training or meeting, or extra exam duty teachers are allowed to leave the school. Also, after the ERT, this school implemented one day online teaching. Now, for one day teachers can have the work from home experience. In ERT, this school used Teams as an online platform. The curriculum team of the preparatory department transformed all the in-class materials into online materials and the testing department prepared the

online exams for the teacher, so there was no extra duty other than teaching the regular hours for teachers.

At the end of successful completion of four modules, students take the Preparatory Year English Proficiency exam and if they pass, they move on to their faculties. This university has a student profile of moderately successful students in the university entrance exam. Generally, they pay for the school, but it is a relatively low tuition fee compared to very reputable private universities. Some students have scholarships ranging from 25% to 75% of their tuition. Also, teachers have summer holidays planned according to their year of experience in that school ranging from 14 days to 28 days. Teachers' contracts are renewed yearly, so the attitude of the management and the system of evaluation is rather important. Teachers' feedback about the system is taken anonymously and the administrative team works to improve the system accordingly. Teachers also evaluate themselves based on a criterion in performance meetings.

The other private university is located by the seaside, and this location provides a relaxing atmosphere both for the faculty and the students. However, the EFL teachers work in a separate small apartment-like building which "puts stress and a feeling of exclusion" on them as expressed. They teach 24 hours a week with the exception of the administrative staff. Certain instructors teach less hours based on their roles. Within this context, teachers have to stay in their offices all day until 17:00 like all the other employees of the institution. This also creates stress for the teachers as stated. Moreover, they cannot go out of the school without signing a permission sheet from the administration and if they arrive even five minutes late, they receive a written warning from the administration asking the teacher to write a

defense letter. If they get three warnings, they are reported to the human resources department and a more serious warning comes leading to the next stage of firing from the school. During the teaching period, many teachers have been experiencing such cases, so there is a threatening insecure atmosphere as mentioned.

There is again a modular system of four modules with seven weeks. They have certain assessment tasks prepared by the administrative team and materials prepared by the level coordinators. Levels range from elementary to upper intermediate. Once students complete them successfully, they take a proficiency exam and continue with their faculty education. During ERT, they used Teams as the learning management system and transferred all the materials and exams to the virtual classrooms. Teachers have summer holidays planned according to their year of experience in that school ranging from 14 days to 28 days. As contracts are renewed yearly, with a management which has a threatening attitude, teachers feel insecure at this institution.

Participants

The participants of this research study were selected according to their convenience. According to the Bilkent University Ethics Committee, researchers can only work with volunteer participants, and no individuals can be forced to participate in a study. Participants gave their consent before the study began. They were provided with a letter that detailed the purpose and stages of the study (see Appendix A). There are eight EFL teachers who cooperated with the researcher for this study. A pseudonym was used for each participant throughout the study. The demographics are outlined in Table 2 and following that there is a brief description of each participant based on their stories.

Table 2*Demographics of the Participating Teachers*

Pseudonym	Age	Gender	Years of Experience	Degree	Teaching Level
Meral	28	Female	4	PhD in CI in progress	University Prep. Program
Yonca	27	Female	3	BA in ELT	University Prep. Program
Tülay	47	Female	20	MA in Education Management	University Prep. Program
Buse	45	Female	20	BA in American Culture	University Prep. Program
Berrak	28	Female	3	PhD in ELT in progress	University Prep. Program
Deniz	46	Female	10	MA in Education Management	University Prep. Program
Sevgi	46	Female	15	MA in ELT in progress	Kindergarten Primary School Secondary School High School University Prep. Program
Ayça	47	Female	20	BA in American Culture	University Prep. Program

Meral: A young novice EFL teacher who is in her second year of PhD studies in Curriculum and Instruction at a reputable university in Ankara, Türkiye. One day a

week she commutes there from İstanbul to complete her lessons. She has already worked at three different universities and seems to be content with this one.

Yonca: A novice teacher who is in her third year of teaching. She started teaching at a university in the COVID-19 period. So, she encountered her first university teacher identity on an online medium. She is an enthusiastic, lively, and joyful character. She is busy with researching the difference between pronunciation patterns of students in the Preparatory Program.

Tülay: An experienced teacher in her twentieth year of teaching EFL. She also acts as the head of the English Language Department at a private university. She has worked at the same university for twenty years although there were a lot of changes with the administration. She holds an MA in Education Management and is a determined, well-organized, and committed teacher.

Buse: She has been teaching English for more than twenty years now. She has worked at the same institution for all these years despite lots of changes in the team and management. She also acted as a vice director of the Preparatory Program for five years. She is still enthusiastic about teaching and her students.

Berrak: A novice teacher working at a state university in Istanbul and a PhD student at a reputable university in Ankara in the stage of thesis completion at English Language Teaching. She is very idealistic and open to learning.

Deniz: A 10-year experienced teacher who used to work as a translator in the beginning of her career. She holds an MA in Education Management from a private university and is a graduate of Boğaziçi University. She was ranked in the top twenty people in the University entrance exam, so she can be considered competitive and competent.

Sevgi: A teacher with 15 years of experience at university preparatory programs, high schools, secondary, primary schools, and kindergarten, so she had the opportunity to observe all stages of English language education at Turkish schools. She started her MA in English Language Teaching, but then had to stop due to her busy schedule.

Ayça: She is a very experienced teacher with twenty years of teaching at a state university. In addition, she acts as the head of the Professional Development Unit at the English Language Preparatory Program and is in the Board of Directors of TESOL Türkiye. She is a graduate of a highly reputable high school and university in Türkiye.

Instrumentation

As this study is based on the narratives of the teachers who reflected on their EFL teacher identities with a focus on their experiences during the COVID-19 period, data was collected through interviews. As stated by Kallio et al. (2016), “the reason why the semi-structured interview is a popular data collection method is that it has proved to be both versatile and flexible” (p.2955). I carefully prepared the interview questions after an extensive literature review study. The questions were reviewed by the supervisor of the study and one question that seemed to be repetitive of another one was removed. To focus on the construction of teacher identities during COVID-19, personal, professional, and situational aspects of identity, teacher identity, EFL teacher identity and agency needed to be considered. After the questions related to the demographics of the participants, teachers’ motivation to choose this career was understood through the reflection of their past life experiences.

Teachers' reflections of past experiences were in line with the iterative dimension of agency. The practical-evaluative dimension was reflected by the teacher's COVID-19 teaching experiences and the projective aspect was their reflections of the post-COVID 19 experiences (Emirbayer and Mische, 1998). The questions (see Appendix B) provided a chance to grasp a holistic profile of each teacher identity and signified why COVID-19 experiences matter for their future practices as well as the present ones. The flow of teacher identity construction could be traced more comprehensively in this way.

The process of gathering data was intricate, interpretive, and interwoven, as noted by Clandinin and Connelly (2000). It was founded on the relationship that was formed between the participant and the researcher. An interactional data collection tool "interview" is used because interviewing allows participants, whether interviewers or interviewees, to discuss their interpretations of the world they live in and express how they see situations from their own perspective (Cohen et al., 2007). With the semi-structured interviews, it is aimed to understand the participating teachers' identity construction processes during ERT. Hitchcock and Hughes (1989) referred to semi-structured interview as stated below:

allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses. ... Some kind of balance between the interviewer and the interviewee can develop which can provide room for negotiation, discussion, and expansion of the interviewee's responses. (p. 83)

In qualitative studies, the continuous process of questioning is an integral part of understanding the unfolding lives and perspectives of others (Creswell, 2007). Patton

(2015) stated six basic types of questions which were reflected in the interview questions. These are demographic, knowledge, behavior, values, feelings, and sensory questions. The interview questions were written by the researcher based on the insights from the literature review, (Goodson & Cole, 1994; Hiver, 2017; Kim & Asbury, 2020; Tao & Gao, 2017) and then validated by experts in EFL teaching and by her academic advisor. Necessary revisions were made, and the number of questions was reduced as some of them seemed to be repetitive.

The questions helped the teachers to reflect on their professional identities both as a whole and with regard to its changes during ERT since identity is a continuous, shifting, and dynamic concept capturing past, present, and imagined future selves of a person. The question set starts with a focus on the participant's teaching experience and background including her reason for choosing teaching as a career and continues with the professional life phases asking the teacher to reflect on the changes she went through until COVID-19 to set the major focus of the interview as the change in teacher identity. The interview questions about COVID-19 period were also reflective (see Appendix B).

Method of Data Collection

The purpose and rationale of this study were explained to the participants before the interviews. To be able to conduct the interviews effectively, I organized the setting, and time and place of the interviews according to the convenience of both the participant teacher and me. Before the actual interviews took place, I piloted the interview with a colleague of mine and faced no problems. The interviews were conducted individually in a quiet classroom or silent café where there was no disturbing situation. Each interview lasted between 60-100 minutes. According to the

availability of the interviewee, one of the interviews was conducted in two rounds. All the interviews were audio and video recorded for better results (Akar & Martı, 2015) and for a more accurate narrative inquiry data analysis.

In addition, Patton's (2015) principles like asking genuinely open-ended questions, appropriate probing, making transitions, being a clear, good listener and observer, both empathic and neutral, present throughout the interview were like the guidelines of the interviewing process. The critical reflection on the research process and on my role as researcher (Finlay, 2002), including researcher's various insider and outsider positions (Le Gallais, 2008) was also considered carefully in the interviewing process.

Methods of Data Analysis

A widespread research design in social sciences, thematic analysis, helps the researcher with identifying patterns, creating themes, and analyzing them in the light of the research questions (Braun & Clarke, 2006). Therefore, in this research, data was analyzed thematically. Lincoln and Guba (1994) proposed four criteria; credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) to establish trustworthiness in a qualitative study. Lincoln and Guba (1994) believe that one of the most important factors in establishing trustworthiness is credibility and to increase the credibility of a study, member checking is significant. Therefore, to increase the validity of the data, after the interviews were transcribed, the reconstructed stories/narratives by the researcher were shared with the participants and through member checking, participants validated the findings. In this way both the accuracy of the findings and related themes is determined.

Bird (2005) claims that being familiarized with the data is “a key phase of data analysis within the interpretative qualitative methodology” (p. 227). To get familiar with the data, as Braun and Clark (2006) put forward, the researcher transcribed, read, then reread the data to understand it fully in the first stage of the analysis. Then, codes were created, patterns were sorted, and themes were discovered (Braun & Clarke, 2006). For the reliability of the coding process, the supervisor of this research study coded 20% of the interview transcriptions which provided an inter-rater reliability of 88.1%.

According to Charmaz & Mitchell (2001), coding is the critical connection that links data to its interpretation. The researcher looked attentively over each participant's responses and created a coding chart to establish this crucial connection. After that, these codes were organized into topics, and as a result, multiple responses connected each theme. Following the categorizing of the responses, themes were examined by focusing on the perceptions, feelings, and similarities as well as differences and overlaps.

The Role of the Researcher

The participants of this research study are the researcher's former and/or current colleagues with whom I have had an enjoyable work experience. Therefore, it has been easy to manage my relationship with them as a researcher. As Clandinin and Connelly (2000) mentioned, the researched-participant and the narrative inquirer's work on the negotiation of meanings from the participant's stories is a useful method in data analysis. The stories of the participants become retold by the researcher once they are narrated out loud in the interview process. The multiple

“I’s” in narrative inquiry means that the narrative inquiry is intersubjective between the researcher and the participants.

Kubanyiova (2008) refers to research as “primarily a relational activity demanding the researcher’s sensitivity to and emotional identification and solidarity with the people under study” (p. 506) and highlights the researcher’s reflexivity as a significant tool in research. Therefore, during the interviews I reflected on my own role as a researcher while at the same time I was mentally and emotionally engaged with participants’ stories. Patton (2015) emphasizes that interviews could lead to different feelings, but still the researcher is neither a therapist, nor a judge. Thus, I displayed respect for their expertise, ideas, and feelings during their talks and did not show any judgmental behavior in any instance. The two principles: neutrality and rapport (Patton, 2015) shaped the interviews.

The researcher’s background, skills, experiences, training, and her engagement in practice are some factors to be considered as the researcher is positioned as a major instrument in qualitative research by Patton (2015), who also highlighted the personal aspect of this type of research. Creswell (2007) also referred to the important role of the researcher as the data gatherer and analysis implementer. The researcher’s duality of roles both as the objective researcher and a transformation experiencing colleague of the participants contribute to the quality of the research. Both the participants and the researcher have changed throughout the study (Pinnegar & Daynes, 2007).

In conclusion, this chapter presents the participants of the research, the context, the framework, the research design, methods of data collection and analysis as well as the researcher’s role and validity, reliability, and trustworthiness of the

research. The themes found from the narratives of the participants will be presented in the next chapter.



CHAPTER 4: FINDINGS

Introduction

The present narrative study was designed to investigate the personal, professional and situational identity construction process of eight Turkish EFL teachers in university contexts during an ERT period from an interrelated multi-theoretical approach. After gathering data by semi-structured interviews, the transcriptions were read many times to make sense of the narratives. The interview covered questions that refer to these dimensions of EFL teacher identities starting with pre-COVID-19 period (see Appendix B). There are influences of pandemics and online teaching in COVID-19 ERT period which end with the creation of post-COVID-19 identities. In this way, the integration of a historical phase into the Turkish EFL teacher identities can be witnessed. This chapter aims to present the findings of the study based on the following research questions:

1. What personal, professional, and situational dimensions of identity have the Turkish EFL teachers of university English language preparatory programs developed during COVID-19 pandemic experience?
2. Did these dimensions transform EFL teacher identities? If so, how has the EFL teacher identity changed?

Thematic Analysis of Participants' Narratives

The process of interpreting and making sense of teachers' lived experiences was central to this narrative research. The participants narrated their pre-COVID 19 experiences in the interviews (Appendix B) with the first part asking them about how they made decisions to become EFL teachers, what educational experiences they

have been through, and the contexts in which they have worked so far. After collecting information about their backgrounds, the next set of questions focused on the context they were in during COVID-19 and how they transitioned to digital platforms. Their experiences of COVID-19 ERT were narrated, and contextual, personal, and professional factors that contributed to the reconstruction of their identities were highlighted.

Challenges of ERT

As traditional classroom settings transitioned into online platforms, EFL teachers encountered a number of challenges, significantly altering their professional identity. While examining the intersection of the personal, professional, and situated dimensions of teachers' identity to understand how they transformed into post-COVID teachers, from teachers' narratives in the interviews it could be understood that psychological experiences like loneliness, isolation, emotional breakdown, loss and grief, and demotivation were the most frequently mentioned theme as a challenge of ERT, as can be noticed in Table 3. This situation is against the social nature of the teaching profession, and naturally occurred as a problem for the teachers as they had to be closed in their homes, alienated from society.

Screen fatigue and attention span was the second most occurring theme according to what teachers talked about in their experiences. They said that continuously having to look at the screen was too tiring. After that comes the blurring of boundaries at home which caused overtime work for teachers as they had to cope with the needs of their families. Other than this tension, the uncertainty and instability for teachers due to the changing educational policies and teacher redundancies have added to their emotional burden. Being already a stressful

profession in a non-native context at a university, teachers had to cope with new challenges brought with COVID 19.

Table 3

Challenges of ERT

Codes	<i>f</i>
Loneliness, isolation, emotional breakdown, loss and grief, demotivation	5
Screen fatigue and attention span management	4
Blurring of boundaries at home (Increase in responsibility of household chores, changing balance)	3
Students not turning on their cameras leading to engagement and participation problems	3
Increase in teacher talking time, not enough speaking practice for students	2
Uncertainty	2
No online system, no staff training, no experience	2
Negative experience with online classes	1

Traumatic Period

The most remarkable challenge narrated by a teacher was the loss and grief she experienced because of her grandfather's death due to COVID-19. Despite the traumatic event, she expressed that she had to teach the day after as if nothing happened. Moreover, there was no school culture or collegial environment where they could feel connected. In one teacher's words, "*there was this alienation and disconnectedness from your colleagues that period, the negative effect we couldn't overcome actually was not being socialized*".

When I interviewed the teachers, one of the teachers' reactions to online teaching was strongly visceral as she expressed her emotions in these words:

In COVID-19 in terms of teaching experience I hated it. I still hate online classes because it just demotivates me. I know that these students are there, but I know that, for example, they're sleeping. They are not active, so their cameras are turned off and they don't really respond to you. They don't answer questions. So, it's not interactive like as if it's in class, sure. So, in classes I'm way more energetic. I'm way more enthusiastic. So are the students. The interaction part is terrible.

In her story, Meral emphasized the issue of students' reluctance to turn on their cameras during virtual sessions which caused educators to face difficulties in fostering meaningful interactions and facilitating effective communication. The transition to online teaching worsened existing problematic issues particularly regarding student engagement and participation. This lack of interaction and an increase in teacher talk gradually led to problems of disengagement and screen fatigue for the teachers as well as the students.

In addition to the traumatic emotions, the role shifts changed EFL teachers to learners. As Ayça narrated: *"I used to spoon feed. I mean, I was taking them as if they were all my kids. They are still my kids, but they need to learn, and they need to have their own initiative. They need to have their own structure in their learning. I can only facilitate, guide."* The new roles for EFL teachers such as mediators, facilitators, and technological learners emerged with ERT.

Blurring of Boundaries

This chaotic period changed the established boundaries between work and home life. Teachers struggled to balance increased responsibilities such as household chores with their professional obligations, leading to emotional tension and stress. This is evident in one of the “mother” teachers, Buse’s narrative:

But as you know, I have a son. He was at home as well. He was studying at home as well. So, it was a bit difficult for me to adjust. Why? Because I was teaching in my room for example, and he was learning in his room. But from time to time, he used to stand up, come and ask me some questions during the lesson. My students were listening to him, so it was a bit of course uncomfortable for me. And of course it's not the work environment, it's home. It's your home. So, it's not a natural environment. So being at home teaching, dealing with the kids, dealing with the housework, the doorbell rings. So, it was a very challenging time.

Buse found herself occupied with a chaotic domestic setting, where her home transformed into both a place of work and familial duties. Managing the roles of an educator and a caregiver, Buse describes the challenges of teaching from home while attending to the needs of her children. The spatial division within her household mirrors the fragmented nature of her professional identity, as she navigated between makeshift classrooms in different rooms while simultaneously attending to domestic tasks. Similarly, another “mother” teacher talks about the same issue in her story when she explains the blurring of personal and professional boundaries:

Because we were inside the house together with my husband, with each other, right, with my kids, we were going crazy. Even going to balcony was a luxury

at home. I had two kids. One was going to primary school; the other was going to secondary school and our house was like a school. One of the rooms, the living room, I guess, was third grade, the other room was the 5th grade. And I was in the university club. For example, while teaching, all of a sudden, there was a knock on the door and my son came telling me; “Mommy, I’m hungry”. I also remember myself cooking soup in the kitchen. While I was going to the kitchen, stirring the, you know, soup and then coming back to teaching...

From Deniz’s story it can be clearly understood that within the confines of her home, she found herself trapped in a web of familial responsibilities, transforming her domestic space into a spontaneous educational environment. There was an intrusion into the teacher’s personal space at home. It was also another demand of online teaching to create a suitable teaching environment at home where all the other members of the family were also present. The imagery of her household resembling a school, with each room designated for a different grade level is apparent evidence of the blurring of personal and professional boundaries. During the chaos of teaching remotely, and the interruption of her son asking for food distracts Deniz as a teacher, affecting her attentiveness to her students online. Her description of simultaneously stirring soup in the kitchen while attending her virtual classroom represents the act required by Deniz to reconcile the roles of educator and caregiver within the confines of her home. This narrative functions as a compelling illustration of the complexities inherent in EFL teacher identity transformation during the unique challenges of the ERT.

Lack of Training for Online Education

Another obstacle the sudden shift to virtual classrooms introduced was the lack of institutional infrastructure and training for online instruction. Without prior experience or adequate support systems, English teachers found themselves struggling with uncertainty. They had to navigate unfamiliar technological conditions while attempting to maintain educational standards. One of the teachers, Sevgi, refers to this challenge when she says: *“We became techno-teachers overnight”*. Another teacher and an English preparatory program director Tülay referred to the difficulty of this transition while considering the COVID-19 emergency remote teaching experience a huge learning experience: *“COVID-19 was a huge learning experience. It was really difficult. Number one, our university did not have any online system in preparatory school. Number two, we were not trained and three we had no online teaching experience. And in one week they told us to get ready. It was such a short time and also there were very few people to consult”*. It was obvious that both EFL teachers and managers experienced difficulty in setting up and getting used to the digital platforms as they didn’t have any training beforehand, and they were not ready for this change. The lack of ERT preparedness was apparent in teachers’ words and how they overcame this challenge is a matter of identity transformation

To summarize the challenges of ERT, teachers’ narratives highlighted their mental, emotional, and physical struggles situated at their new work from home contexts. As a result of this struggle and experience, EFL teachers reevaluated their professional identities from a new dimension which led to teacher learning, adaptability, and growth.

Teacher Growth and Adaptability

EFL teachers had to transform into digital teachers working online instead of performing teaching in the physical school classroom. This huge difference caused challenges for them to overcome as stated in the previous section. New roles emerged for them such as a digital guide, technically competent facilitator, and a mediator rather than their habitual roles like being a performer, knower, classroom manager organizing the task set ups, grouping students, and cultivating diversity in their physical classes. To bridge the gap between their former and present roles in ERT, they needed to take some professional education so that they could feel competent in their digital skills and transform into digitally competent teachers. As the students needed more support than ever with this sudden shift, teacher support, caring needed to be there. It was also necessary for teachers to implement trauma informed pedagogies in a period of pandemics which had terribly negative effects on all aspects of life.

When teachers told their stories about this transition, they mentioned the importance of adaptability to teaching online mostly as the adaptive intelligence was the most important skill for teacher development which was the second most frequent theme of their growth stories as seen in Table 4. The role of teacher development dates to the continuity and progression in the education life of an EFL teacher. Similarly, experience and perspectives have an influence on a teacher's progress. The role of academic skills and motivation in EFL teaching career choice appears as the next theme teachers referred to in their narratives. Personal traits and aspirations necessary for EFL teaching career, early influences for EFL teaching

career, and professional development and management roles are also stated as parts of their teaching growth and adaptability process.

Table 4

Teacher Growth and Adaptability

Codes	<i>f</i>
Adaptability to teaching online	28
Continuous teaching development	19
Continuity and progression in the education life of an EFL teacher	13
Experience and perspectives	13
Role of academic skills and motivation in EFL teaching career choice	7
Personal traits and aspirations necessary for EFL teaching career	5
Early influences for EFL teaching career	4
Professional development and management roles	4

Adaptability to Teaching Online

Drawing from their early influences and experiences, EFL teachers have embraced a proactive approach to professional development, assuming diverse roles and perspectives to enhance their teaching efficacy in the digital area. EFL teachers had to adapt to online platforms quickly, requiring proficiency in digital tools and the ability to motivate and engage students remotely. EFL teachers have navigated the online teaching landscape with determination and resilience. One of the teachers shared her reflections of adaptation to ERT in these words:

One day we woke up and we learned that it was going to be online. It was shocking news for us. Why? Because we didn't have any expertise in using

teams, zoom and everything, all that stuff...The university provided us with training, so we learned how to, for example, show the book to the students, how to share the screen and everything. I think there was also stress, since I'm not as young as the other stuff here. So, I tried to ask my younger colleagues to help me, and I was so lucky at that point to get help. Teachers, all people are learners. Learning is a lifelong process. We learn new things each day, and we should be open to any new ideas, any new things. So, I think that learning never ends.

So, as can be understood from the teacher's reflective words, the adaptability of teachers to online teaching was prior for teacher growth and it was mentioned most commonly in the interviews which was followed by the theme of continuous teaching development.

Continuous Teaching Development

Through innovative approaches and creative use of technology, English teachers confirmed their commitment to facilitating learning, leveraging their higher education experiences to adapt curriculum and instructional strategies to meet the evolving needs of their students. Yonca declared the role of technology in her teaching development, and she reflected this on the engagement techniques she used with her students online.

I believe I mean it contributed to me a lot in the technology, use of technology. Most of the people, most of the instructors maybe declare the same thing, but for me, I just think that I was nothing before the COVID-19. I didn't know how to, you know, make the class effective online

She added that with BBC webinars she learned a lot about the control of attention span. In her lessons she used the technique of giving a one-minute break and listening to a song every ten minutes in a lesson. She thinks that this has resulted in an increase in student engagement.

Role of Academic Skills and Motivation in EFL Teaching Career Choice

In the interviews, seven teachers mentioned the crucial role of academic skills and motivation in their career choices as EFL teachers. They expressed the necessity of proficiency in language teaching methodologies, linguistic theories, and pedagogical strategies for effective classroom instruction. Moreover, intrinsic motivation, driven by a passion for language and cultural exchange, reflects their commitment to the profession amidst these challenges. Sevgi expressed how she enjoyed learning English with these sentences:

We had intensive English classes like 25-26 hours a week and that was the best year of my life. I really enjoyed reading in English. I really enjoyed all those communications, you know, going into the classroom, all the homework. The teacher gave me, you know, a book to read in a week. And I gave it back the next day. So, I really enjoyed...

The early influences of English teachers can easily be observed in Meral's narrative as well when she talks about her love for language learning and the feelings she associates with it. As Meral says,

I remember, I remember most of my English teachers. I loved them and I love, I love the English from the very first moment that I encountered with it. Because it was something different than other classes, it wasn't Turkish. It was totally different. It wasn't something I was used to, so I was very

intrigued by it. The way it sounds. It's a new world. Most of the time I spent my time studying English, but instead of like math or science. I would read books. I would watch something. I would take notes and you are a different person.

Another participant shared a similar influence about her career choice when she talked about her mother being a teacher and how her job affected her choice as well. Deniz said: *“Actually, my original plan was to be a teacher because my role model was my mother, and my mother was a teacher at primary school. She was even my teacher in 3rd grade. Yeah. So, when I was going to school, I was just observing her, and I was trying to be like her.”* The continuity and progression observed in an EFL teacher's life as a student have contributed to the evolution of their professional identity against the challenges posed by the pandemic.

To summarize, with the increasing prevalence of online education, adaptability to teaching online emerges as the most frequent issue. EFL teachers must navigate the challenges and opportunities presented by digital platforms, requiring them to acquire new technological skills and pedagogical strategies to deliver quality instruction in virtual settings. To meet the needs of this adaptability, they need to develop themselves continuously. Thus, the second most frequent theme is the ongoing professional growth in the EFL teaching profession. Experience and perspectives also emerge as key factors, representing the value of practical knowledge gained through teaching experiences and the diverse viewpoints that enrich teaching practices. Definitely, this determination can be interpreted as a follower of their academic success when they decide to choose teaching as a career. So as successful learners in their education life, these teachers always held on to their

beliefs and went on to learn. The more they learn, the more adaptive teachers are, and this results in increased teacher competencies.

Confidence in Teacher Competences

A crucial aspect of effective teaching in the higher education context for EFL teachers lies in the educator's belief in their ability to inspire and empower students to reach their full potential. With this belief, teachers provide role models for students and support their personal growth as well as language acquisition. By learning English, students start to become aware of their new global identities. Each EFL teacher takes his or her unique identity to virtual classrooms and with their recent learnings of multimedia tools, diverse methods, they create caring competent educator images for their students.

In their interviews teachers mostly emphasized the importance of teaching English for cultural competence and the promotion of global citizenship while talking about their pedagogical approaches. Teachers' attitude towards language teaching is based on teacher-student relationships and student-centered teaching. Their beliefs in facilitating learning and the role modeling of values in a virtual setting are also emerging topics from our conversations. Teachers highlighted the positive role of the uniqueness and the multifaceted nature of their identities during the ERT as shown in Table 5. Also, they mentioned the utilization of multimodal tools for teaching communication skills, demonstrating the innovative approaches they adopted in ERT.

Table 5*Confidence in Teacher Competences*

Codes	<i>f</i>
Cultural Competence and global citizenship	17
Teacher-student relationship	15
Management of Classroom Dynamics	12
Student-centered teaching	11
Belief in Facilitating Learning	11
Role Modeling and Influence in Teaching Values	10
Uniqueness of Each Teacher's Identity and Multifaceted Identity	10
Higher education experience	8
Use of Multimodal Tools for Teaching Communication Skills	2

Cultural Competence and Global Citizenship

The pandemic highlighted the role of English teachers as both role models and influencers in shaping students' values and cultural competence. As advocates for global citizenship, educators embraced multicultural perspectives and promoted cross-cultural understanding, recognizing the transformative power of education in fostering empathy and tolerance. In our interview, Meral emphasized the power of teacher identity in terms of providing role models to the students as below:

Even if they feel like it or not, you are an authority in the class. So, what you present is what the students get. So, if you are a very progressive teacher not in only teaching, but in terms of mentality, you broaden the perspectives of the class, you widen their horizons. They take you as their role model. Words

hold some power. So, you can just direct them, so you have power, you are powerful. That's why I think our identities are important in teaching because if you value human rights, for example, if you value some ideas, some attitudes, and if you present them well, the students become better people, better human beings.

After the most frequently mentioned theme of cultural and global citizenship while mentioning teacher competences, teacher-student relationship was the second common theme following.

Teacher-student Relationship

During the challenges posed by the COVID-19 pandemic, English teachers encountered a profound transformation in their professional identity, necessitating a reevaluation of their pedagogical approaches and core beliefs. The shift towards more student-centered teaching, a feature of effective education, became more significant as educators tried to adapt to the virtual learning environment. Buse expressed her feelings of content while being with her students as follows: *“I mean whenever I'm with my students, I definitely feel better. That's how I feel, for example, when I'm in my spare room, I'm different. I feel different. But when I teach, my mood definitely changes. Yeah, and I feel really better with my students”*

Ayça expressed her rapport with the students in the way that she made them believe in her at first and gain their trust for establishing a secure class environment. She mentioned that she felt *“like I'm the goalkeeper. The students are trying to shoot goals and I need to catch them, and I need to behave at the same time so professionally”*

Faced with the limitations of online platforms, teachers endeavored to foster meaningful interactions and collaborative learning experiences, prioritizing student engagement and participation. The pandemic underscored the importance of nurturing teacher-student relationships, as educators coped with the complexities of virtual communication to maintain a sense of connection and support for their students.

All in all, understanding these interconnected themes provides a holistic framework for examining the complexities of teacher identity transformation. Against the emerging challenges of ERT, EFL teachers stayed firmly connected to their beliefs based on their own educational experiences and have progressed despite the lack of online training and support. They succeeded in being role models to their students and paved the way for learning English as a part of the process of establishing their global identities.

CHAPTER 5: DISCUSSION

Introduction

This chapter summarizes the study's aims, methodology, and major findings. It also provides an interpretation of the findings and connects them to existing literature. The chapter presents the educational implications of the findings and provides suggestions for further research, along with the limitations of the study.

Overview of the Study

The purpose of this narrative inquiry was to investigate the identity reconstruction process of eight Turkish educators who were teaching English as a Foreign Language (EFL) during COVID-19 from personal, professional and situational dimensions within the scope of Yazan's (2018) adapted Language Teacher Identity framework. In line with this, the study aimed to answer the following research questions:

1. What personal, professional, and situational dimensions of identity have the Turkish EFL teachers of university English language preparatory programs developed during COVID-19 pandemic experience?
2. Did these dimensions transform EFL teacher identities? If so, how has the EFL teacher identity changed?

Discussion of Major Findings

As the famous philosopher Heraclitus stated, everything changes and flows except the change itself. This highlights the fact that teachers are always in the process of transformation, not only during extreme events such as COVID-19. However, trauma of pandemic and the accelerated immersion into the digital era

because of ERT, COVID-19 altered the amplitude of this change for EFL teachers. This study is unique in its findings as it has drawn a link between the two periods of EFL teachers, pre-COVID-19 and post-COVID-19. My adaptation of Bedrettin Yazan's language teacher identity framework (2018) to analyze teacher narratives is another unique contribution to the literature. Furthermore, this study highlights the significance of identity reconstruction of EFL teachers from personal, professional and situational dimensions in the context of English language programs at universities in Türkiye; it emphasizes the importance of teacher adaptability in this process with a narrative inquiry approach.

The analysis of narratives of EFL teachers regarding this process revealed the following themes: challenges of ERT, teacher growth and adaptability, and competence in teacher confidences. These themes illustrate how the *pre-COVID-19 teacher* has become *post-COVID-19 teacher*. In other words, the *pre-COVID-19 teacher* is portrayed with the teacher stories based upon their teacher backgrounds, beliefs and emotions. How they faced the COVID-19 period, the ERT, is reflected by their learning experiences. Their continuous professional development openly highlights the connection between their existing beliefs and perceptions of the ERT period. Bridging the gap between the usual classroom medium and the online context, the new *post-COVID-19 teacher* comes into being with increased awareness of his/her competencies and the uniqueness of the multifaceted identities.

Personal Dimension: Teacher Emotions, Cognition, and Biographies

In the narratives of these teachers, from the personal dimension, loss and grief was the main challenge teachers faced during ERT. This theme included loneliness, isolation, emotional breakdown, and demotivation. Teachers shared that

these factors affected their emotions negatively and this resulted in extra emotional work teachers need to do to perform as positive, competent coaches; guides who are caring about the well-being of their students and the quality of instruction. This was a real challenge to overcome in the pandemic's traumatic context as individuals live in interaction with their environment and teachers are also a part of this society going through the same difficult period. This attitude of hiding negative emotions corresponds to what Schutz and Lee (2014) referred to in their research. According to their study, teachers do not display any negative emotions in class, they hide or regulate them. Similarly, Tsang, (2013) highlighted teachers hiding their fears in his study with twin teachers.

To stay positive, teachers had to create some emotional support strategies. For instance, one of the participant teachers shared her experience of biking during the pandemic which helped her to relieve stress and develop resiliency for the betterment of her health, and it was reflected on her teaching persona in the online classroom as well. She said that after balancing her mental and emotional states, she could mentor her students better as the connection between her teaching identity and students got stronger.

Hochschild (2012) asserts this emotion management situation can be alarming, because teachers, especially foreign language teachers, on top of dealing with usual human interaction complexities of everyday situations, they are pressured to know and speak in a foreign language like a native speaker.

Blurring of boundaries was another major finding which affected the personal lives of teachers as they had to spend more time preparing for the lessons and they

had increased responsibilities at home, too. This situation added extra burden on teachers' mental and emotional work.

Professional Dimension: Teacher Cognition, Communities of Practice

From the professional dimension, the transformation is evident in the roles they perform as EFL teachers. No longer are teachers the center of information performing on a stage; they are the digitally equipped facilitators who are struggling to validate their presence in the virtual world with new identities. The apps, the blogs, the web tools they use, all the digital connections they have are the building blocks of their new *post-COVID-19* personas who have become more resilient after taking care of the COVID-19 teenagers while teaching a foreign language in a new medium. Developing this resiliency was an outcome of challenges teachers faced during ERT.

While becoming more resilient, teachers had to learn how to use digital tools to be able to engage the students online and design lessons accordingly. Using the online whiteboard, preparing online activities as well as exams were all a part of the teacher professional learning process which reflected teacher cognition.

For teacher's well-being during the pandemic, based on the findings it can be clearly observed that teachers needed to be fully supported by their institutions, teacher communities, and peers besides their own efforts to stay resilient. This corresponds to previous research findings about the importance of support mechanisms (De Heus & Diekstra, 1999). The positive relationships with the teaching community, collegial support, and self-healing techniques all functioned together for a smooth transformation period. In this case teachers were not only caregivers, but they needed to be supported, too. As Van Horn et al. (2004) identified, social emotional well-being is a dimension of teacher's well-being and the

research highlights that the positive interactions with administrators, colleagues and students provides teachers with the opportunity to enjoy the supportive school culture.

Situational Dimension: Digital Teaching, Trauma of Pandemics

A major challenge of ERT was that these complexities and pressures now appear within an online medium and teachers must learn how to manage the new online classroom interactions. For instance, teachers in this study reported that students used excuses such as poor internet connections to leave their cameras off during lessons. Having these darkened screens affected student engagement and participation in the lessons. To motivate the students for online lessons, instructors must find some innovative ways to involve students in the virtual medium. As Miloshevska et al. (2020) and Nomnian (2022) found, this extra work compromised teachers' energy and motivation. Nonetheless, this resourcefulness also shows that teachers were able to adapt their lessons. Adaptability to teaching online is another major finding of this study as a factor influencing teacher growth. This is in line with the findings of Lehman and Conceicao (2010) who defined instructors as the designers of the learning environment as well as mediators, facilitators, and assessors.

Reflecting on the roles teachers embody after ERT, a new teaching presence can be associated with having three responsibilities: design, facilitation, and direct instruction (Anderson, et al., 2001). Teachers design a positive and safe learning environment in which learners feel secure so that they find the courage to express themselves. Instructors have a voice as a facilitator setting up a model for the learners providing constructive formative feedback. With direct instruction being conducted remotely, teachers must work harder to maintain a social presence. This

presence can be defined as the quality of people revealed by their use of language, media, and communication tools. In this way, meaningful interactions can be achieved by maintaining relations (Kehrwald, 2008). This social presence, which involves social and emotional connection of the group, is essential as it encourages students to be reflective learners. This emotional and social bonding can lead to the expression of ideas and dialogues and facilitate the cognitive presence of the students in the virtual medium.

The importance of emotional and social bonding was especially highlighted in this study because one of the participants lost a student to COVID-19. The teacher needed to make time in the lessons for students to share stories and to console each other. Despite being remote, students became more connected to each other. Even in less dramatic events, such as everyday learning, the shared need to cope with the digital learning platform bonded class participants together. An interesting outcome of ERT is that the frequency of teacher-student relationships and student-centered learning increased. Therefore, rather than a loss of a team spirit, students became more cooperative and supportive.

Although awareness of supporting social and emotional needs was heightened during ERT, the participants were first of all language teachers. Their primary role was to facilitate the language acquisition of their students, only now they had to do this by digital tools effectively. Teachers had to adapt to the virtual classes by learning about online platforms, learning management systems, and all other current digital trends. Unfortunately, as was found by other researchers, teachers lacked professional development opportunities to develop their digital teaching competencies (Can & Silman-Karanfil, 2021; Gudmundsdottir & Hathaway, 2020;

Koç, 2016; MacIntyre et al., 2020; Nugroho et al., 2021; Schleicher, 2020; Trikoilis & Papanastasiou, 2020; Zamborova et al., 2020). Similarly, Onyema et al. (2020) noted inadequate technological skills and network infrastructures while examining the effects of COVID-19 in different nations.

Although teachers tried to find ways to effectively use a digital platform during ERT, as was found by Orhan and Beyhan (2020), teachers tended to rely on their traditional teaching while teaching online. Teachers may have resorted to their tried-and-true strategies to compensate for their frustrations while dealing with internet issues and new technologies (Trust & Whalen, 2020).

In contrast to the views about the disadvantages of a lack of training, there is also research which indicates teachers found ERT to be an opportunity to become innovative (Major, 2020) and to improve technological skills (Dennen & Arslan, 2022; Winter et al., 2021). Ferri et al. (2020) referred to opportunities as *Open Challenges Framework*. This framework is comparable to the current study's *Teacher Growth Table*. Digital roles relate to pedagogy, social development, discipline, and of course technology (Berge, 1995). Moreover, given the online nature of ERT and the increased use of the internet, teachers had opportunities to connect with teachers and teaching resources around the world. In this way their cultural competence and global citizenship improved.

A notable finding of this study was that more experienced teachers seemed more inclined to find ways to adapt and develop online strategies to support student learning. It was the younger teachers, who may have even been digital natives, who “hated” online teaching. The teachers who had strongly constructed beliefs in the continuity of learning became avid learners so they could deliver the new skills they

learned to their students and guide them effectively amidst the chaotic period of COVID-19. These teachers became change agents, who identified and implemented innovative ways to support student learning in a new remote setting.

Overall, the journey these EFL teachers have been through during the ERT period transforming from pre-COVID-19 to post-COVID-19 teachers has reflected how critical it is to be prepared for any possible traumatic situations like this and led the way to develop teacher education programs for digital literacies in university EFL settings. The EFL teachers certainly need to be made aware of the change they have been through by reflecting on their learning experiences and noticing the remarkable growth. This study can pave the way for new teacher identity-based training and be a sample for future studies on EFL teacher identity studies. It can be developed from different aspects, based on different frameworks and approaches. It can also be implemented with larger groups of teachers with different resources.

Implications for Practice

Teacher identity learning is a significant practice for the improvement of education, but in Türkiye there is not much done about it. Teacher identities need to be valued more and protected for the betterment of learning systems. For recognition of teacher identities, there can be specific expertise based projects, appraisal systems that value each and every teacher performance regardless of gender, race, age, ethnicity.

Another implication can be the development of online teacher training programs for the improvement of digital expertise, and these can be run by the EFL departments of universities. In this situation more EFL trainers and content creators competent in digital skills will be employed. There is already a project about the

digital transformation of K-12 education in Türkiye run by the Turkish Ministry of Education and non-profit, foundation university academicians. There can also be a project about the digital transformation of EFL education at higher institutions in Türkiye. This study just demonstrates one period from one aspect, but it can be broadened to all universities with larger sample sizes and more diverse profiles.

Student feedback can also be taken into account in a similar research study. There can be comparisons between students and teachers, and universities' EFL schools as well as other departments. New EFL management systems can be developed. They can be only teacher-led based on their identity learnings. In this way teachers' self-efficacy will be increased and there will be no need to hire outside managers who cannot cope with their teacher profiles. Effective EFL management can also contribute to the success of the university.

There can be “teacher-well-being” centers in EFL departments as support mechanisms which can potentially have mentors. Students can be part of those systems giving feedback to their teachers as well as peers. Peer observations can be run in those centers. Training can be offered, and Additional research can be conducted. Global communication with foreign universities' English language programs can be maintained for exchange of practices and ideas. Anything relevant to teacher identity learning can take place, and to implement these practices, the university administrations must be made aware of the importance of the teacher identity learning and the need for teacher support.

Implications for Further Research

This narrative inquiry study is a sample of how teacher learning has contributed to teacher growth. As a result of this, at university English preparatory

school settings, there can be similar research studies conducted and shared with wider EFL communities and other academic departments of the universities. In this way both the EFL departments and the university culture can be more harmonized. This can also potentially eliminate the problem of exclusion that EFL departments generally complain about in Türkiye.

Similar research can be implemented in different contexts with different and more diverse participants. For example, comparative research about the teacher identity learnings at K-12 schools and university EFL programs can be conducted. Comparative research among different countries' university EFL teacher identities can be studied as well. There may be many alternatives which are not necessarily limited to the COVID-19 period.

However, there is a need for more research in this specific era in Türkiye especially because these educators need to feel supported throughout this and any future transformative periods. They need to know that there are resources available for them, and that their experiences and expertise are valued. There can be also similar research based on gender and culture verifications. Additionally, researchers can get inspired by the adapted framework, as the adaptation can provide an example of specific period identity framework.

Limitations

The COVID-19 period was a limitation with regard to the time frame of this study, but it was specific, and it brought ERT, so it was necessary to focus on. The context was a limitation in terms of specific school settings and the local context as well as the number of participants. They can be varied and expanded upon for future studies.

Conclusion

This study has aimed at filling a socio-historical research gap in EFL teacher education literature. It has drawn a COVID-19 EFL teacher identity concept by providing insights from the lives of eight teachers working at university preparatory schools in Türkiye within the scope of a new conceptual framework. Once their stories were voiced, these teachers' identities were reshaped and the EFL communities who read this study recognize these identities as well as getting involved in their stories silently. On the whole, from this aspect, the study serves for the connectedness of the EFL community, and a sense of collective consciousness and belongingness strengthens.

Several themes that provide a transformative picture for the EFL teacher from pre-COVID-19 period to post-COVID-19 period have been found and the EFL teacher identity has become more resilient as reflected by overcoming the challenges of an alienating, traumatic period of pandemics by staying committed to her students. Becoming a learner of new digital technologies again, the EFL teacher formed a more empathetic relationship with students. I hope this identity research flourishes the courage to reflect on our past experiences, the will to share the teaching stories of our everyday practices and the hope of serving to the global community as well as the inspiration to carry on with new studies for future generations.

REFERENCES

- Adedoyin, O. B., & Soykan, E. (2023). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, 31(2), 863-875. <https://psycnet.apa.org/doi/10.1080/10494820.2020.1813180>
- Androusou, A., & Tsafos, V. (2018). Aspects of the professional identity of preschool teachers in Greece: Investigating the role of teacher education and professional experience. *Teacher Development*, 22(4), 554-570. <https://doi.org/10.1080/13664530.2018.1438309>
- Anspal, T., Eisenschmidt, E., & Löfström, E. (2012). Finding myself as a teacher: Exploring the shaping of teacher identities through student teachers' narrative. *Teachers and Teaching: Theory and Practice*, 18(2), 197-216. <https://doi.org/10.1080/13540602.2012.632268>
- Akar, D., & Martı, L. (2015). Söylem çözümlemesi. In N. Seggie, & Y. Bayyurt (Eds.), *Nitel araştırma: Yöntem, teknik, analiz ve yaklaşımları* (pp. 242-252). Anı Yayıncılık, <https://www.researchgate.net/publication/316551511>
- Akkerman, S.F., & Meijer, P.C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, 27(2), 308-319. <https://doi.org/10.1016/j.tate.2010.08.013>
- Alsup, J. (2005). *Teacher identity discourses: Negotiating personal and professional spaces*. Routledge. <https://doi.org/10.4324/9781410617286>
- Altan, S., & Lane, J.F. (2018). Teachers' narratives: A source for exploring the influences of teachers' significant life experiences on their dispositions and teaching practices. *Teaching and Teacher Education*, 74, 238-248. <https://doi.org/10.1016/j.tate.2018.05.012>

- Anderson, T., Rourke, L., Archer, W., & Garrison, R. (2001). Assessing teaching presence in computer conferencing transcripts. *Journal of the Asynchronous Learning Network*, 5(2), 1-17. <https://doi.org/10.24059/olj.v5i2.1875>
- Ashton, K. (2022). Language teacher agency in emergency online teaching. *System*, 105, 1-12. <https://doi.org/10.1016/j.system.2021.102713>
- Aykaç, N., Yıldırım, K., Altinkurt, Y., & Marsh, M.M. (2017). Understanding the underlying factors affecting the perception of pre-service teachers' teacher identity: A new instrument to support teacher education. *Üniversitepark Bülten*, 6(1), 67-78. <https://doi.org/10.22521/unibulletin.2017.61.6>
- Barkhuizen, G. (2017). Language teacher identity research: An introduction. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 1-11). Routledge Taylor & Francis Group.
<https://books.google.co.nz/books?id=Ewh6DQAAQBAJ&lpg=PA1931&ots=FMJU4tHoG8&lr&pg=PA1931#v=onepage&q&f=false>
- Barkhuizen, G., & Wette, R. (2008). Narrative frames for investigating the experiences of language teachers. *System*, 36(3), 372-387.
<http://doi.org/10.1016/j.system.2008.02.002>
- Baş, B. (2024). *Situation-specific motivational dispositions of EFL students and instructors in online teaching at the time of the COVID-19 pandemic* (Publication No. 11693/114032) [Master's thesis, İhsan Doğramacı Bilkent University]. Bilkent University Institutional Repository.
<https://repository.bilkent.edu.tr/server/api/core/bitstreams/da9bdc4b-e1f8-4f9c-87d5-3d93987d0a62/content>

- Baxter, J.A. (2012). The impact of professional learning on the teaching identities of higher education lecturers. *The European Journal of Open, Distance and E-Learning*, 15(10), 1-11. <https://oro.open.ac.uk/34717>
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), 175-189
<https://doi.org/10.1080/03057640902902252>
- Beijaard, D., Meijer, P.C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107-128. <https://psycnet.apa.org/doi/10.1016/j.tate.2003.07.001>
- Bell, P. (2002). Using argument representations to make thinking visible for individuals and groups. *CSCL II: Carrying forward the conversation*, 449-485. <http://doi.org/10.3115/1599773.1599775>
- Berge, Z. L. (1995). Facilitating computer conferencing: Recommendations from the field. *Educational Technology*, 35(1), 22-30.
<http://www.jstor.org/stable/44428247>
- Biesta, G.J., & Tedder, M. (2006). *How is agency possible? Towards an ecological understanding of agency-as-achievement. Learning Lives: Learning, Identity, and Agency in the Life Course* (Working Paper No.5). Teaching and Learning Research Programme
<https://api.semanticscholar.org/CorpusID:150815421>
- Biesta, G., Priestley, M. & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6), 624-640.
<https://doi.org/10.1080/13540602.2015.1044325>

Bird, C. M. (2005). How I stopped dreading and learned to love transcription.

Qualitative Inquiry, 11(2), 226-248.

<https://doi.org/10.1177/1077800404273413>

Block, D. (2009). Identity in applied linguistics: The need for conceptual exploration.

In V. Cook & L. Wei (Eds.), *Contemporary applied linguistics*, (Vol.1, pp.

215-232). <https://doi.org/10.5040/9781474211789.ch-010>

Bonner, S. M., Diehl, K., & Trachtman, R. (2020). Teacher belief and agency

development in bringing change to scale. *Journal of Educational*

Change, 21, 363-384.

<https://doi.org/10.1007/s10833-019-09360-4>

Borasi, R., Hafsa, F., & Miller, D. (2019). *Investigating teachers' identity*

development in a hybrid course to prepare online teachers (Publication No.

1381527) [Doctoral dissertation, University of Rochester]. ProQuest

Dissertations and Thesis Global.

<https://www.proquest.com/docview/2229722308/A21E0DC614764E5FPQ/1>

Borg, S. (2003). Teacher cognition in language teaching: A review of research on

what language teachers think, know, believe, and do. *Language Teaching*,

36(2), 81-109. <https://doi.org/10.1017/S0261444803001903>

Borg, S., & Sanchez, H. S. (2020). Cognition and good language teachers, In

C.Griffiths, & Z.Tajeddin (Eds.), *Lessons from good language teachers* (pp.

16-27). Cambridge University Press.

<https://doi.org/10.1017/9781108774390.005>

- Brammer, S., & Clark, T. (2020). COVID-19 and management education: Reflections on challenges, opportunities, and potential futures. *British Journal of Management*, 31(3), 453-456.
<https://doi.org/10.1111/1467-8551.12425>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
<https://doi.org/10.1191/1478088706qp063oa>
- Brookfield, S. (2017) *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass Inc. <https://library.lol/main/4A32142114A32842C7971A0382092AE8>
- Brown, B. A., Reveles, J. M., & Kelly, G. J. (2005). Scientific literacy and discursive identity: A theoretical framework for understanding science learning. *Science Education*, 89(5), 779-802. <https://doi.org/10.1002/sce.20069>
- Bryson, J.R., & Andres, L, (2020). Covid-19 and rapid adoption and improvisation of online teaching: Curating resources for extensive versus intensive online learning experiences. *Journal of Geography in Higher Education*, 44(2) 608-623. <https://doi.org/10.1080/03098265.2020.1807478>
- Bullough, R. V. (1989). Teacher education and teacher reflectivity. *Journal of Teacher Education*, 40(2), 15-21.
<https://doi.org/10.1177/002248718904000204>
- Burke, J., & Stets E., (2009). *Identity theory*. Oxford University Press.
<https://library.lol/main/B289482BC097A425EE573DA780976B92>
- Can, I., & Silman-Karanfil, L. (2021). Insights into emergency remote teaching in EFL, *ELT Journal*, 76(1), 34-43. <https://doi.org/10.1093/elt/ccab073>
- Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: A literature

review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466-487.

<https://doi.org/10.1080/02619768.2020.1821184>

Charmaz, K., & Mitchell, R. (2001). Grounded theory in ethnography. In P.

Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.),

Handbook of ethnography (pp. 160-174). Sage Publications Ltd,

<https://doi.org/10.4135/9781848608337>

Chen, M. (2022). Digital affordances and teacher agency in the context of teaching

Chinese as a second language during COVID-19. *System*, 105.

<https://doi.org/10.1016/j.system.2021.102710>

Chong, S., Low, E.L., & Goh, K.C. (2011). Emerging professional teacher identity of

pre-service teachers. *Australian Journal of Teacher Education*, 36(8), 50-64.

<http://doi.org/10.14221/1835-517X.1530>

Chung, S., Choi, H., Kim, M., & Shin, D. (2021). Elementary and secondary school

teachers' polar literacy. *Journal of the Korean earth science society*, 42(6),

734-751. <https://doi.org/10.5467/JKESS.2021.42.6.734>

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story*

in qualitative research. Jossey-Bass Publishers.

<https://doi.org/10.3102/0013189X019005002>

Clarke, V., & Braun, V. (2013). *Successful qualitative research: A practical guide*

for beginners. Sage.

Code, J., Ralph, R., & Forde, K. (2020). Pandemic designs for the future:

Perspectives of technology education teachers during COVID-

19. *Information and Learning Sciences*, 121(5/6). 419-431.

<https://doi.org/10.1108/ILS-04-2020-0112>

Cohen, L., Manion, L., Morrison, K., & Wyse, D. (2010). *A guide to teaching practice* (5th ed.). Routledge. <https://doi.org/10.4324/9780203848623>

Cohen, S., Zion, M., & Amir, R. (2007). The spectrum of dynamic inquiry teaching practices. *Research in Science Education*, 37, 423-447.

<https://doi.org/10.1007/s11165-006-9034-5>

Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course. *ReCALL*, 23(3), 218-232.

<http://doi.org/10.1017/S0958344011000152>

Cowie, N. (2021) The development of an ecology of resources for online English as a foreign language (EFL) teacher in a Japanese university during the COVID-19 pandemic. *International Journal of Educational Research and Innovation* 15, 419-430. <http://doi.org/10.46661/ijeri.5356>

Creswell, J. W. (2007). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage.

Creswell, J. W., Plano Clark, V. L., Gutmann, M., & Hanson, W. (2003). Advanced mixed methods research designs. In A. Tashakkori, & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioural research* (pp. 209-240). Sage.

Crystal, D. (2003). *English as a global language*. (2nd ed.) Cambridge University Press. <https://doi.org/10.1017/CBO9780511486999>

Cutri, R.M., & Mena, J. (2020) A critical reconceptualization of faculty readiness for online teaching. *Distance Education*, 41(3), 361-380.

<https://doi.org/10.1080/01587919.2020.1763167>

- Czerniawski, G. (2011). Emerging teachers—emerging identities: Trust and accountability in the construction of newly qualified teachers in Norway, Germany, and England. *European Journal of Teacher Education*, 34(4), 431-447. <https://doi.org/10.1080/02619768.2011.587114>
- Danzak, R. L., & Wilkinson, L. C. (2017). Finding Diego: A bilingual student integrates school, language, and identity. *Journal of Latinos and Education*, 16(1), 51-64. <https://doi.org/10.1080/15348431.2016.1179188>
- Darling-Hammond, L., & Hyler, M. E. (2020). Preparing educators for the time of COVID ... and beyond. *European Journal of Teacher Education*, 43(4), 457-465. <https://doi.org/10.1080/02619768.2020.1816961>
- Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education*, 21(5), 563-577. <https://doi.org/10.1016/j.tate.2005.03.001>
- Day, C., & Flores, M. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22, 219-232. <http://doi.org/10.1016/j.tate.2005.09.002>
- De Heus, P., & Diekstra, R. F. W. (1999). Do teachers burn out more easily? A comparison of teachers with other social professions on work stress and burnout symptoms. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 269-284). Cambridge University Press.
- <https://psycnet.apa.org/doi/10.1017/CBO9780511527784.019>

Delibegovic Dzanic, N., Hatipoğlu, Ç., Milosevska, L., & Gajek, E. (2023).

Has online learning changed the way we teach and study?: Student evaluation of teachers' pedagogical skills during the first COVID-19 period and potential change in their learning habits. *Folia Linguistica et Litteraria: Journal of Language and Literary Studies*, 45(1), 99-23.

<http://doi.org/10.31902/fl.45.2023.6>

Demir, A. (2023). *Revisiting EFL teachers' identity (re) construction during emergency remote teaching: A narrative inquiry* (Publication No. 10378479) [Master's thesis, Ordu University]. Sosyal Bilimler Enstitüsü Repository.

<http://earsiv.odu.edu.tr:8080/xmlui/handle/11489/3916>

Deniz, A. D. (2022). *Challenges experienced by tertiary level EFL instructors and students during Covid-19 pandemic* (Publication No. 11693/110447) [MA thesis, İhsan Doğramacı Bilkent University]. Bilkent University Institutional Repository. <https://repository.bilkent.edu.tr/items/2ab0c693-b6fb-4511-904d-a8818f1fe2aa>

Dennen, V. P., & Arslan, Ö. (2022). The visual performance of online identity: Instructor presence and persona across tools and settings. *Studies in Technology Enhanced Learning*, 2(1).

<https://doi.org/10.21428/8c225f6e.9e975efc>

Dewey, J. (1938). *Experience and education*. The Macmillan Company.

Dikilitaş, K., & Mumford, S. (2023). Identity reconstruction through reflection and reflexivity: A new journey beyond the Ph.D. dissertation. *Reflective Practice*, 24(3), 265-278. <https://doi.org/10.1080/14623943.2023.2170342>

- Dikilitaş, K., & Yaylı, D. (2018). Teachers' professional identity development through action research. *ELT Journal*, 72(4), 415-424.
<https://doi.org/10.1093/elt/ccy027>
- Dill, E., Fischer, K., McMurtrie, B., & Supiano, B. (2020, March 6). *As coronavirus spreads, the decision to move classes online is the first step. What comes next?* Chronicle.
<https://www.chronicle.com/article/As-Coronavirus-Spreads-the/248200>
- Duff, P. A., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly*, 31(3), 451-486. <https://doi.org/10.2307/3587834>
- Dvir, N., & Schatz-Oppenheimer, O. (2020). Novice teachers in a changing reality. *European Journal of Teacher Education*, 43(4), 639-656.
<https://doi.org/10.1080/02619768.2020.1821360>
- Ecclestone, K. (2007) An identity crisis? Using concepts of 'identity', 'agency' and 'structure' in the education of adults. *Studies in the Education of Adults*, 39(2), 121-131. <https://doi.org/10.1080/02660830.2007.11661544>
- Ellis, W. E., Dumas, T. M., & Forbes, L. M. (2020). Physically isolated but socially connected: Psychological adjustment and stress among adolescents during the initial COVID-19 crisis. *Canadian Journal of Behavioural Science*, 52(3), 177-187. <https://doi.org/10.1037/cbs0000215>
- Emirbayer, M., & Mische, A. (1998). What is agency? *American Journal of Sociology*, 103(4), 962-1023. <https://doi.org/10.1086/231294>

- Erdem-Aydin, İ. (2021). Investigation of higher education instructors' perspectives towards emergency remote teaching. *Educational Media International*, 58(1), 78-98.
<https://doi.org/10.1080/09523987.2021.1908501>
- Erikson, E.H. (1968). *Identity: Youth and crisis*. Norton & Co..
- Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development*, 53(4), 25-39. <https://doi.org/10.1007/BF02504683>
- Eryılmaz, R., & Dikilitaş, K. (2023, December 9). *Identity tensions of in-service teacher educators: A narrative inquiry*. Sage.
<https://journals.sagepub.com/doi/full/10.1177/13621688231216816>
- Eteläpelto, A. (2017). Emerging conceptualizations on professional agency and learning. In M. Goller, & S. Paloniemi (Eds.), *Agency at work: An agentic perspective on professional learning and development* (pp. 183-201). Springer. https://doi.org/10.1007/978-3-319-60943-0_10
- Farrell, T. S., & Stanclik, C. (2023). "COVID-19 is an opportunity to rediscover ourselves": Reflections of a novice EFL teacher in Central America. *REL C Journal*, 54(1), 71-83. <https://doi.org/10.1177/0033688220981778>
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 1-18. <https://doi.org/10.3390/soc10040086>
- Finlay, L. (2002). Negotiating the swamp: The opportunity and challenge of reflexivity in research practice. *Qualitative Research*, 2(2), 209-230.
<https://psycnet.apa.org/doi/10.1177/146879410200200205>

- Fitzmaurice, M. (2013). Constructing professional identity as a new academic: A moral endeavour. *Studies in Higher Education*, 38(4), 613-622.
<http://doi.org/10.1080/03075079.2011.594501>
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22(2), 219-232. <http://doi.org/10.1016/j.tate.2005.09.002>
- Flores, M. A., & Swennen, A. (2020). The COVID-19 pandemic and its effects on teacher education. *European Journal of Teacher Education*, 43(4), 453-456.
<https://doi.org/10.1080/02619768.2020.1824253>
- Galvis, H. A. (2012). Understanding beliefs, teachers' beliefs, and their impact on the use of computer technology. *Profile Issues in Teachers Professional Development*, 14(2), 95-112.
https://www.researchgate.net/publication/262780255_Understanding_Beliefs_Teachers'_Beliefs_and_Their_Impact_on_the_Use_of_Computer_Technology
- Gao, Y., Zeng, G., Wang, Y., Khan, A. A., & Wang, X. (2022). Exploring educational planning, teacher beliefs, and teacher practices during the pandemic: A study of science and technology-based universities in China. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.903244>
- Garrison, D.R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7-23.
<http://doi.org/10.1080/08923640109527071>
- Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of*

Research in Education 25(1), 99-125.

<https://doi.org/10.3102/0091732X025001099>

- Ghanbari, N., & Nowroozi, S. (2021). The practice of online assessment in an EFL context amidst COVID-19 pandemic: Views from teachers. *Language Testing in Asia*, 11(27). <https://doi.org/10.1186/s40468-021-00143-4>
- Gieser, J. D. (2015). A sociocultural investigation of identity: How students navigate the study abroad experience. *Journal of College Student Development*, 56(6), 637-643. <https://doi.org/10.1353/csd.2015.0060>
- Golombek, P. R., & Johnson, K. E. (2017). Re-conceptualizing teachers' narrative inquiry as professional development. *Profile: Issues in Teachers Professional Development*, 19(2), 15-28. <https://doi.org/10.15446/profile.v19n2.65692>
- Goodson, I. F., & Cole, A. L. (1994). Exploring the teacher's professional knowledge: Constructing identity and community. *Teacher Education Quarterly*, 21(1), 85-105. <https://www.jstor.org/stable/23475536>
- Goodson, I. F., & Walker, R. (1991). *Biography, identity, and schooling: Episodes in educational research*. The Falmer Press.
- Gu, M. (Michelle), & Benson, P. (2015). The formation of English teacher identities: A cross-cultural investigation. *Language Teaching Research*, 19(2), 187-206. <http://doi.org/10.1177/1362168814541725>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Sage Publications, Inc. <https://ethnographyworkshop.wordpress.com/wp->

content/uploads/2014/11/guba-lincoln-1994-competing-paradigms-in-qualitative-research-handbook-of-qualitative-research.pdf

Gudmundsdottir, G.B., & Hathaway, D.M. (2020). We always make it work:

Teachers' agency in the time of crisis. *Journal of Technology and Teacher Education*, 28(2), 239-250. <https://www.learntechlib.org/primary/p/216242>

Hamachek, D. (1999). Effective teachers: What they do, how they do it, and the importance of self-knowledge. In R. P. Lipka, & T. M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 189-224). State University of New York Press.

<https://sunypress.edu/Books/T/The-Role-of-Self-in-Teacher-Development>

Hamiloğlu, K. (2014). *Turkish student teachers' reflections on their professional identity construction and reconstruction process during the practicum* [Doctoral dissertation, University of Leicester] University of Leicester research repository.

https://figshare.le.ac.uk/articles/thesis/Turkish_student_teachers_reflections_on_their_professional_identity_construction_and_reconstruction_process_during_the_practicum/10125362/1

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

<http://doi.org/10.1016/j.tate.2010.03.005>

Haniford, L. C. (2010). Tracing one teacher candidate's discursive identity work.

Teaching and Teacher Education, 26(4), 987-996

<https://doi.org/10.1016/j.tate.2009.10.041>

- Hay, D., Kinchin, I., & Lygo-Baker, S. (2008). Making learning visible: the role of concept mapping in higher education. *Studies in Higher Education*, 33(3), 295-311. <http://doi.org/10.1080/03075070802049251>
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. Guilford Press.
- Heuer, B. P., & King, K. P. (2004). Leading the band: The role of the instructor in online learning for educators. *The Journal of Interactive Online Learning*, 3(1), 1-11.
https://www.researchgate.net/publication/253383750_Leading_the_Band_The_Role_of_the_Instructor_in_Online_Learning_for_Educators
- Hitchcock, G. and Hughes, D. (1989). *Research and the teacher: A qualitative introduction to school-based research*. Routledge.
- Hiver, P. (2017). Tracing the signature dynamics of language teacher immunity: A retrodictive qualitative modelling study. *The Modern Language Journal*, 101(4), 669-690. <https://psycnet.apa.org/record/2017-50402-004>
- Hiver, P., & Dörnyei, Z. (2017). Language teacher immunity: A double-edged sword. *Applied Linguistics*, 38(3), 405-423.
<http://doi.org/10.1093/applin/amv034>
- Hochschild, A. R. (2012). *The managed heart: Commercialization of human feeling* (1st ed.). University of California Press.
<http://www.jstor.org/stable/10.1525/j.ctt1pn9bk>
- Hodges, C. B., & Fowler, D. J. (2020). The covid-19 crisis and faculty members in

higher education: From emergency remote teaching to better teaching through reflection. *International Journal of Multidisciplinary Perspectives in Higher Education*, 5(1), 118-122. <http://doi.org/10.32674/jimphe.v5i1.2507>

Holland, D., Lachicotte, W., Jr., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Harvard University Press.

<https://books.google.com.tr/books?id=fIAp89A8r9gC&lpg=PP1&pg=PP1#v=onepage&q&f=false>

Hollweck, T. and Doucet, A. (2020). Pracademics in the pandemic: Pedagogies and professionalism, *Journal of Professional Capital and Community*, 5(3/4), 295-305. <http://doi.org/10.1108/JPCC-06-2020-0038>

Hong, J. (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. <https://doi.org/10.1016/j.tate.2010.06.003>

H.R.M.A. van der Heijden, J.J.M. Geldens, D. Beijgaard, & H.L. Popeijus (2015) Characteristics of teachers as change agents, *Teachers and Teaching: Theory and Practice*, 21(6), 681-699. <http://doi.org/10.1080/13540602.2015.1044328>

Huang, L. (2021). *Experienced EFL teachers' professional identity construction: From face-to-face to online teaching: Vol.68 International Conference on Information Technology, Education and Development (ICITED)*, Francis Academic Press. <https://doi.org/10.25236/icited.2021.082>

Huberman, M. (1989). The professional life cycle of teachers. *Teachers College Record*, 91(1), 31– 57. <https://doi.org/10.1177/016146818909100107>

Iglesias-Pradas, S., Hernández-García, Á., Chaparro-Peláez, J., & Prieto, J. L. (2021). Emergency remote teaching and students' academic performance in

- higher education during the COVID-19 pandemic: A case study. *Computers in Human Behavior*, 119. <http://doi.org/10.1016/j.chb.2021.106713>
- Intrator, S. M., & Kunzman, R. (2007). The person in the profession: Renewing teacher vitality through professional development. *The Educational Forum* 71(1),16-32. <http://doi.org/10.1080/00131720608984564>
- Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal*, 39(4), 694-713. <https://www.jstor.org/stable/24464790>
- Jenkins, G. (2019). Teacher agency: The effects of active and passive responses to curriculum change. *The Australian Education Researcher*. 47(1), 167-181. <https://doi.org/10.1007/s13384-019-00334-2>
- Johnson, K. E., & Golombek, P. R. (2016). *Mindful L2 teacher education: A sociocultural perspective on cultivating teachers' professional development*. Routledge. <https://doi.org/10.4324/9781315641447>
- Johnson, K. E., & Worden, D. (2014). Cognitive/emotional dissonance as growth points in learning to teach. *Language and Sociocultural Theory*, 2(1), 125-150. <https://doi.org/10.1558/lst.v1i2.125>
- Jones, A., & Kessler, M.A. (2020). Teachers' emotion and identity work during a pandemic. *Frontiers in Education*, 5, Article 583775. <https://doi.org/10.3389/educ.2020.583775>
- Kaçakoğlu, C. (2022). *An investigation of how language teachers develop their online teacher identity* [M.S. - Master of Science]. Middle East Technical University. <https://hdl.handle.net/11511/95220>

- Kalaja, P. (2015). 'Dreaming is believing': The teaching of foreign languages as envisioned by student teachers. In P. Kalaja, A. M. F. Barcelos, M. Aro, M. Ruohotie-Lyhty (Eds.), *Beliefs, agency and identity in foreign language learning and teaching* (pp. 124-146). Palgrave Macmillan.
https://doi.org/10.1057/9781137425959_7
- Kallio, H., Pietilä, A.-M., Johnson, M. & Kangasniemi, M. (2016) Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing* 72(12), 2954-2965.
<https://doi.org/10.1111/jan.13031>
- Kayi-Aydar, H. (2015). Multiple identities, negotiations, and agency across time and space: A narrative inquiry of a foreign language teacher candidate. *Critical Inquiry in Language Studies*, 12(2), 137-160.
<http://doi.org/10.1080/15427587.2015.1032076>
- Kehrwald, Ben. (2008). Understanding social presence in text-based online learning environments. *Distance Education*, 29(1), 89-106.
<http://doi.org/10.1080/01587910802004860>
- Ketelaar, E., Beijgaard, D., Boshuizen, H.P.A., & Den Brok, P.J. (2012). Teachers' positioning towards an educational innovation in the light of ownership, sense-making and agency. *Teaching and Teacher Education*, 28, 273-282.
<http://doi.org/10.1016/j.tate.2011.10.004>
- Kim, L. E., & Asbury, K. (2020). 'Like a rug had been pulled from under you': The impact of COVID-19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology*, 90(4), 1062-1083.
<https://psycnet.apa.org/doi/10.1111/bjep.12381>

Kitayama, S., & Uchida, Y. (2005). Interdependent agency: An alternative system for action. In D. Cohen, J. M. Olson, R.M. Sorrentino, & M. P. Zanna (Eds), *Culture and social behavior the Ontario symposium* (Vol.10 pp.137-165). Lawrence Earlbaum Associates Publishers.

<https://books.google.com.tr/books?id=YMl4AgAAQBAJ&lpg=PA137&ots=o8qgV7LTxG&lr&pg=PA137#v=onepage&q&f=false>

Koç, E. M. (2016). A critical look at a blended English language teacher education program with an emphasis on the practicum. *International Review of Research in Open and Distributed Learning*, 17(4), 66-81.

<https://eric.ed.gov/?id=EJ1108429>

Korthagen, F.A.J. & Nuijten, E.E. (2017). Core reflection approach in teacher education. In J. Lampert (Ed.), *Oxford research encyclopedia of education* (pp. 189-206) Oxford University Press.

<https://doi.org/10.1093/acrefore/9780190264093.013.268>

Korthagen, F., & Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional growth. *Teachers and Teaching*, 11(1), 47-71.

<http://doi.org/10.1080/1354060042000337093>

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020) Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608-622.

<https://doi.org/10.1080/02619768.2020.1809650>

Kubanyiova, M. (2008). Rethinking research ethics in contemporary applied

linguistics: The tension between macroethical and microethical perspectives in situated research. *Modern Language Journal*, 92(4), 503–518.

<https://doi.org/10.1111/j.1540-4781.2008.00784.x>

Kumaravadivelu, B. (2012). Individual identity, cultural globalization and teaching English as an international language: The case for an epistemic break, In L. Alsagoff, W. Renandya, G. Hu, & S. L. McKay (Eds.), *Teaching English as an international language: Principles and practices* (pp. 9-27). Routledge.

<https://doi.org/10.4324/9780203819159>

Lamy, M.N. & Hampel, R. (2007) Online communication in language teaching and learning. *Learning & Technology*, 7(2), 145-172.

<http://doi.org/10.1057/9780230592681>

Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293-307.

<https://doi.org/10.1080/713693162>

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education*, 21(8), 899-916.

<https://doi.org/10.1016/j.tate.2005.06.003>

Lee, S., & Schallert, D. L. (2016). Becoming a teacher: Coordinating past, present, and future selves with perspectival understandings about teaching. *Teaching and Teacher Education*, 56, 72-83. <https://www.learntechlib.org/p/202481/>

Le Gallais, T. (2008). Wherever I go there I am: Reflections on reflexivity and the research stance. *Reflective Practice*, 9(2), 145-155.

<https://doi.org/10.1080/14623940802005475>

- Lehman, R. M., & Conceicao, S. C. (2010). *Creating a sense of presence in online teaching: How to “be there” for distance learners*. Jossey-Bass.
<https://library.lol/main/605292794DD06FAE81CA47CF3AF17A34>
- Lim, H.-W. (2011). Concept maps of Korean EFL student teachers’ autobiographical reflections on their professional identity formation. *Teaching and Teacher Education*, 27(6), 969-981. <https://doi.org/10.1016/j.tate.2011.05.001>
- Lipponen, L., & Kumpulainen, K. (2011). Acting as accountable authors: Creating interactional spaces for agency work in teacher education. *Teaching and Teacher Education*, 27(5), 812-819. <http://doi.org/10.1016/j.tate.2011.01.001>
- Lo, N. P. K., & To, B. K. H. (2023). The transformation of identity of secondary school teachers: Professional development and English language education strategies in *Hong Kong* during the COVID-19 pandemic. *Cogent Education*, 10(1). <http://doi.org/10.1080/2331186X.2022.2163790>
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers’ coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 102352.
<https://doi.org/10.1016/j.system.2020.102352>
- Major, C. (2020). Innovations in teaching and learning during a time of crisis. *Innovative higher education*, 45, 265-266.
<https://doi.org/10.1007/s10755-020-09514-w>
- Malderez, A., Hobson, A. J., Tracey, L., & Kerr, K. (2007). Becoming a student teacher: core features of the experience. *European Journal of Teacher Education*, 30(3), 225-248. <https://doi.org/10.1080/02619760701486068>

- Mantero, M. (2007). Toward ecological pedagogy in language education. In M. Mantero (Ed.), *Identity and second language learning: Culture, inquiry, and dialogic activity in educational contexts* (pp.1-13). Information Age Publishing. <https://books.google.com.tr/books?id=-fknDwAAQBAJ&lpg=PA1&ots=KhXu1yITSu&lr&pg=PA1#v=onepage&q&f=false>
- Marzano, R. J. (2012). The two purposes of teacher evaluation. *Educational Leadership*, 70(3), 14-19. <https://www.ascd.org/el/articles/the-two-purposes-of-teacher-evaluation>
- Mead, G.H. (1934). *Mind, self, and society from the standpoint of a social behaviorist*. University of Chicago Press. <http://tankona.free.fr/mead1934.pdf>
- Menard-Warwick, J. (2010). Chilean English teacher identity and popular culture: Three generations. *International Journal of Bilingual Education and Bilingualism*, 14(3), 261–277. <https://doi.org/10.1080/13670051003797466>
- Meng, L. (2014). *Teachers' lives: a life history narrative inquiry into Chinese college English teachers' professional development in the context of Chinese culture*. [Doctoral dissertation, University of Edinburgh]. Edinburgh Research Archive Moray House PhD thesis collection. <http://hdl.handle.net/1842/15781>
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass. <https://books.google.com.tr/books?id=tvFICrgcuSIC&lpg=PP1&pg=PP1#v=onepage&q&f=false>
- Miloshevska, L., Gajek, E., Delibegović Džanić, N., & Hatipoğlu, C. (2020).

- Emergency online learning during the first Covid-19 period: Students' perspectives from Bosnia and Herzegovina, North Macedonia, Poland and Turkey, *Explorations in English Language and Linguistics*, 8(2), 110-143.
<http://doi.org/10.2478/exell-2021-0002>
- Miller, J. M. (2009). Teacher identity. In A. Burns, & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 172-181). Cambridge University Press. <http://doi.org/10.1017/9781139042710.023>
- Miller, E.R., & Gkonou, C. (2018). Language teacher agency, emotion labor and emotional rewards in tertiary-level English language programs, *System*, 79, 49-59. <https://doi.org/10.1016/J.SYSTEM.2018.03.002>
- Morgan, B., & Clarke, M. (2011). Identity in second language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 817-836). Routledge. <https://doi.org/10.4324/9780203836507.ch49>
- Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualisation in bilingual and second language education. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 172-188.
<https://doi.org/10.1080/13670050408667807>
- Motha, S., & Lin, A. (2014). "Non-coercive rearrangements": Theorizing desire in TESOL. *TESOL Quarterly*, 48(2), 331-359. <https://doi.org/10.1002/tesq.126>
- Mufwene, S. S. (2010). Globalization, global English, and world English(es): Myths and facts. In N. Coupland (Ed.) *The handbook of language and globalization*. <http://doi.org/10.1002/9781444324068.ch1>
- Muhyiddin, M., & Nugroho, H. (2021). A year of Covid-19: A long road to recovery

and acceleration of Indonesia's development. *Jurnal Perencanaan Pembangunan: The Indonesian Journal of Development Planning*, 5(1), 1-19.

<https://doi.org/10.36574/jpp.v5i1.181>

Murray L., Giralt, M., & Benini S. (2020). Extending digital literacies: Proposing an agentive literacy to tackle the problems of distractive technologies in language learning, *ReCALL*, 32(3), 1-22.

<http://doi.org/10.1017/S0958344020000130>

Nasr, N. (2020). Teachers as students: Adapting to online methods of instruction and assessment in the age of COVID-19. *The Electronic Journal for Research in Science & Mathematics Education*, 24(2), 168-171.

<https://ejrsme.icersme.com/article/view/20338>

Naylor, D., & Nyanjom, J. (2020). Educators' emotions involved in the transition to online teaching in higher education. *Higher Education Research & Development*, 40(6), 1236-1250.

<http://doi.org/10.1080/07294360.2020.1811645>

Nazari, M., & Seyri, H. (2023). Covidentity: Examining transitions in teacher identity construction from personal to online classes. *European Journal of Teacher Education*, 46(3), 397-416.

<https://doi.org/10.1080/02619768.2021.1920921>

Nomnian, S. (2022). Emergency remote teaching and learning in a language and intercultural communication program during the “new normal” in *Thai Higher Education Journal of Language and Linguistic Studies*, 18, 108-126.

<https://www.jlls.org/index.php/jlls/article/view/3541>

Noor, S., Isa, F. Md., & Mazhar, F. F. (2020). Online teaching practices during the

- COVID-19 pandemic. *Educational Process: International Journal*, 9(3), 169-184. <http://doi.org/10.22521/edupij.2020.93.4>
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31, 409-429. <https://doi.org/10.2307/3587831>
- Onyema, E., Nwafor, C., Obafemi, F., Sen, S., Atonye, F., Sharma, A. & Alsayed, A. (2020). Impact of coronavirus pandemic on education. *Journal of Education and Practice*, 11, 108-121. <http://doi.org/10.7176/JEP/11-13-12>
- Orhan, G. & Beyhan, Ö. (2020). Teachers' perceptions and teaching experiences on distance education through synchronous video conferencing during Covid-19 pandemic. *Social Sciences and Education Research Review*, 7(1), 8-44. <https://ideas.repec.org/a/edt/jsserr/v7y2020i1p8-44.html>
- Ortaçtepe, D. (2015). EFL teachers' identity (re) construction as teachers of intercultural competence: A language socialization approach. *Journal of Language, Identity & Education*, 14(2), 96-112. <http://doi.org/10.1080/15348458.2015.1019785>
- Oyserman, D., Elmore, K. & Smith, G. (2012). Self, self-concept, and identity. In J. Tangney and M. Leary (Eds.). *The handbook of self and identity*, (2nd ed., pp 69-104). Guilford Press. https://www.researchgate.net/publication/264656839_Self_self-concept_and_identity
- Pappa, S., Moate, J., Ruohotie-Lyhty, M. and Eteläpelto, A. (2019). Teacher agency within the Finnish CLIL context: Tensions and resources. *International Journal of Bilingual Education and Bilingualism* 22(5), 593- 613. <http://doi.org/10.1080/13670050.2017.1286292>

- Park, S., Jang, J. Y., Chen, Y. C., & Jung, J. (2010). Is pedagogical content knowledge (PCK) necessary for reformed science teaching? Evidence from an empirical study. *Research in Science Education*, 41(2), 245-260. <https://doi.org/10.1007/s11165-009-9163-8>
- Patton M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage.
- Pather, S., & Booï, E. (2020). An assessment of student resource readiness for online learning during COVID 19: A South African case study. *ICERI2020 proceedings, Spain*, 9753-9762. <https://doi.org/10.21125/iceri.2020.2186>
- Pavlenko, A. (2003). "I never knew I was a bilingual": Reimagining teacher identities in TESOL. *Journal of Language, Identity & Education*, 2(4), 251-268. https://doi.org/10.1207/S15327701JLIE0204_2
- Peachey, N. (2017). Synchronous online teaching. *Digital language learning and teaching*, 143-155. Routledge.
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315523293-12/synchronous-online-teaching-nik-peachey>
- Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC Journal*, 47(1), 5-23. <https://doi.org/10.1177/0033688216631219>
- Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31. <https://doi.org/10.2307/3587803>
- Pietarinen, J., Pyhältö, K., & Soini, T. (2016). Teacher's professional agency – a relational approach to teacher learning. *Learning: Research and Practice*, 2(2), 112–129. <https://doi.org/10.1080/23735082.2016.1181196>

- Pinnegar, S., & Daynes, J. G. (2007). Locating narrative inquiry historically. In D.J. Clandinin (Ed.) *Handbook of narrative inquiry: Mapping a methodology* (pp. 3-34). Sage.
<http://doi.org/10.4135/9781452226552.n1>
- Polin, L. (2001) Learning in dialogue with a practicing community. In T. M. Duffy, & J.R. Kirkley (Eds.) *Learner-centered theory and practice in distance education: Cases from higher education* (pp. 17-49). Routledge.
<https://doi.org/10.4324/9781410609489>
- Poulou, M. (2007). Personal teaching efficacy and its sources: Student teachers' perceptions. *Educational Psychology*, 27(2), 191-218.
<https://psycnet.apa.org/doi/10.1080/01443410601066693>
- Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in curriculum making: Agents of change and spaces for maneuver. *Curriculum Inquiry*, 42, 191-214. <https://doi.org/10.1111/j.1467-873X.2012.00588.x>
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Sage.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104(4), 842-866.
<http://doi.org/10.1111/1467-9620.00181>
- Ruohotie-Lyhty, M., & Moate, J. (2016). Who and how? Preservice teachers as active agents developing professional identities. *Teaching and Teacher Education*, 55, 318-327. <https://doi.org/10.1016/j.tate.2016.01.022>
- Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher 1. In P. M. Denicolo, & M. Kompf (Eds.), *Connecting policy and practice: Challenges for teaching and learning*

in schools and universities (pp.5-21). Routledge.

<https://doi.org/10.4324/9780203012529>

Sahu, P. (2020). Closure of universities due to coronavirus disease 2019 (COVID-19): Impact on education and mental health of students and academic staff. *Cureus*, 12(4). <http://doi.org/10.7759/cureus.7541>

Sarasa, M. C. (2017). A narrative inquiry into pre-service English teachers temporal investments in their initial education curriculum. *How*, 24(1), 27-43.

<http://doi.org/10.19183/how.24.1.337>

Schaefer, L., & Clandinin, D. J. (2019). Sustaining teachers' stories to live by: Implications for teacher education. *Teachers and Teaching*, 25(1), 54-68.

<http://doi.org/10.1080/13540602.2018.1532407>

Schaefer, L., Downey, C. A., & Clandinin, D. J. (2019). Shifting from stories to live by to stories to leave by: Early career teacher attrition. *Journeys in Narrative Inquiry*, 113-129. <http://doi.org/10.4324/9780429273896-8>

Scherff, L. (2008). Disavowed: The stories of two novice teachers. *Teaching and Teacher Education*, 24(5), 1317-1332.

<https://doi.org/10.1016/j.tate.2007.06.002>

Schleicher, A. (2020) *The impact of COVID-19 on education: Insights from education at a glance* [Brochure]. <https://web-archiv.eocd.org/2020-09-08/562941-the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>

Schutz, P.A., & Lee, M. (2014). Teacher emotion, emotional labor, and teacher identity. *Utrecht Studies in Language and Communication*, 27,169-184

http://doi.org/10.1163/9789401210485_011

- Scull, J., Phillips, M., Sharma, U., & Garnier, K. (2020). Innovations in teacher education at the time of COVID-19: An Australian perspective. *Journal of Education for Teaching*, 46(4), 497-506.
<http://doi.org/10.1080/02607476.2020.1802701>
- Selwyn, N. (2012). *Education in a digital world: Global perspectives on technology and education*, Routledge. <http://doi.org/10.4324/9780203108178>
- Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: Challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607.
<https://doi.org/10.1080/02619768.2020.1820981>
- Sheridan, V. (2013). A risky mingling: Academic identity in relation to stories of the personal and professional self. *Reflective Practice*, 14(4), 568–579.
<https://doi.org/10.1080/14623943.2013.810617>
- Smagorinsky, P., Lakly, A., & Johnson, T. S. (2002). Acquiescence, accommodation, and resistance in learning to teach within a prescribed curriculum. *English Education*, 34(3), 187–213.
<http://doi.org/10.58680/ee20021609>
- Smith, M., & Berge, Z. L. (2009). Social learning theory in second life. *MERLOT Journal of Online Learning and Teaching*, 5(2), 439-445.
https://jolt.merlot.org/vol5no2/berge_0609.pdf
- Spencer, L.M., & Spencer, S.M. (1993). *Competence at work: Models for superior performance*. John Wiley & Sons.
- Stafford, C. A., Bowden, H. W., & Sanz, C. (2012). Optimizing language

instruction: Matters of explicitness, practice, and cue learning. *Language Learning*, 62(3), 741-768. <https://www.learntechlib.org/p/87982/>

Stetz, J. E., Burke, P. J. (2003). A sociological approach to self and identity. In M.R. Leary, & J.P. Tangney (Eds.), *Handbook of self and identity* (pp. 128-152). Guilford Press.

https://www.researchgate.net/publication/252385317_A_Sociological_Approach_to_Self_and_Identity

Straub, R. O. (2002). *Health psychology*. Worth Publishers.

Sumardi, S., & Nugrahanı, D. (2021). Adaptation to emergency remote teaching: Pedagogical strategy for pre-service language teachers amid COVID-19 pandemic. *Turkish Online Journal of Distance Education*, 22(2), 81-93. <https://doi.org/10.17718/tojde.906553>

Sunley, R., & Locke, R. (2010). Exploring UK secondary teachers' professional values: An overview of the literature since 2000. *Educational Research*, 52(4), 409-425. <http://doi.org/10.1080/00131881.2010.524751>

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. <http://doi.org/10.1016/j.tate.2009.06.006>

Şakar, A. (2015). Exploring the relationship between annotation use of EFL learners and their learning styles. *Boğaziçi Üniversitesi Eğitim Dergisi*, 24(1), 33-45. <https://dergipark.org.tr/tr/pub/buje/issue/3823/51417>

Tafazoli, D. (2021). Language teachers' professional development and new literacies: An integrative review. *Aula Abierta*, 50(2), 603-614.

<https://doi.org/10.17811/rifie.50.2.2021.603-614>

Tao, J., & Gao, X. (2017). Teacher agency and identity commitment in curricular reform. *Teaching and Teacher Education: An International Journal of Research and Studies*, 63(1), 346-355.

<https://doi.org/10.1016/j.tate.2017.01.010>

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.

<http://ro.ecu.edu.au/ajte/vol42/iss11/8>

Thomas, L., & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education*, 27(4), 762-769. <https://doi.org/10.1016/j.tate.2010.12.007>

Timoštšuk, I., & Ugaste, A. (2010). Student teachers' professional identity. *Teaching and Teacher Education*, 26(8), 1563-1570.

<https://doi.org/10.1016/j.tate.2010.06.008>

Tokoz Goktepe, F., & Kunt, N. (2023). Obstructions in normative teacher identity development: A case study in Turkey. *Professional Development in Education*, 49(3), 442-457. <http://doi.org/10.1080/19415257.2021.1879217>

Trikoilis, D., & Papanastasiou, E. (2020). The potential of research for professional development in isolated settings during the Covid-19 crisis and beyond. *Journal of Technology and Teacher Education*. 28, 295-300.

<https://www.learntechlib.org/primary/p/216071/>

Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the COVID-19 pandemic. *Journal of*

Technology and Teacher Education, 28(2), 189-199.

<https://www.learntechlib.org/primary/p/215995/>

Tsang, E. W. (2013). Case study methodology: Causal explanation, contextualization, and theorizing. *Journal of International*

Management, 19(2), 195-202. <https://doi.org/10.1016/j.intman.2012.08.004>

Tsui, A. B. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41(4), 657-680.

<https://doi.org/10.1002/j.1545-7249.2007.tb00098.x>

Tsui, A. B. (2011). Teacher education and teacher development. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol II, pp.21-39). Routledge.

<https://www.taylorfrancis.com/chapters/edit/10.4324/9780203836507-3/teacher-education-teacher-development-amy-tsui>

Turnbull, D., Chugh, R., & Luck, J. (2021). Transitioning to e-learning during the COVID-19 pandemic: How have higher education institutions responded to the challenge? *Education and Information Technologies*, 26(5), 6401 - 6419.

<https://doi.org/10.1007/s10639-021-10633-w>

Van den Branden, K. (2016). The role of teachers in task-based language education. *Annual Review of Applied Linguistics*, 36, 164–181.

<https://doi.org/10.1017/S0267190515000070>

Van Horn, J. E., Taris, T. W., Schaufeli, W. B., & Scheurs, P.J. (2004). The structure of occupational well-being: A study among Dutch teachers. *Journal of Occupational and Organizational Psychology*, 77, 365-375.

<https://doi.org/10.1348/0963179041752718>

Van Veen, K., Slegers, P., & Van de Ven, P. H. (2005). One teacher's identity, emotions, and commitment to change: A case study into the cognitive–affective processes of a secondary school teacher in the context of reforms. *Teaching and Teacher Education*, 21(8), 917-934.

<http://doi.org/10.1016/j.tate.2005.06.004>

Van Veen, K., & Slegers, P. (2006). How does it feel? Teachers' emotions in a context of change. *Journal of Curriculum Studies*, 38(1), 85-111.

<https://doi.org/10.1080/00220270500109304>

Varghese, M. M., Motha, S., Trent, J., Park, G., & Reeves, J. (2016). In this issue. *TESOL Quarterly*, 50(3), 545-571. <https://doi.org/10.1002/tesq.333>

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

<https://doi.org/10.1017/CBO9780511803932>

Winter, E., Costello, A., O'Brien, M., & Hickey, G. (2021). Teachers' use of technology and the impact of Covid-19. *Irish Educational Studies*, 40(2), 235-246. <https://doi.org/10.1080/03323315.2021.1916559>

Yazan, B. (2018). A conceptual framework to understand language teacher identities. *Journal of Second Language Teacher Education*, 1(1), 21-48.

<https://doi.org/10.1558/slte.24908>

Yeo, M., Marlina, R., & Jacobs, G. M. (2017). Challenging existing perspectives about the "ideal" characteristics of teachers of English. *Beyond Words*, 5, 66-82.

https://www.researchgate.net/publication/318813444_Challenging_Existing_Perspectives_of_Ideal_Characteristics_of_Teachers_of_English

Yulianto, B., Sueb, S., Asteria, P. V., Bachri, B. S., Subekti, H., & Kafrawi, F. R.

(2023, March). Emancipated learning: Bridging universities and schools for future teacher education. In *International Joint Conference on Arts and Humanities 2022*, (pp. 1114-1121). Atlantis Press.

https://doi.org/10.2991/978-2-38476-008-4_119

Zacharias, N. T. (2010). The teacher identity construction of 12 Asian NNES

teachers in TESOL graduate programs. *The Journal of Asia TEFL*, 7(2), 177-197.

https://www.researchgate.net/publication/269408056_The_Teacher_Identity_Construction_of_12_Asian_Teachers_in_TESOL_Graduate_Programs

Zamborova, K., Stefanutti, I., Klimova, B., 2021. CercleS survey: Impact of the COVID-19 pandemic on foreign language teaching in higher education.

Language Learning in Higher Education, 11(2), 269-

283. <https://doi.org/10.1515/cercles-2021-2032>.

Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching*, 9(3), 213-238.

<https://doi.org/10.1080/13540600309378>

Zhang, F., & Liu, Y. (2014). A study of secondary school English teachers' beliefs in the context of curriculum reform in China. *Language Teaching Research*,

18(2), 187-204. <https://doi.org/10.1177/1362168813505940>

Zhang, L., & Hwang, Y. (2023). "Should I change myself or not?" Examining (re)constructed language teacher identity during the COVID-19 pandemic through text-mining. *Teaching and Teacher Education*, 127.

<https://doi.org/10.1016/j.tate.2023.104092>

Zimmerman, B. J., & Schunk, D. H. (2001). Reflections on theories of self-regulated learning and academic achievement. In B. J. Zimmerman & D. H. Schunk (Eds.). *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed., pp. 289-307). Lawrence Erlbaum Associates Publishers.

<https://awspntest.apa.org/record/2001-06817-009>



Appendix A

Official Permission from Bilkent University Ethics Committee



Bilkent Üniversitesi

Akademik İşler Rektör Yardımcılığı

Tarih : 4 Eylül 2023

Gönderilen : Begüm Kut

Danışman : Anita N. Alexander

Gönderen : H. Altay Güvenir
İnsan Araştırmaları Etik Kurulu Başkanı

Konu : “EFL Instructors’ ...” çalışması etik kurul onayı

Üniversitemiz İnsan Araştırmaları Etik Kurulu, 4 Eylül 2023 tarihli görüşme sonucu, “EFL Instructors’ Transformation of Identity During Covid-19” isimli çalışmanız kapsamında yapmayı önerdiğiniz etkinlik için etik onay vermiş bulunmaktadır. Onay, ekte verilmiş olan çalışma önerisi, çalışma yürütücüleri ve bilgilendirme formu için geçerlidir.

Bu onay, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmedir. Çalışmanızda, kurumumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlüsünüz.

Kovid-19 salgını nedeniyle konulmuş olan kısıtlamaların yürürlükte olduğu süre içinde, tüm komite toplantıları elektronik ortamda yapılmaktadır; aşağıda isimleri bulunan Bilkent Üniversitesi Etik Kurulu Üyeleri adına bu yazıyı imzalama yetkisi kurul başkanındadır.

Etik Kurul Üyeleri:

Ünvan / İsim	Bölüm / Uzmanlık	
Prof.Dr. H. Altay Güvenir	Bilgisayar Mühendisliği	Başkan
Prof.Dr. Haldun Özaktaş	Elektrik ve Elektronik Müh.	Üye
Doç.Dr. Işık Yuluğ	Moleküler Biyoloji ve Genetik	Üye
Dr. Öğr. Üyesi Burcu Ayşen Ürgen	Psikoloji	Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Yedek Üye
Dr. Öğr. Üyesi Didem Özkul McGeoch	İletişim ve Tasarımı	Yedek Üye
Dr. Öğr. Üyesi Barış Özçelik	Hukuk	Yedek Üye

Kurul karar/toplantı No: 2023_09_04_01

Appendix B

Interview Questions

1. How long have you been teaching English? How would you relate the years of teaching experience to your teaching identity?
2. In what educational contexts have you worked? How have these contexts affected your teaching personality?
3. How does the context you work in now effect you as an English teacher?
4. How did you decide to become an English teacher?
5. What was your English learning experience like? How would you describe yourself as an English learner?
6. Did you have a memorable English teacher? What were they like?
7. Do you find any connection between your English learning experience and teaching experience?
8. Do you think being a native or non-native English speaker has an impact on your English teacher identity?
9. Can you describe your current responsibilities as an English teacher?
10. How would you describe an effective EFL teacher?
11. How about during Covid-19? How has this experience affected your teaching?
12. What changes did you observe during Covid-19? What changes can you observe in your teaching after Covid-19? How have these affected your teaching personality?
13. Do you think online education has led to a change/transformation in your teaching profile? How? What about hybrid education?
14. Can you share a memorable experience from teaching during the Covid-19 period?
15. Are you content with your English teacher identity? Has Covid-19 changed your perspective on your teacher identity?
16. Why do you think our identities are important in the teaching and learning cycle in terms of beliefs, values, and personal histories?

17. Do you think, as an EFL teacher, that you are preparing students for global citizenship and a sustainable future?

18. Is there anything else you would like to share regarding your teacher identity?

Thank you for your time and insight.

