

AN INVESTIGATION OF HOW LANGUAGE TEACHERS
DEVELOP THEIR ONLINE TEACHER IDENTITY

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DEVELOP THEIR ONLINE TEACHER IDENTITY**

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ABSTRACT

AN INVESTIGATION OF HOW LANGUAGE TEACHERS DEVELOP THEIR ONLINE TEACHER IDENTITY

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This qualitative case study aimed to investigate how English language teachers develop their online teacher identities during the emergency remote teaching utilizing Yazan's (2018) theoretical framework as a lens. The primary source of data was collected through two different semi-structured interviews of 10 English language teachers who were working at a private secondary school. Data were triangulated through semi-structured interviews of internal observers and document analysis. All data were audio-recorded and transcribed. The data were analyzed using the software program MAXQDA. A thematic analysis method was utilized in the data analysis process. The findings were presented with five main themes: teachers' self-efficacy in the online teaching context, teacher learning during the online teaching process, teachers' interaction with others, teachers' teaching experience in the online context, and teachers' emotion during online teaching. The results indicated that English Language teachers develop their online teacher identities by building their self-efficacy to feel more confident about their online teaching, by continuing to learn through their own efforts and through professional learning opportunities, by

interacting with the significant others, and by experiencing online teaching and identifying their emotions.

Keywords: Online Professional Teacher Identity Development, Online professional Teacher Identity Development of English Language Teachers, Online Teaching during COVID-19 pandemic, Professional Teacher Identity

ÖZ

DİL ÖĞRETMENLERİNİN ÇEVİRİM İÇİ ÖĞRETMEN KİMLİKLERİNİ NASIL GELİŞTİRDİĞİNİN İNCELENMESİ

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Bu nitel durum çalışması, İngilizce öğretmenlerinin Yazan'ın (2018) teorik çerçevesini bir mercekle kullanarak acil uzaktan eğitim sırasında çevrim içi öğretmen kimliklerini nasıl geliştirdiklerini araştırmayı amaçlamıştır. Birincil veri kaynağı, özel bir ortaokulda görev yapan 10 İngilizce öğretmeni ile iki farklı yarı yapılandırılmış görüşme yoluyla toplanmıştır. Dahili gözlemcilerle yapılan yarı yapılandırılmış görüşmeler ve doküman analizi yoluyla veri çeşitlemesi yapılmıştır. Tüm veriler ses kaydına alınmış ve yazıya dökülmüştür. Veriler MAXQDA yazılım programı kullanılarak analiz edilmiştir. Verilerin analiz sürecinde tematik analiz yöntemi kullanılmıştır. Bulgular beş ana tema ile sunulmuştur: çevrim içi öğretim bağlamında öğretmenlerin öz yeterliği, çevrimiçi öğretim sürecinde öğretmenin öğrenmesi, öğretmenlerin başkalarıyla etkileşimi, öğretmenlerin çevrim içi bağlamda öğretme deneyimi ve öğretmenlerin çevrim içi öğretim sırasındaki duyguları. Sonuçlar, İngilizce öğretmenlerinin çevrim içi öğretim konusunda daha emin olmak için öz yeterliklerini geliştirerek, kendi çabalarıyla ve profesyonel öğrenme fırsatlarıyla öğrenmeye devam ederek, önemli kişilerle etkileşim kurarak, çevrimiçi öğretmeyi

deneyimleyerek ve duygularını tanımlayarak çevrim içi öğretmen kimliklerini geliştirdiğini göstermiştir.

Anahtar Kelimeler: COVID-19 Pandemisi Döneminde Çevrim içi Öğretim, Çevrim içi Mesleki Öğretmen Kimliği Gelişimi, İngilizce Öğretmenlerinin Çevrim içi Mesleki Öğretmen Kimliği Gelişimi, Mesleki Öğretmen Kimliği

To my beloved family

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CHAPTER 1

INTRODUCTION

This chapter presents relevant information about the background of the study, the purpose of the study including the research questions, its significance in the literature and the definitions of key terms which are widely used in this theses study.

1.1 Background of the Study

The concept of teacher identity has attracted considerable interest in the educational research field in recent years. Identity shapes teachers' cognition and their professional practices (Beauchamp & Thomas, 2009), and teacher identity informs teachers' decisions on instruction, content, and their relationship with the students (Beijaard et al., 2004). However, there is no consensus on the definition of teacher identity since the concept has been approached differently relative to the lens through that is viewed (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2004). Actually, instead of defining teacher identity explicitly, researchers tried to provide a comprehensive understanding of the concept with the identification of how it is characterized, the possible influential factors, and its theorization (Akkerman & Meijer, 2011; Beijaard et al., 2004; Mockler, 2011).

The literature on the relevant research about teacher identity shows some agreed upon points. For example, the nature of the teacher identity is fluid, multifaced, dynamic, and constantly evolving (Miller, 2009; Olsen, 2008; Rodgers & Scott, 2008; Varghese et al., 2005). Teachers' answers to the questions "Who am I at this moment?" and "Who do I want to become regarding their teaching self-images underline the dynamic and ever-changing nature of teacher identity (Beijaard et al., 2004). Besides, teacher identity is shaped and reshaped in social contexts with interaction (Akkerman & Meijer, 2011; Beijaard et al., 2004; Beauchamp & Thomas, 2009; Olsen, 2008;

Varghese et al.,2005; Yazan, 2018). The relationship between teachers' interactions with students, their perceptions about their status in the profession, the influence of the environment, and the interplay between these is essential in terms of teacher identity (Beijaard et al., 2004). Teacher identity is constructed with the participation of the teachers and their investment in the profession (Akkerman &Meijer, 2011; Yazan, 2018). Moreover, researchers draw attention that there is an inevitable connection between personal and professional identities of teachers (Day et al., 2006; Pennington & Richards, 2016). Akkerman and Meijer (2011) summarize all these characteristics of teacher identity under three headings as multiplicity, which shows teachers' personal and professional identities and the interaction of sub-identities of teachers; discontinuity, which indicate the ongoing development process of teacher identity, social nature, which stresses the contextual influences regarding teacher identity. As Sachs (2001) expresses the professional identity of teachers is rich and complex and states that "teacher professional identity is not something that will come naturally to all teachers. It has to be negotiated, lived, and practiced" (p. 160).

In literature, teacher identity and teacher identity development is studied regarding some influential factors such as teachers' lives and prior experiences (Day et al., 2006; Zembylas, 2003), social and institutional contexts (Beauchamp & Thomas, 2009; Beijaard,1995; Flores & Day, 2006; Kaplan & Garner, 2018), teachers' personal beliefs and expectations (Beauchamp & Thomas, 2009; Day et al., 2006; Farrell, 2011; Schutz et al., 2018), self-efficacy beliefs (Day, 2002; Day et al., 2005), emotion (Beauchamp & Thomas, 2009; Day, 2018; Zembylas, 2003; Zembylas & Chubbuck, 2015), motivation (Kaplan & Garner, 2018; Watt & Richardson, 2007), resilience (Day & Gu, 2010; Gu & Day, 2007), contextual dynamics (Beijaard, et al. 2000; Gee, 2000; Findlay; 2016; Rodgers & Scott, 2008; Varghese et al., 2005) and teacher education (Beauchamp & Thomas, 2009; Izadinia, 2013; Olsen, 2013).

In particular, the concept of language teacher identity (LTI) has been investigated in recent years with the purpose of exploring teacher identity in a specific subject matter area (Kanno & Stuart, 2011; Miller, 2009; Tsui, 2007; Varghese et al., 2005; Yazan, 2018). English language teacher identity needs to be investigated because of the nature of English as a subject in different contexts in the world and differences in which

teachers position themselves in institutional and cultural contexts (Gu & Benson, 2014; Miller; 2009; Tsui, 2007) and because language teaching profession is a quite complex and situated phenomenon (Flores & Day, 2006). On the one hand, research on LTI reveals that LTI possess the common notions of teacher identity. Research shows that LTI is not fixed, stable or unitary, but multiple. LTIs are constructed and reconstructed with teachers' experiences and bound to the social, cultural, and political context where identity is constructed (Barkhuizen, 2017; Duff & Uchida, 1997; Miller, 2009; Varghese et al. 2005; Yazan, 2018).

On the other hand, research in the field of second language teaching and teacher education has explored diverse aspects of LTI and LTI development. More specifically, researchers studied 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, their emotions as part of identity development, and their identity negotiation through teacher education courses" (Yazan, 2018, p. 22).

Due to its dynamic characteristics, LTI is also reported to be under the influence of factors such as emotion (Song, 2016; Yazan, 2018; Zembylas, 2003), personal and professional experience (Barkhuizen, 2017; Bukor, 2015; Hiver & Whitehead, 2018; Olsen, 2013;), teachers' belief and role (Farrell, 2011; Yazan, 2018), context (Flores & Day, 2006; Miller; 2009; Trent, 2014). At this point, 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.

Online as a teaching context has been valued in our current world of communication and technology (Baxter 2012; Comas-Quinn, 2011; Engeness, 2021; Nazari & Seyri, 2021; Richardson & Alsup, 2015, del Rosal et al., 2017). Especially, after coronavirus termed as COVID-19 was declared as pandemic (WHO, 2020), there has been a quick shift to online teaching and learning from face-to-face all around the world (Paudel, 2021; Xie et al., 2020). As the number of online students, classes, and teachers continue to increase, it became crucial to investigate teachers' identity construction in online teaching context, which is also complex, multiple, and individual (Richardson & Alsup, 2015). In fact, the concept of online teacher identity has not been explored profoundly, and its definition has not been stated clearly. Still, there are few studies conducted on the construction and development of teachers' identity in online contexts. They mainly concentrate on the identity shifts of teachers (Aboud; 2020; Johnson et al., 2014; Thanaraj, 2016), the constructs and factors constructing online teacher identity (Richardson & Alsup, 2015), teachers' professional development (Comas-Quinn, 2011) and the challenges teachers face (Baxter, 2012).

Considering that a lot of teachers started teaching online during Covid-19 Pandemic and that online teaching is going to continue to be used post pandemic (Hodges et.al, 2020), more attempts to gain insights on the construction and development of online language teacher identity is necessary.

1.2 Purpose of the Study

The current study was motivated to gain a better understanding of how EFL teachers develop their online language teacher identity. It particularly concentrates on language teachers' professional teacher identity construction in online context by exploring the processes they go through in which they identify themselves as online language teachers. In this regard, the following questions guided the research:

- 1) How do English language teachers see themselves as teachers?
- 2) How do English language teachers see themselves as online teachers?
- 3) How do English Language Teachers develop their online professional identity?

1.3 Significance of the Study

The current study provides some significant contributions. First, particularly on the development of online teacher identity and online language teacher identity, studies are somewhat limited (Aboud, 2020; Baxter, 2012; del Rosal et al., 2017; Comas-Quinn, 2011; Johnson et al., 2014; Richardson & Alsup, 2015; Thanaraj, 2016). Therefore, more studies are needed to gain a deeper insight about teachers' online identity development. There are some studies focusing on in-service language teacher identity (Küçükali, 2017; Atmaca, 2017; Göktepe & Kunt, 2020) however in-service online language teacher identity development has not been studied in Turkish context.

Second, technology has changed our understanding of the meaning of teaching and learning (White, 2007). There has been a quick shift to online education worldwide especially after the spread of COVID-19 and the pandemic. Many teachers in the world had to start teaching abruptly in online contexts simultaneously. This movement from face-to-face to online teaching demands new requirements from teachers (Baxter, 2012; Comas-Quinn, 2011; White, 2007). Teacher identity can be considered as "an ongoing element in teachers' professional lives (Beauchamp & Thomas, 2009), so it is not a stable entity. Therefore, teachers' identities in the online environment undergo some differences and/or show some similar characteristics of traditional teacher identities (Richardson & Alsup, 2015). Online teaching accompanies new teaching experiences that may facilitate or hinder teaching for first-time online teachers globally. Identity is always constructed with the help of a series of differences and finding out the resistance and conflict that teachers face in the construction process of teacher identity is crucial for their professional development (Gu & Benson, 2014). Thus, as the fundamental difference, which is online teaching context, brings many other features to teachers' identity as online teachers. Therefore, identifying the common perspectives that impact teachers' online teacher identity development and finding out the constructs of online teacher identity are crucial to understand teachers.

Third, to from a narrower extent, this study also contributes to the participants teacher's identity development by making them comment on themselves as online and face-to-face teachers. Teaching is a demanding profession, and to be an effective

teacher a teacher is required to be versatile, progressive, and efficient. Also, to be able to get over the demands of teaching, a teachers' continuous analysis of their beliefs and practices is necessary (Flores & Day, 2006). Furthermore, "teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational changes and to implement innovations in their own teaching practice" (Beijaard et al., 2000, p.750). As Sachs (2001) points out the importance of seeking teacher identity development by stating "once its elements are learned and communicated to others it will make a significant contribution to teachers' work and how they experience that work in the eyes of themselves and others" (p. 160). Therefore, the study creates awareness about the importance of online teacher identity among both the participant and other teachers who teach in the online contexts.

Fourth, since online education and teaching in online contexts will be indispensable parts of our lives (Xie et al., 2020) as it is now, exploring online professional teacher identity development is essential to meet the need of high-quality online teachers. In the light of the findings and implications of this study, the stakeholders involved in teaching and learning could gain a better understanding of what teachers experience throughout their online teaching journey in relation to their online teacher identity. The results could be informative in terms of teacher education. Primarily, as Beijaard et al. (2004) explicitly address "research on teachers' professional identity formation is seen as relevant to teacher educators and mentors in schools in order to understand better and conceptualize the support student teachers need" (p. 109). Similarly, Yazan et al. (2013) highlight that investigation of second language teachers' identity construction enlightens how they develop themselves as professionals in the process of transition from becoming a teacher candidate to becoming a teacher. The findings of the study will guide teacher education programs and second language education in terms of supporting their online teacher identity formation. Student teachers are required to be trained considering their online teacher identities and on the use of online technologies and pedagogies that are important to achieve successful transitions to online teaching (Cardinal et al., 2021; Richardson & Alsup, 2015;). Moreover, as Varghese et al. (2005) state, it is important to understand language teachers in order to understand language teaching and learning; and there is a need to have a clear sense of who

teachers are so as to understand them. Thus, having a better understanding of online language teachers will inform and direct in-service language teacher training programs, and it will create better opportunities for teacher's professional development as online language teachers.

Finally, from a broader perspective, the results of the study will also inform the policymakers and curriculum designers. The study shed light on the area of online teaching that is relatively common worldwide after the pandemic. In that sense, curriculum developers and policymakers should take the findings of the study into consideration while revising all curriculum to have a better education system both in face-to-face and online settings. As Han (2017) proposes, to develop a comprehensive and feasible curriculum, it is fundamental to take into consideration teachers' professional identity and its meaning system.

1.4 Definitions of the Key Terms

Teacher Identity: For this study, Akkerman and Meijer's (2011) holistic understanding of teacher identity definition is accepted. Therefore, "defining 'teacher identity', and '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-investments in one's (working) life" (p.315). They perceive teacher identity as both unitary and multiple, both continuous and discontinuous, and both individual and social.

Language Teacher Identity: The study combines two similar definitions which belong to Yazan (2018) and Barkhuizen (2017). Yazan (2018) perceives 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). In addition to this, Barkhuizen (2017) values the relationship and interaction between teachers and other spaces, places, and objects in classroom, in instructions

and in online environments. This study places special emphasis on the inclusion of the online setting considering teacher identity.

Online Teacher Identity: This term is perceived as a part of teacher identity which is shaped and reshaped in online contexts as an online teacher (Hafsa, 2019; Nazari & Seyri, 2021). It is accepted that online teacher identity is affected by some internal and external factors in online teaching contexts (Aboud, 2020).

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). It was stated that the main concern of this was to offer temporary access to education during emergency or crisis.

CHAPTER 2

LITERATURE REVIEW

This chapter presents review of the literature on identity, teacher identity, language teacher identity, and online teacher identity. Besides, it provides research studies on language teacher identity and online teacher identity.

2.1 Identity

Identity is one of the most popular concepts employed in social sciences and humanities in education and applied linguistics fields. However, to apply the concept of identity to the education context, it is necessary to understand what identity is (Morgan & Clarke, 2011). Several definitions have been proposed to this end however, researchers also highlight that an agreeable definition is not available (Beijaard, Meijer, & Verloop, 2004). Hence the concept of “identity” is explored by many researchers from different perspectives (Beijaard, Meijer, & Verloop, 2004; Gee, 2000). For example, from philosophical perspective Mead (1934) describes identity as the self and someone’s self-concept. He stresses that it is more about how the self (individual) is developed with the interaction and more about fitting into certain roles in a social context. In parallel with this, Norton (2000) suggests that identity explains how someone understands his/her relationship with the word, how it is constructed in time and space, and how someone sees possibilities for the future.

From a psychological perspective, Erikson (1968) points out the chronological and changing nature of identity by suggesting that identity is something that develops through someone’s life, but it is not something one has. Therefore, from Erikson’s perspective the environment plays an important role in growth, adjustment, self-awareness and identity. From socio-constructivist perspective, Gee (2000) defines

identity as “being recognized as a certain kind of person in a given context (p.99)”. As people enrich their social contexts that they are in, their identities continue to construct and modify according to the new individuals and groups they interact with and the new action that they take in practice according to Wenger (1998). Similarly, Olsen (2008) claims that identity involves collecting the influences from the contexts, social positioning, and meaning systems. Also, Pennington and Richards (2016) assert that identity reflects the individual characteristics relative to the social contexts, so it involves the personal values with the contextual requirements that direct certain types of behavior. Those requirements will reinforce the existing patterns of thinking while it will make the identity open to change with new experiences and new interpretations of the experiences. Interaction with new experiences may sometimes create situations where a person doubts his/her identity by questioning who s/he is and that could be called ‘identity stress’ or even ‘identity crisis’ (p.7). That identity stress or crisis can result from extreme changes in contexts or constraints that cause rethinking of the values and changes in behaviors. Those are the times when identity is open to change via self-reflection and examination. Luehmann (2007) also approaches identity from a socio-constructivist approach and summarizes the common characteristics of the key elements of identity and identity development as in the following:

- “Identity is socially constituted, that is, one recognized by self and other as a kind of person because of the interactions one has with others,
- Identity is constantly being formed and reformed, thorough the change process for one’s core identities is long term and labor intensive,
- Identity is considered by most to be multifarious, that is, consisting of a number of interrelated ways one is recognized as a certain kind of person, participating in social communities,
- Identity is constituted in interpretations and narrations of experiences” (p. 827).

With a post-modernist approach, Akkerman and Meijer (2011) claims that identity is not static and that proceeds with new experiences and understandings. Beijaard, Meijer, and Verloop (2004) also highlight that identity is not a stable entity that a person has but it is a constant phenomenon. In that sense, identity is seen multiple and related to people’s social performances in society. Therefore, “Who am I at this moment?” can be the question to be answered to define identity (p.108). Varghese et

al. (2005) state that negotiating one's position and identity in different contexts is an ongoing process and it includes interaction and sometimes struggles according to the roles and the position of others.

According to Danielewicz (2001) from a broad perspective identity means "our understanding of who we are and who we think other people are" (p.10). Johnston (2012) also sees identity from a holistic perspective and states that identity is individual, and it includes unique characteristics of self, involving all the elements of personality, roles, and background, physical characteristics, experiences in life, genetic makeup, ethnicity, and culture. Also, he adds that identity covers one's knowledge, understandings, feelings, values, and beliefs.

2.2 Teacher Identity

Teacher identity is another difficult to define identity concept. Although it has been studied widely, there is not a common definition of teachers' professional identity either (Beijaard et al., 2004). Due to its complex nature and similar to identity due to the fact that it has been investigated adopting different approaches and perspectives within the scope of different disciplines, defining what teacher identity is a challenging endeavor (Beauchamp & Thomas, 2009).

The concept of teacher identity and its scope is defined by different researchers. Sachs (2005) for example, puts teacher identity at the center of the teaching profession since it serves a framework to the teachers to construct their own ideas about how to be, how to behave, and how to see their work and their place in the community. Teacher professional identity "provides a framework for teachers to construct their own ideas of 'how to be', 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience" (p.15).

In parallel with this, Danielewicz (2001) indicates that individuals need to have an identity in order to become a teacher and deal with the complexities of the teaching process. Those complexities cover different aspects of the teaching environment including elements like students, knowledge, skills, texts, etc. Furthermore, teachers

have to have pedagogical knowledge so that they can understand their learners and evaluate teaching and learning practices. Besides, didactical features like classroom or time management make the process more complex than it is thought.

Day and Kington (2008) suggest that teacher identity is composed of three sub or competing identities: personal identities which are about their life outside school; professional identities which are related to educational ideas of a teacher; and situated or socially located identities which are related to teachers' working environment in a certain educational context. Each of these plays an important role in teachers' identity and their actual classroom practices. Olsen (2008) supports that identity is people's product of their social histories and their actions in certain ways. Therefore, when it is applied to teachers, this perspective stresses "both the constraints/opportunities on a teacher deriving from personal histories and also the actual agency any teacher possesses" (p.24). Olsen (2008) mentions multiple parts of teacher identity which are dynamic as "*reasons for entry, teacher education experience, current teaching context/practice, career plans/teacher retention, prior personal experience, prior professional experience*" (p. 25).

From a broad perspective, Rodgers and Scott (2008) summarize common assumptions of teachers' professional identity as (1) that identity is dependent upon and formed within multiple *contexts* which bring social, cultural, political, and historical forces to bear upon that formation, (2) that identity is formed in relationship with others and involves *emotions*, (3) that identity is *shifting, unstable and multiple*, and (4) that identity involves the construction and reconstruction of meaning through *stories* over time (p.733).

Based on the research studies they reviewed, Beijaard et al. (2004) provide four features that are fundamental for teacher professional identity. First, teacher professional identity is an ongoing process and experiences are interpreted and reinterpreted. Therefore, it is not stable or fixed. Instead, it is dynamic. Secondly, a teacher's professional identity implies both *person* and *context*, so it is not completely unique. "Teachers are expected to think and behave professionally, but not simply by adopting professional characteristics, including attitudes, that are prescribed" (p.122).

In fact, teachers show differences in the way they handle these characteristics regarding on the value they personally attach to them. Thirdly, the professional identity of a teacher involves its sub-identities which are more or less well balanced. Lastly, agency is an important element of professional identity formation and it means that teachers have to be active in the professional development process. It is linked to a constructivist view of learning meaning that learning both individually and in collaboration take place with the activity of the learner. Teachers can exercise agency related to the goals they pursue and the sources that are available to reach the goals.

Akkerman and Meijer (2011) support a dialogical approach in the definition of teacher identity and state that “defining ‘teacher identity’, and ‘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-investments in one’s (working) life” (p.315). They perceive teacher identity as both unitary and multiple, both continuous and discontinuous, and both individual and social.

Izadinia (2013) defines the identity of teachers as “perceptions of their cognitive knowledge, sense of agency, self-awareness, voice, confidence and relationship with colleagues, pupils and, parents, as shaped by their educational contexts, prior experiences and learning communities” (p.708). Zembylas and Chubbuck (2015) see the concept of teacher identity in relation to politics and express that teacher identity “is an ongoing process of negotiating one’s belief, values, emotions and teaching practices all in the context of political realities (p.187).

When all the definitions proposed by different researchers are analyzed, there are some common notions about the nature of teacher identity. Teacher identity is not a fixed trait of a teacher; instead, it is constantly changing and developing with it has a dynamic nature. Also, it is obvious that teacher identity includes all characteristics, and dimensions related to teachers, so it is the combination of teacher as a whole. That means it is under the influence of their experiences which might be both personal and professional, their environment and their personality.

2.3 Factors influencing Teacher Identity Development

The studies on teacher identity development have pointed out that identities are at the center to understand teacher socialization, their expertise development, and their relationship with the students (Day et al., 2006). Thus, it is necessary to examine teachers' professional identity development to be able to grasp their teaching practices and their attitude towards teaching (Varghese et al., 2005).

There are many factors that affect teacher identity development. To start with, literature points out that teachers' personal and professional identity development is affected by teachers' lives, prior experiences, and teaching practices (Day et al., 2006; Zembylas, 2003). Personal experiences and interactions with other selves are of paramount importance in this sense. Teacher identity development includes interpretation and reinterpretation of the experiences as teachers live through them and they are in a transactive relationship (Cooper & Olson, 1996). Teachers experiences influence teachers' job satisfaction, commitment and motivation too. For instance, teachers who have bitter experiences in their teaching context tend to perceive themselves as inefficient teachers (Beijaard, 1995).

Social and intuitional contexts have important effects on professional selves of the teachers (Beijaard, 1995; Kaplan & Garner, 2018). Their relationships with pupils, colleagues and their involvement in the school organization affect the way how they see themselves as professionals (Beijaard, 1995; Flores & Day, 2006). Teacher identity is formed and reformed continually as individuals develop themselves over time and via interaction with others (Cooper & Olson, 1996). Therefore, it is safe to say that their interactions with colleagues, parents, and other people in the society contribute to the complex nature of teacher identity (Beauchamp & Thomas, 2009).

Literature also focus on the importance of personal attributes, values, expectations, and beliefs of teachers as factors essential in teacher professional identity development (Beauchamp & Thomas, 2009; Day et al., 2006; Kaplan & Garner, 2018; Zembylas, 2003). Teachers construct their self-images based on who they are, and their professional identity and professional identity consists of beliefs, values, and emotions about several aspects of teaching and being a teacher (Farrell, 2011). Beauchamp and

Thomas (2009) claim that teacher identity develops with dialogical experiences and emerges with participation in diverse communities. In this process, teachers share their own goals, beliefs, and standards about how they see themselves as a person in their current social context. Schutz et al., (2018) have explained that teachers are often affected by some incoming belief system as it is called “Incoming Goals, Standards, and Beliefs” when they are asked to give their comments on outstanding or emotionally memorable classroom experiences. That means, the reference points, the teachers use so as to see where they are and where they want to be when it is compared, are their incoming goals standards and beliefs. Those are their expectations about what and how instruction should happen in the classroom. For instance, new teachers may not think that they will have some management problems but when it happens, they feel frustrated and angry because of unexpected experiences. That is why, teachers experience some matches and mismatches about their incoming expectations in their first year and that causes some emotional changes like anger, joy, pride. It has a direct effect on teachers’ identity development.

Teachers’ perceived self-efficacy beliefs are also important from this perspective (Beauchamp & Thomas, 2009; Day, 2002; Day et al., 2005). Bandura (2000) defines efficacy as a person’s judgments about how well s/he can organize and act in order to handle possible situations which include lots of unclear and unpredictable elements. He claims that persistence and the effort that teachers put in, when they face difficulties, improves teachers’ sense of efficacy and enables positive professional identity. He mentions that *personal efficacy beliefs* are not fixed but are under the influence of social situations. That is found crucial because the ones having a strong belief in their capabilities or capacities make a harder effort to overcome challenges. However, the ones, who have some doubts about their capabilities, do not make enough effort, so they give up or search for some common decisions at the time when they face some obstacles, failures and setbacks. In addition to this, he points out the importance of *collective efficacy* by stating that collective effort in the schools can help teachers solve teachers’ problems by sharing the common goals and they can act together to handle external problems. According to Day (2002) although teachers’ identity is consistently affected both positively and negatively affected by classroom experiences, organizational culture, and specific incidents, having a positive sense of

identity is required to sustain their self-efficacy or self-esteem for teaching. Also, teachers' self-efficacy and their feeling that they are doing a good job are considered as factors affecting their commitment to the levels of teaching and profession (Day et al., 2005).

There is also emphasis on emotional demands and teacher identity in teacher identity development research (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Day, 2018; Flores & Day, 2006; Kaplan & Garner, 2018; Schutz et al., 2018; Zembylas, 2003). Emotional episodes create some opportunities for possible adjustments about the way teachers approach teaching and the way they think about teaching (Akkerman & Meijer, 2011). Emotions of the teachers, especially, critical emotions teachers have when they face challenging or satisfying experiences, have potential to affect teacher identity work (Schutz et al., 2018). Different schools, classrooms, and other settings influence how teachers experience some emotions and how teachers use opportunities to teach. It can be both positively and negatively like their willingness to teach, sustain teaching in the following years, or their self-efficacy as well (Zembylas, 2003). Teachers' ability to understand and manage theirs and others' emotions plays an important role in shaping professional identity since they show variances in complex, conflicting time to times, classroom and staffroom, teaching and learning expectations and external requirements. Therefore, in order to teach well, teachers need to sustain spreading emotional energy in each and every day they teach (Day, 2018).

There is a strong relationship between the self, identity, and motivation (Kaplan & Garner, 2018; Watt and Richardson, 2007). Therefore, studies report motives for choosing teaching as a career as another factor in teacher identity development. Motives for choosing the teaching profession as a career have an effect on the construction of teacher identity (Richardson & Watt, 2006). Teacher professional identity as dynamic and it is shaped by the career motivations and goals that reflect the degree to which a person sees his/herself personally and occupationally as an individual who fulfills the requirements of being a teacher within a social environment. Such an understanding stresses the roles of personal and social identities in development over time rather than approaching teacher identity as statistic. That perception also includes personal and workplace recourses in order to maintain goals,

satisfy needs, and balance needs in the workplace context (Richardson & Watt, 2018). Whereas motivation can be featured as a single attribute related to a person motivated or not, the career motivations of teachers are complex, multidimensional, and bound to contextual factors (Watt & Richardson, 2007).

On the other hand, some researchers draw attention to the relationship between resilience and identity. The term resilience is taken as a capacity instead of a fixed trait. Teachers' capacity for resilience is related to their personal ability to manage a number of potentially conflicting problems and their capacity for showing everyday resilience that to the situations they face daily. Their capacity for resilience encourages them to sustain their commitment and willingness in their job when they face unavoidable possible situations and challenges that already exist in their profession. If they cannot manage these, it is possible that they will have difficulty in keeping their sense of identity stable and positive (Day & Gu, 2014). The relationship between teachers' efficacy and their personal/professional identity and how teachers handle this relationship in situated personal and professional situations is rather complicated. However, this complex process promotes teacher resilience which is fundamental to become effective teachers (Gu & Day, 2007). It is important for teachers to negotiate their identity thoroughly to become resilient teachers (Day & Gu, 2014).

The influence of contextual factors on teacher identity has been found important as contexts shape people's notion of who they are and how others perceive them (Rodgers & Scott, 2008). Identity depends on the contexts such as schools, teacher education programs, family, religious groups, political parties (Beijaard, et al. 2000; Gee, 2000). Thus, being aware of the effects of contexts that teachers practice teaching is crucial since teachers' identity shapes, shifts or changes in these contexts. They may promote or hinder the construction of identity. The school setting, the nature of student population, the effect of colleagues and of the school administrators may all have an impact on shaping teachers' identity (Beauchamp & Thomas, 2009). Also, the teaching discipline choice may influence identity since each discipline tends to have its own specific teaching culture (Varghese et al., 2005). Contextual influences of the workplace, which may be positive or negative perceptions about the school culture and leadership, have a significant impact on shaping and (re)shaping professional identity

of the teachers. Besides, these contextual influences play an important role in constructing and reconstructing teachers' understanding about teaching; and in facilitating and hindering their professional learning and development as well. Although teachers working in collaborative cultures develop more likely positive attitudes towards teaching, the negative school contexts and cultures affect teachers' attitudes in an opposite way (Flores & Day, 2006).

Teacher education and teacher education programs make a contribution to teachers' professional identity development (Beauchamp & Thomas, 2009; Izadinia, 2013). Teachers continuously interrogate and consciously combine their multiple parts of professional identity thanks to teacher preparation programs (Olsen, 2013). Teacher education programs are expected to create opportunities for teachers to explore their new and developing identities. They also provide an environment to challenge their ideas about teaching and becoming a teacher as teachers learn and explore throughout their education. Also, teacher education within schools enables teachers to examine their professional identity more closely within the context and that contributes to the construction of identity (Beauchamp & Thomas, 2009).

Teacher identity is conceptualized mostly as complex, dynamic and evolving (Beauchamp & Thomas, 2011; Beijaard et al., 2004; Flores & Day, 2006; Olsen, 2008; Kelchtermans, 2009; Zembylas, 2003;). Because identities are constructed and reconstructed over time with the constantly shifting and unstable teachers' definitions of themselves and with the influence of a set of other factors (Trent, 2014). This process take place throughout teachers' working life with interpretation and reinterpretation of their own values and experiences in time and in under different circumstances (Flores & Day, 2006). Also, identity is shifting, unstable and multiple because they are formed in the interaction with others. Therefore, construction and reconstruction of meaning keep changing (Rodgers & Scott, 2008). Because of this dynamic nature of teacher identity, it is impossible to conceptualize teacher identity by separating all the factors from each other that may have a possible contribution to the development of teacher identity (Olsen, 2008). Also, since identity is situated and complex, it is crucial to understand one's teacher identity as a whole combination of multiple I-positions that a teacher possesses (Akkerman & Meijer, 2011).

2.4 Theoretical Frameworks on Teacher Identity Construction

2.4.1 Beijaard, Verloop and Vermunt's (2000) approach in teacher identity

Beijaard et al. (2000) report that conceptualization of identity is vital to maximize teachers' practices in the classroom. Also, they state that teachers' knowledge of professional identity means how they see themselves as teachers. Their professional identity definitely affects their ability and investments to handle educational changes and implementation of innovations to their teaching practice. For this reason, Beijaard et al. (2000) have proposed an identity framework to describe teacher identity, and they asked teachers to define themselves as teachers according to three expertise areas and influencing factors that may have impact on their identity. They accept that teacher identity is derived from the way teachers see their 'selves' as subject matter experts, pedagogical experts, and didactical experts. They point out that teacher identity consists of the combination of all these knowledge areas focusing on what both a teacher should know and be able to do.

Firstly, Beijaard et al. (2000) claim that teachers are seen as *subject matter experts* since knowledge of the subject matter requiring a deep and full understanding of the subject area is part of a teacher's professional base. Historically, teachers were believed to be the source of information, and their role was thought of as transmitting knowledge to the learners. However, nowadays, classrooms are thought of as dynamic places that involve social and cultural features as well as linguistic ones (Franson, & Holliday, 2009). Therefore, they assigned new roles to the teachers in the classroom such as classroom manager, facilitator of learning, etc. and in order to change the programs, improve the effectiveness of the tasks, identify students' understandings and misconceptions; it is important for teachers to have that subject matter knowledge (Beijaard et al., 2000).

Secondly, *teachers as pedagogical experts* are defined as the ones who concern about mostly student-teacher interaction which supports students in a social, emotional, moral, and ethical way. This highlights the teacher's involvement in the classroom and engagement with students. The pedagogical experts should be aware of students' needs, problems, and other challenges. Therefore, a good classroom environment

climate and the well-being of the students are thought as a necessary condition for teaching (Beijard et al, 2000).

Lastly, *didactical field experts* focus more on planning and organizing the teaching and learning processes with their knowledge and skill. Particularly, the students' level and their strategies in learning are taken into consideration with the aim of supporting students' understandings. In recent times the roles of teachers, which were limited to implementation of the class and evaluation of the learning outcomes and planning, have shifted to initiating, guiding and influencing the thinking activities of the students. That has caused to gradually transforming control on the learning process from the teacher to the student. This shift into another teaching role is expected to influence teachers' perceptions of their professional identity (Beijard et. al, 2000).

Beijaard et al. (2000) claim that most of the researches on teaching stress the effect of teaching contexts, their experiences, and biographies on a teacher's professional identity. Therefore, these factors were accepted as influencing factors of teachers' professional identity. In terms of *teaching context*, the ecology of the classroom and the culture of the school are regarded as the fundamental basics and they have an impact upon a teacher's knowledge base. The ecology of the classroom is mostly related to the fact that the teaching is a result of daily teaching actions which are being spontaneously and functioning routinely. On the other hand, school culture involves norms and values that are shared by the members of the community and it leads to a specific way of working. Another influencing factor, *teaching experience* is discussed in terms of being a novice or an experienced teacher. It is widely accepted that teaching experience contributes to a teacher's knowledge base and it is regarded as a development from being a novice to an expert. Lastly, *the biography of the teacher* is viewed as an important aspect that has also an effect on teacher identity. Personal life experiences like private life, prior education, or age are exemplified as the points emphasizing the transformation of identity, the adaptation of individual understandings, and the decision about one's expression in classroom activity.

2.4.2 Akkerman and Meijer's (2011) Dialogical Approach to Conceptualizing Teacher Identity

Akkerman and Meijer (2011) propose a more elaborate conceptualization of teacher identity with a dialogical approach to conceptualize teacher identity. They indicate that the notion of teacher identity has been addressed by many researchers in recent years and the emphasis has been on the claim that identity is dynamically evolving, it is in relation to the others due to its nature, and it consists of multiple sub-identities. Therefore, they categorize the most commonly seen features of teacher identity under three aspects: the multiplicity of the identity, the discontinuity of the identity, and the social nature of the identity. Those characteristics highlight that identity is not fixed and stable. Instead the characteristics of one's identity change over time and context.

First of all, they conceptualize identity focusing on its multiplicity and unity. It is reported that identity is divided into *multiple I-positions* which are always in a relationship and they move from one particular I-position to another. With the help of self-dialogue people can discuss their I-positions and try to synthesize them to continue with a coherent and consistent self. This natural desire to maintain a consistent and coherent sense of self is quite natural and the syntheses is aimed to sustain unity in their professional identity. In terms of teacher identity, it is important to understand multiplicity and unity of identity since teachers face some dilemmas or tensions that make them face multiple-I positions of themselves that is part of their united identity (Akkerman & Meijer, 2011).

Akkerman and Meijer (2011) also point out the discontinuity and continuity of the teacher identity by referring that multiple I-positions reflect the properties of the context where identity is manifested. Therefore, that identity may change depending on the situation. The answer to the question of who I am at this moment reflects both the individual at that moment and other people and the things at that specific moment too.

The last feature of teacher identity proposed by Akkerman and Meijer (2011) is the social nature of the identity. It is assumed that multiple I-positions reflect the voices of other people in a particular community that a teacher interacts with. So, the

dialogical approach accepts social characteristics as a part of the individual, not an external source affecting the individual. This approach advocates that “teachers implicitly construct and negotiate their identity in relation to the various people they meet and the communities they are or become engaged in” (p.314).

2.5 Language Teacher Identity

Understanding language teacher identity formation process is essential to comprehend teachers’ teaching practices and their attitudes about teaching as a profession (Varghese et al., 2005; Miller, 2009; Sang, 2020). The concept of language teacher identity has been defined from different perspectives (Barkhuizen, 2017; Varghese et al., 2005; Yazan, 2018). Different theoretical perspectives provide different substantive aspects of language teacher identity and there are strong connections between different approaches. Although each theory has its own limitations when they are used separately, benefitting from multiple approaches provides a better perspective for understanding language teacher identity (Varghese et al., 2005).

Miller (2009) studies the role of language teacher identity in second language teacher education particularly and stresses that the notion of teacher identity from a cognitivist view accepts that learning is individual and takes inside of the head of a teacher. However, this perspective has shifted to a sociocultural view in current work. This view supports that learning depends on the social processes and interaction. The sociocultural perspective is more about second language teachers’ positions in social, political, and cultural contexts. Therefore, language teachers develop their identities in a social and institutional context where teachers’ learning is constantly evolving. Since identity is not fixed, many factors contribute to social processes and teacher identity. These factors might be workplace conditions, classroom activities, cultural dimensions, language, gender, ethnicity.

In the same vein, Sang (2020) highlights the value of socialization in language teacher identity formation from a sociocultural perspective of language teacher education supporting the situated nature of language teacher identity development. Language teachers participate in learning experiences that are embedded with linguistic and cultural activities. Through this socialization process, language teachers construct

knowledge, beliefs, and identities to be a member of the community of language teaching practice.

In parallel with this perspective, Duff and Uchida (1997) provide some roles that are key to understand language teacher identity:

Language teachers and students in any setting naturally represent a wide array of social and cultural roles and identities: as teachers or students, as gendered and cultured individuals, as expatriates or nationals, as native speakers or nonnative speakers, as content-area or TESL/English language specialists, as individuals with political convictions, and as members of families, organizations, and society at large (p. 451).

Varghese et al. (2005) point out three common themes in language teacher identity research. First of all, language teacher identity is not a fixed, stable unitary, or internally coherent phenomenon but it is multiple and in conflict. Identities are rather transformative and transformational so they can be constructed and reconstructed with mediating factors or the subjects' agency experiences in their practice. Secondly, a teacher's identity is crucially related to the social, cultural, and political context so it does not have a context-free feature. Therefore, identities are shaped according to the teachers' context and they are bound to other sociocultural and other elements of the environment as well. Lastly, identity is "constructed, maintained, and negotiated to a significant extent through language and discourse" (p. 23).

Similarly, Martel and Wang (2015) provide an overview of language teacher identity research and identify four main themes in literature. Some of the themes match with the concept of teacher identity while the other themes are particular to language teacher identity. First of all, language teacher identities are constructed in interaction with significant others, who can be their mentor teachers, classmates, colleagues, students, or administrators; personal biographies and prior experiences; and contexts, which include teacher education programs and schools. Secondly, language teachers' identities are shaped by their practice and their identities shape their practice. Thirdly, language teacher identities are discussed based on their own and other perceptions of their native or nonnative speaker status. Lastly, language teachers' perceptions of themselves as cultural beings and their desire to teach culture are studied since their identities are enacted in classroom dialogues around culture and culture teaching practice.

On the other hand, Miller (2009) suggests four dimensions of language teacher identity that can be used in teacher education and professional development;

- *A focus on the nature of the identity* “as a complex and multiple individual and social phenomenon, which has critical links to power and legitimacy”,
- *Understanding the complexity and importance of context* such as “knowing the school, the possibilities of the classroom space, the students, their neighborhoods, the resources, the curriculum and policy, the supervising teacher - these are all critical elements that affect what teachers can do and how they negotiate and construct identity moment to moment”,
- *The need for critical reflection* “to critical sociocultural reflection, which takes account of identity and related issues, of individuals in specific contexts, and of the role of discourse in shaping experience...”,
- *Identity and pedagogy* for knowing the identities of the learners: “We need teachers whose starting point is the learners’ identities, who begin where students are at, and who treat the students’ lives as primary resources for learning.” (p. 178)

Yazan (2018) perceives 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). Barkhuizen (2017) offers comprehensive definition for language teacher identify considering diverse perspectives from psychology, sociolinguistics, general education and philosophy. He suggests his definition can be interpreted taking into consideration both different theoretical perspectives and different contextual realities;

Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical – they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over-time – discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online (p.4).

Barkhuizen (2017) explains his conceptualizing of language teacher identity under seven categories;

1. “Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical” (p.4). He suggests that LTI is cognitive because language teachers continually try to make sense of themselves reflexively and they try to understand who they are and who they want to be and fear to be. Also, LTI is cognitive since it is closely related to teachers’ beliefs, philosophies, and theories about language teaching which are related to content and pedagogical knowledge. In addition to this, LTI is social because they are constructed with others who are students, colleagues of the teachers, administrators, and policymakers both in local like classrooms, and global contexts like the language teaching profession. He points out hopes and desires of the teachers affect their identities so LTI is emotional. Besides, in language education, there are diverse perspectives about what is wrong and right or what is good and bad in practice. Therefore, LTI is ideological and it is always negotiated. Lastly, LTI is historical since it includes teachers’ all experiences in the past, which causes identity shifts over time.
2. “... They are both inside the teacher and outside in the social, material, and technological world” (p.5). With this facet, he points out the complex relationship between the individual characteristics like emotion, cognition, and biography of teachers and the social world in which language teachers interact with the external world. Also, puts emphasis on outside sources as the materials such as teaching and learning materials or the furniture in the classrooms. He involves the technological world as part of this materiality like distance learning and teaching environments.
3. “LTIs are being and doing, feeling and imagining, and storying” (p.6). He expresses that identity of a language teacher is not like an object s/he has but it is more something they perform. Teachers teach lessons give assignments, grade them, attend some professional development workshops, communicate with parents of their students. That’s why, they perform all the time by reflecting their language teacher identity which is not static. LTI is not only about the current performance of the teacher but also their future beliefs about the way they see themselves which is also related to their past teaching and

learning experiences. Additionally, teachers shape and reshape their experiences by narrating who they are and LTI is storying too.

4. “They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others” (p.7). Here the focus is on the plurality of the teacher identity by stating that teachers use their different sides of who they are in different complex circumstances. However, these multiple LTIs are not always in a harmony, they may be in contradiction too. In such a case, identities struggle, teachers drive for harmony and that causes them to negotiate for LTI harmony. They may construct changeable identities through interacting with others too.
5. “They are core and peripheral, personal, and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded” (p.8). This statement offers an answer to how the multiple LTI identities relate to each other. Barkhuizen discusses the topic referring to outstanding sides of it. He repeats that multiple identities of a teacher are not always in harmony so deciding on the foreground identity over others may cause identity struggles or identity dilemmas. For different sociopolitical aims, teachers purposefully highlight their certain aspect of their LTI.
6. “And LTIs change, short-term and over time-discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community” (p.8). According to the poststructuralist perspective on identity, languages teacher identities are developed and constructed with social interaction. Therefore, understanding teachers and their social life with its relationship is essential for understanding LTIs. Also, the dynamic nature of LTIs is repeated and suggested that they evolve over time specifically with teaching practice.
7. “...and in material interaction with spaces, places, and objects in classrooms, institutions, and online” (p.9). In this feature of LTI, the emphasis is on the relationship and interaction between teachers, objects, and ecological spaces they teach since teachers use materials differently in the way they want to use based on the ideas they believe. Teachers reflect their individual LTI in many contexts including online environments, other spaces like classrooms, and schools.

Richards (2010) identifies ten areas related to dimensions of teacher knowledge and skills which are mostly at the center of teaching competence and performance in language teaching. Those areas could be listed as follows: “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.46). In the light of these dimensions and teachers’ narratives, Pennington and Richards (2016) propose foundational competences of language teacher identity. According to this, *language related identity* reflects a person’s language background and language proficiency to teach that certain language and it requires both specific knowledge about the language that is taught and specific skills to communicate effectively with the learners studying that language. Nonnative or native status of the teachers and medium of instruction may cause different senses on teachers’ professional identities. On the other hand, *disciplinary identity* of a language teacher covers the specific in-depth knowledge of the content field attained through formal education in addition to experience teaching. Language learning theory, language teaching approaches and methods, testing and assessment, critical pedagogy, curriculum and classroom management, applied linguistics methods are some of the required knowledge supporting language teaching expertise. Disciplinary knowledge facilitates teachers to create a specific professional identity and build confidence. *Context-related identity* is constructed depending on the teaching contexts providing a variety of constraints and opportunities for teachers’ practice. Favoring conditions may support teaching and learning with positive potentials such as skilled and supportive administrators or good compensation. However, disfavoring conditions may constrain teaching and learning with negative influences or inhibiting factors such as limited facilities or poor compensation. Such kind of contextual factors have a high influence on the formation of teacher identity.

Another area that Pennington and Richards (2016) stressed is *self-knowledge and awareness*. They indicated a language teacher identity includes teachers’ image of themselves that is built upon self-awareness about the act of teaching practices by incorporating their personal values, qualities, and ideas about effective teaching performances. In addition to this, *student-related identity*, which is related to the

knowledge of the students by taking into consideration both learner groups and individuals in the groups, causes formation of a language teacher identity over time. In this respect; positive and negative student features, attitudes, and behaviors are considered as influencing factors on professional identity formation.

Pennington and Richards (2016) mention advanced competences of language teacher identity under three categories. Firstly, with the help of the *practiced and responsive teaching skills*, language teachers should be more confident in their sense of teacher identity. They know what they should know for teaching. Observations during practice teaching, and their individual classroom experiences allow them to construct their sense of what are the possibilities in language teaching and their ideal model for their own teacher identity. In relation to their values and goals, language teachers work to construct an identity with their general and specific teaching skills. Secondly, language teachers like other teachers should be familiar with both the theoretical orientations of teaching and learning language; and they should also be involved in the constructing theory themselves. Through some activities such as teaching inquiry seminars, peer coaching, or teacher study groups, teachers can be both users and producers of the practical and theoretical knowledge too. Lastly, the participation in the communities of practice such as online discussions or national and international professional organizations create opportunity for language teachers to share knowledge, perspectives, and values. They reflect on the other perspectives and acquire new knowledge. They develop their identity as language teachers in the collaboration with those of other practitioners by becoming a part of a wider community.

For this study, language teacher identity is viewed from a comprehensive perspective including all the dimensions of teacher identity and the factors affecting its construction and development such as teachers' emotions, participation in communities of practice, and interaction between their personal and professional identities. Specific to the subject, teaching language and its instruction are taken consideration to deeply understand language teachers' professional identity construction and development.

2.5.1 Yazan's (2018) conceptual Framework to Understand Language Teacher Identities

Teacher identity of a language teacher impacts a variety of matters including their learning to practice their profession, implication of theory and practice, the way they educate their students, and their interaction and collaboration with their colleagues in the social environment. What is more, it is not possible to focus only on teacher identity without considering other related components of being and becoming a teacher. Understanding and exploring teacher identity regarding all these dimensions require a multifaced approach in order to handle the complex feature of teacher identity. With this aim, a conceptual framework for language teacher identity is suggested in the light of existing studies in TESOL and teacher education (Yazan, 2018).

A conceptual framework is necessary to for explaining the relationship between teacher identity and the main constructs which are identified as “a) teacher learning, b) teacher cognition, c) teachers’ participation in communities of practice, d) contextual factors, e) teacher biographies, and f) teacher emotions” (Yazan, 2018 p. 23).

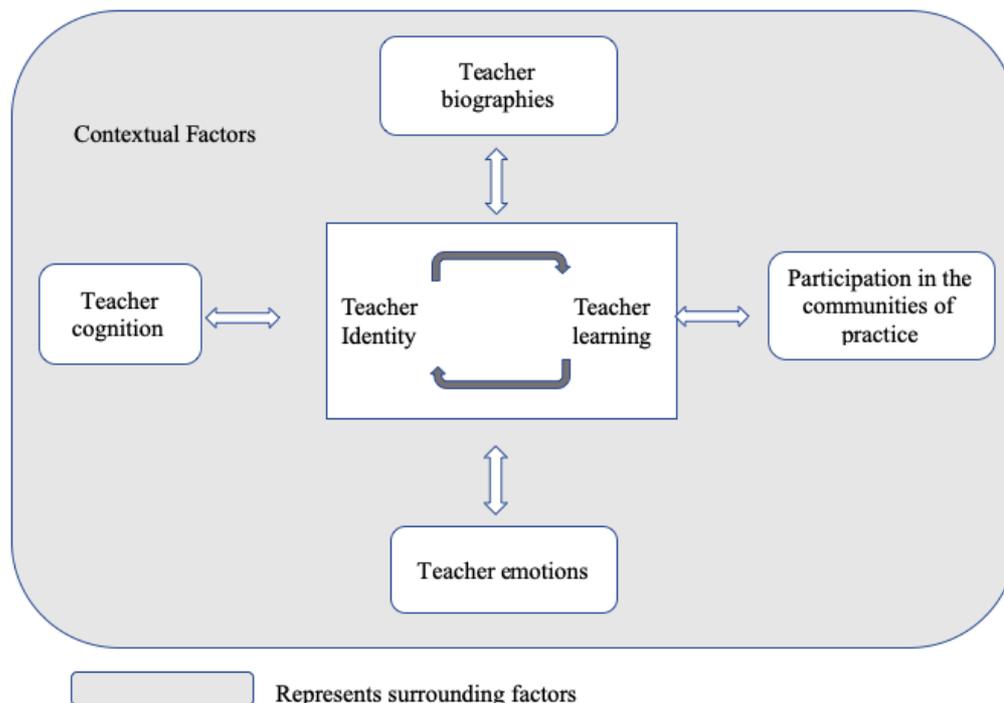


Figure 1. A Conceptual Framework for Language Teacher Identity proposed by Yazan (2018)

Teacher Learning

Teacher learning and teacher identity development are in interplay with each other, and they are the main forces for teachers' professional development. Therefore, teacher learning and their identities shape each other constantly. Unlike the traditional understanding of teacher learning, which focuses little on teachers themselves as part of their learning, the recent sociocultural understanding of teacher learning takes into consideration more about teachers' self-conceptions and imagination. Teachers have an impact on their learning to teach, and they are also influenced by it (Yazan, 2018). Teachers' prior classroom experiences, beliefs values have the power to influence teacher learning (Olsen, 2013). Also, teachers learn to teach with their participation in the discourse and activities in the teacher education and teaching practice. They negotiate and renegotiate their self-images as language teachers with the help of learning activities (Miller; 2009; Yazan, 2018).

Teacher Cognition

Teacher cognition means teachers' compositions of "beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspectives about teaching, teachers learning, students, subject matter, curricula, materials, instructional activities, self" (Borg, 2003, p. 82). Teachers' cognition creates a baseline to justify their inside and outside of the class behaviors, and it makes a contribution to their identity development. Language teachers' current self-images and future assumptions about themselves are closely related to "their beliefs, knowledge, thoughts, assumptions, and attitudes about all aspects of their teaching" (Yazan, 2018, p. 32).

As teachers practice teaching and interact with other teachers, mentors, supervisors, and students, their thoughts, speaking, and actions are closely directed by their beliefs, ideas, and knowledge. In fact, their learning experiences as a whole impact their cognition. All of these shapes what kind of teacher they imagine to be, and this shapes their instructional beliefs, values, and priorities at the same time. Therefore, teacher knowledge and cognition are inseparable parts of teacher identity (Yazan, 2018).

Participation in Communities of Practice

From sociocultural perspectives, teachers' cognition develops as their active participation in the teaching practice communities and their seeking in these communities (Yazan, 2018). More specifically, identity is evolving with the intense engagement in classroom practices (Kanno & Stuart, 2011) and participation in the activities of community of teaching practice is necessary to acquire membership in these communities to be a teacher (Tsui, 2007).

Because of the situated feature of identity, teachers' identity is shaped depending on their participation in communities of practice. As they participate in these professional activities and interact with the other members of the community, they question, shape and experience their identities. This gives them a chance to re-examine and reconsider their professional identities as they use tools and resources that are accessible in the community, observe, and take part in the activities. With the help of these, teachers find what they value most regarding the dynamics of the community (Yazan, 2018).

Contextual Factors

Context is defined as “the set of circumstances and dynamics that shape the setting for L2 teacher learning and teaching practices both at micro and macro plans” (Yazan, 2018, p. 34). Identity is linked to social, cultural and political context (Varghese et al. 2005) so context exerts a high influence on teacher identity development with surrounding all the phenomena (Duff & Uchida, 1997; Flores & Day, 2006).

Schools, and classroom where teachers practice teaching and preservice education settings are micro contexts whereas social, cultural and educational contexts are macro contexts. These two narrow and broad contexts are also intertwined and in a relationship. In teaching and learning processes, teachers are exposed to a variety of particular contextual factors such as testing, curriculum or needs of students. These may either promote or undermine teachers’ negotiation and construction of professional identities as teachers and they may force them to make decisions about their teaching (Yazan, 2018).

Teacher Biographies

The process of teacher identity construction and reconstruction cannot be perceived without teachers’ past experiences and how they understand those experiences (Yazan, 2018). Past learning experiences, past teaching experiences, and cross-cultural experiences are viewed as the biographical and professional basis of identity construction (Duff & Uchida, 1997).

All of these experiences shed light on understanding second language teachers and the development and enactment of their identities. In other words, finding out teachers’ biographies is necessary to be able to appreciate its reflection upon teachers’ beliefs and conceptions about themselves as a teacher so teacher identity construction and reconstruction could be explored deeply (Yazan, 2018).

Teacher Emotions

To explore teachers’ identity construction comprehensively, teachers’ emotions and the way they handle these emotions are required (Yazan, 2018). An investigation of emotional parts of teacher identity provides “a richer understanding of the teacher

self,” and it supports teachers’ transformation of professional identities (Zembylas, 2003, p. 213).

By means of teachers’ experiences in relation to their interaction with their colleagues, students, and parents, the emotions of the teachers shape their identity development. They learn to experience a variety of emotional states such as sadness, excitement, frustration, satisfaction. All of these emotional states give clues about their beliefs and values as well. Therefore, there is a need to reveal how teachers construct, reconstruct and deconstruct their identities under the influence of these emotions (Yazan, 2018).

2.6 Online Teacher Identity

Research abounds on the teachers’ professional identity and traditional context, but there is a gap in the research how online instructors develop their online identities (Richardson & Alsup, 2015). There is no clear definition of teacher identity and online teacher identity although there is an agreement on the influence of identity on teaching (Hafsa & Borasi, 2019).

Hafsa and Borasi (2019) stress that there is consensus on the issue that identity is changing continuously as a consequence of a person’s experience; and identity consists of multiple identities that are always in a relationship; and identity is influenced by both personal factors and interactions with others in the specific professional contexts. They support that online teacher identity is a component of teachers’ broader professional identity, but it is still needed to study online identity as sub-identity. They define online teacher identity as what kind of online teacher one aims to be and they suggest that it can have a significant effect on what, how, and why one chooses to teach online.

Richardson and Alsup (2015) stress that some factors affecting the development of teacher identity are unique to online courses whereas others are the variations of the struggles that teachers face in traditional learning environments. Therefore; seeking the online identity of the teachers is important to prepare online teachers who can improve the quality of their practices and develop a productive online identity.

The studies on online teacher identity focus on the transition process of teachers from face-to-face to online teaching regarding their teacher identities (Aboud, 2020; del Rosal et al., 2017; Comas-Quinn, 2011; Johnson et al., 2014; Richardson & Alsup, 2015; Thanaraj, 2016). This transition demands new skills and literacies from teachers, and it causes a shift in teachers' traditional teacher identity to their online teacher identity. At this point, the use of technology and new tools are considered influential factors affecting teachers' perceptions of themselves as online teachers teaching in an unfamiliar environment (Aboud, 2020; Comas-Quinn, 2011; Johnson et al., 2014;). Besides, the challenges that online teachers face in the transition period of being an online teacher are found crucial issues that may positively and negatively impact their online teacher identity (Baxter, 2012; Thanaraj, 2016). Furthermore, online teacher identity is under the influence of some external factors such as school environment and training programs and some internal factors such as motivation, attitude, commitment autonomy (Aboud, 2020).

Making an effective transition from face-to-face to online teaching with the aim of developing an online teacher identity requires being supported effectively for enabling teachers to embrace their roles and their online practices (Richardson & Alsup, 2015; Thanaraj, 2016). At this point, Richardson and Alsup (2015) find some issues important in the transition to online teaching in relation to online teacher identities and these are listed: "development as a process over time, the importance of context, the existence of sometimes-conflicting sub-identities (i.e., subject matter expert, face-to-face teacher, online teacher), and personal agency in class development and/or instruction" (p.150).

Richardson and Alsup (2015) recommend a set of ideas to be an effective online teacher and develop a positive online teacher identity in the transition process. These can be listed as in the following:

- Online teacher identity entirely depends on teachers' personal and professional subjectivities, so teachers need to question themselves professionally. To be an effective online teacher, teachers might be required to deconstruct and

reconstruct a traditional identity or some traditional beliefs about effective teaching and learning.

- Online teachers also need to redesign the course content and rethink their teaching behaviors considering online lessons.
- Teachers need to harmonize their sub-identities as online teachers. If they cannot achieve this, sub-identities will conflict, and they may not make classroom decisions effectively.
- Communicating effectively with the students are seen as an essential part of their online teaching identity so teachers need to keep this in their mind in their teaching practices.
- Teachers need to have the right to have a say in their teaching and learning activities. With this way, they reflect their own beliefs and assumptions to professional duties and the institutional and social requirements. That makes teachers more motivated.

For this study, online language teacher identity is conceptualized within Yazan's (2018) conceptual framework and reflected Richardson and Alsup's (2015) the dimensions of language teacher identity to in online teaching contexts. Therefore, it is conceptualized as a component of traditional teacher identity, which is continuously negotiated and renegotiated during the online teaching process. As a contextual change, teaching in online environments requires new roles and new skills teachers need to have. Therefore, teachers' personal online teaching experiences are considered very important to investigate their online identities. Moreover, it is accepted that teachers' perceptions about themselves, teaching and learning are grounded in their traditional teacher identities. Shifts, changes, and developments in teachers' traditional identity; and new roles, challenges and experiences contribute to their online teacher identity construction and development.

2.7 Related Studies on English Language Teacher Identity and Online Teacher Identity

Under this heading, related studies on English language teacher identity in abroad and in Turkey and related studies particularly on online teacher identity are presented.

2.7.1 Related Studies on English Language Teacher Identity in Abroad

In the literature language teacher identity have been studied from different perspectives and generally, the focus has been much on pre-service teacher education (Gu & Benson, 2014; Yazan & Peercy, 2018). However, there are still some studies putting the emphasis on in-service language teachers' professional identity and its development. The research on language teacher identity is broadly formed around several themes; personal and professional experience (Bukor,2015), emotion (Song, 2016), teachers' belief and role (Farrell, 2011), narrative constructions (Ruohotie-Lyhty, 2013), contextual factors (Trent, 2014), and agency (Hiver & Whitehead, 2018).

Bukor (2015) investigated the effects of personal and professional experiences on the development of English language teachers' identity. Three experienced language teachers participated in this study. Reflexive autobiographical journaling, guided visualization, and their in-depth interviews, which were all interconnected, were used to collect data. The findings of the study revealed the participants' beliefs and perceptions were developed and nurtured in their family relationships and these personal traits strongly affected their school experiences. Also, their perceptions and beliefs of schooling influenced teachers' career choice, teaching philosophy, instructional practice, and their teacher identity development. It was claimed that choosing teaching as a profession let teachers to find a place for enacting of their reconstructed identity and provide a possibility for self-development and self-growth. For these teachers, the school functions as a place making up for perceived lack of emotional and psychological support, praise, and recognition needs. Therefore, childhood experiences had a considerable effect on the development of teacher identity. As a result, Bukor (2015) stresses the importance of personal and professional experiences by stating, "...teacher identity reflects not only the professional, educational, and pedagogical aspects of being a teacher but -more importantly- the

imprints of the complex interconnectedness of one's cumulative life experiences as a human being”(p.323).

Song (2016) aimed to investigate how emotions affect language teachers' construction and presentation of identity and their practice in the classroom. The study focused on five Korean secondary English teachers' emotional experiences. Interviews were used to collect data. In the interviews, the participant teachers shared how they view themselves and their early study abroad program returnee students in their classes. Teachers' different stories revealed their own emotions and identity. Teachers' conflicted stories such as cover and secret stories regarding their students were analyzed in relation to teachers' emotional experience of vulnerability and in relation to how vulnerability affected either fostering or hindering their pedagogical and self-transformation. When teachers experienced protective dimension of vulnerability, they avoided from emotionally threatening situations. Also, the participants in the study had the feeling of anxiety about their language competence and they were worried about their cultural assumption of being an all-knowing teacher. They challenged this assumption, and this made them more comfortable in using and teaching the language. When teachers experienced open vulnerability, they felt safe to face emotional stress. The findings argued that the teachers' cover story was also related to a curriculum focusing more on grammar knowledge. It was found that the teachers perceived curriculum as lived experience rather than a plan for both teachers and the students. The emotional experiences that were described in the study let the subjectivity of language teachers be found in social and institutional contexts.

In another study, LTI was theorized by Farrell (2011) through the examination of three native English-speaking experienced ESL college teachers who had teaching experience over 15 years in Canada. The participants came together to reflect on their work over a two-year period. The researcher supported that reflecting on teacher role identity let language educators understand how teachers construct and reconstruct their views of roles as language teachers and themselves related to their peers and their contexts. The focus group discussions with follow-up interviews revealed that the participants displayed a variety of role identities. It was reported some main role identities and they were collected under three major role identity: teacher as manager (vendor, entertainer) when they had a desire to control everything in the class;

professional (learner, knowledgeable) when they focus on dedication, and finding their job seriously; and as acculturator (social worker, care provider) when they attend some activities with students outside the class. The study stressed that it helped the teachers be more aware of their role identity and created an opportunity for teachers to decide if they want to make some changes to their roles.

Ruohotie-Lyhty (2013) focused on the identity narratives of two foreign language teachers and exemplified their identity struggles in their induction period in the teaching profession. It was aimed to find the factors shaping and reshaping the participants' initial professional identities. The data was collected from reflective essays, interviews, over their first year in the profession. One of the teachers had difficult and painful times and doubted whether she could continue in the job. However, the other teacher experienced an easier transition period and had a desire that she could succeed in the job. Even though the participants' teacher education and their working environments did not show differences, their beginning differed in each other. The teachers displayed two opposing beginnings. Taina who went through a challenging transition stated that she did not feel confident about reaching her goals although she considered herself an innovative person. She was disappointed due to the challenges she faced, and she imagined herself as a subject matter to teach using the best methods. It was claimed her initial teacher identity was formed in an insecure way. On the other hand, the other participant Suvi expressed that interaction between students and the teacher was a crucial part of teaching. Although she encountered similar challenges like Taina, she experienced an easier induction period thanks to her personal autonomy by trying new methodologies and approaches. She imagined herself as a teacher who had good relationships with her students building rapport, collaborating with them and her colleagues. Another aspect that was found remarkable in her case was that she felt confident about her choices and her occupational satisfaction was high. The participants showed two opposing induction periods: Taina with a passive stance and Suvi with an agentic stance. A passive stance showed identities in a conflict that were ideal and forced whereas an agentic stance revealed being ready to sustain one's agency for further identity development. As a result, the researcher concluded that the difference in the identities of the teachers could be about

choosing agentic or passive stances and their precious perceptions about the teaching profession. This caused them to deconstruct and reconstruct their teacher selves.

Trent (2014) examined the implementation of innovations in English language education in a qualitative multiple case study. The primary participants were full-time English language teachers in their early career, and they were working in different secondary schools in Hong Kong. The data was collected over an academic year to provide a longitudinal analysis of teachers' experiences with innovative English language teaching practices and the activities in the different schools were not commonly used in other schools. 12 in-depth interviews with teachers and 6 interviews with the English department heads were completed to get their experiences in the process. The results highlighted some crucial results about the construction of professional identity through implementing innovative teaching practices. It was concluded that there was a crucial link between innovation and identity construction, that was the capacity of the teachers to position themselves as language teachers who implemented the innovative activities in the classroom actively. Based on this positioning work and the implementation of the innovation, there, engagement in innovation was considered that it had a positive contribution to the teachers' ongoing trajectory of professional identity construction. Besides, there was a crucial connection between identity and the school-based context where implementation differed in different cases. Those contexts enabled or constrained the teachers' identity. Based on these results, Trent (2014) provided some implications for schools aiming to foster the implementation of innovation in language teaching and learning as well.

Hiver and Whitehead (2018) aimed to investigate English Language teachers' agencies with their classroom practices and they explored how in-class practice shape their teacher identity construction process. The data was collected from four public sector Korean English language teachers who were at various stages of their career varying from 3 to 22 years of experience and working at different levels and schools. The participants were all enrolled in a professional development program which was 5 month long. Video recording observations, reflective journals and semi-structured interviews were analyzed to explore the teachers' exercising agencies through their deliberate efforts to improve students' learning. The study shed light on the effect that the phenomenological manifestations of teacher agency in practices might be

influential on the identity construction process of second language teachers. It was reported that instructional contexts were indeed places of struggles where their teacher identity and teacher identity were co-constructed via classroom experiences. Two participants faced some negative events in the class with an administrator's interference and a set coursebook's limitation and obligation. These teachers' agencies let them make these incidents show positive results and good changes. When teachers reflected on these events, teachers' self-perceptions were fostered with the sense of achieving agency as teachers. On the other hand, these kinds of challenging incidents were perceived as failures by the other teachers due to the fact that they could not implement their pedagogical agency as much as they wanted and the feeling of incapability. All in all, Hiver and Whitehead (2018) concluded that the teachers' exercising agency, which is a complex and continuing negation process, was closely related to their senses of self, their personal characteristics, and their working context.

2.7.2 Related Studies on English Language Teacher Identity in Turkey

In Turkish context, professional identity of language teachers is mainly studied focusing more on English language pre-service teachers (e.g. Babaoğlu & Ağçam, 2019; Gur, 2014; Karabay, 2016; Kavonoz, 2016; Kılıç & Cinkara, 2020; Ölmez-Çağlar et al., 2020). However, there are limited studies on in-service language teacher identity in Turkey including both novice and experienced teachers (Atmaca, 2017; Göktepe & Kunt, 2020; Küçükali, 2017). Also, there are some theses on in-service EFL teachers' identity in Turkey (Balban, 2015; Baltacı, 2019; Elmas; 2020; Karataş, 2015; Kocabaş- Gedik, 2016).

Küçükali (2017) conducted a case study to investigate the teacher identity development of an experienced non-native EFL teacher from Georgia. She aimed to explore the influence of changing context on professional teacher identity. The participant had 8-year teaching experience in her hometown, and she was teaching English Language in Turkey for eight years. The data was collected through semi-structured interviews and two graphic elicitation tools. The questions' aim was to reveal shifts in the participants' perception of teaching. The results were analyzed from a social constructivist perspective. The study illustrated her teacher identity change focusing on the relationship between her background and Turkish context. The results

showed that the changes in teacher identity were collected under three main themes: intercultural competence, teacher development, and collaboration. These themes were associated with the development of intercultural, professional, and social sub-identities. The researcher concluded that interaction between all these sub-identities shaped the whole identity of the teacher and that the results supported the dynamic and complex nature of identity.

Atmaca (2017) investigated and compared pre-service and in-service English language teachers' perspectives about generic and English language teacher competencies determined by Turkish MoNE concerning their influence on their professional identity. With this aim, a written interview protocol was used to get the written statements of the participants. 366 pre-service and 48 in-service English teachers participated in the study. The results indicated that nearly half of the participants mentioned the positive contribution of the competencies to their professional teacher identity. However, other participants expressed their opposing views because of the limitations in practice, such as effective induction, testing of these competencies regularly, the gap between theory and practice. The researcher offered that both generic and English teacher competencies should be integrated into pre-service and in-service teacher training because they make a contribution to teachers' professional identity in many ways. They help teachers to find their strong and weak aspects and act according to that.

Göktepe and Kunt (2020) aimed to discover the identity construction of a novice English as a foreign language teacher in Turkey by conducting a longitudinal case study. Sociocultural and post-structural approaches to teacher education and identity formation were used. The participant of the study had to participate in an induction program. The participant's experiences of being a teacher, which was the main source of data of the study, was collected with the help of three reflective teaching narratives, her teaching diary, semi-structured interviews, and the researcher's observation notes in two years. The participant's development of language teacher identity was analyzed along with three steps of her teacher training: pre-practicum, practicum, and in-service. The findings reported that induction programs might affect the novice teachers' language teacher identity construction in a negative way. It was mostly due to the fact

that they could not apply their own pedagogical understandings in the classroom since they were not allowed to do it, or they did not have a chance to participate in the classroom activities as the mentor teachers. The study presented a model about how language teacher identities of novice teachers changed from an imagined identity to an imposed identity formed by a set of factors. These factors were identified as teachers' beliefs about teaching and learning, pre-service education, interactions in the communities which is dynamic, and contextual factors.

Balban (2015) explored how three novice language teachers who were in their first year of teaching viewed their teacher identity and what elements contributed to this process. Semi-structured interviews and classroom observations were used to gather data. The findings showed two main themes for each novice teacher's case. These were related to the rejection of teacher identity, authority obsessions, looking for constant approval from authority, identity transition, age and professionalism, despair and blaming self. Besides, the participants mentioned political capitals, workload, the profile of the students, standardized test and curriculum policy and professional development opportunities were highly prominent elements affecting views of their teacher identity.

Similarly, Karataş (2015) studied novice language teachers' professional development and professional identity in relation to teachers' perspectives and the challenges in the initial years of teaching. The findings explored that the school culture was highly influential in facilitating or aggravating the participants' reality shock. A positive school culture fostered the adaptation process of the novices and enabled an opportunity for professional identity development. On the other hand, opposite school culture conditions changed the perceptions of novice teachers about themselves negatively by causing teachers to lose their enthusiasm for professional development.

In the same vein, Kocabaş-Gedik (2016) examined novice native English teachers' professional teacher identity construction. Two American novice native-speaking English teachers' professional identity construction in Turkey was explored regarding their emotions and tensions. The study suggested that novice native English teachers' tensions and emotions, which could be positive or negative depending on the situation,

had the power to foster or hinder their experience in the community of the practice. In relation to this, teachers' professional identity construction was shaped.

Elmas (2020) investigated five novice temporary English language instructors imagined and practiced identities in the higher education context. Data was collected via semi-structured interviews, focus group meetings, and the field notes during one academic semester. The results revealed that even though participants had positive imagined teacher identities by desiring to work in a supportive environment, their practiced teacher identity showed differences due to their uncertainties and the tensions that they experienced in reality.

Baltacı (2019) aimed to explore the view of EFL instructors' teacher identity and organizational citizenship behaviors. A qualitative case study design was utilized 10 participants took place in the study. Data of the study were collected from semi-structured interviews, focused group interviews and classroom observations. The results proved that personal and professional identities of the instructors impacted their organizational role identity construction. The instructors specifically highlighted the value that was shown to them professionally and their professional autonomy in the organization and the society.

2.7.3 Related Studies on Online Teacher Identity

In the literature, professional teacher identity has been examined in many studies from different perspectives. However, the construction and development of professional teacher identity in online context has not been studied a lot yet. Still, there are some studies, and, in this section, they are briefly explained referring to the similarities and some differences from traditional teacher identity construction.

Richardson and Alsup (2015) made a research on the professional identity of seven teachers who are first-time online instructors in a college by using qualitative interviews. Their aim was to understand the online experiences of new online teachers and the construction of their online teacher identity. They utilized Beijaard et al.'s (2004) "four characteristics of teacher professional identity" to analyze the results of the interviews and they studied the online teaching context which was different from

Beijaard et al.'s (2004) study. The participants were from the US and they had different backgrounds. The universities of the instructors assigned them to teach online. Six of the seven participants had mentioned their readiness to teach online and they had a positive attitude to teach online before starting their online lessons. Only 2 of them had taken in-depth training about developing an online course. As a result, Richardson and Alsup (2015) revealed some overlaps with Beijaard et al.'s (2004) four features of professional identity of teachers. First, they mentioned professional identity as a process. They have affirmed that in online setting the idea of joyful teaching is needed to be redefined because on contrary to the face-to-face setting in which enjoyment is linked to interpersonal relationships with the students, the participants are searching for something different and as their identities evolve. Also, Richardson and Alsup (2015) state that there are variety of factors that affect the professional identity of the online instructors and those characteristics may not have been thought or question in traditional setting. Therefore, online instructors may have to reconstruct and reconstruct their traditional teacher identity or their beliefs about effective teaching and learning. That is why, they concluded that online teacher is unique. Second, they focused on the professional identity context. It is stated that each teacher needs to make choices in the context of teaching by reflecting his or her own personal beliefs, ideologies, and preferences. The common concern of the participants is about classroom management and time management. They have expressed that they use quite different strategies in online course which is quite different from the face-to-face learning environment. Third, it is focused on harmonizing the sub-identities that are all part of teacher identity. It is clearly stated a teacher will probably not be effective as a teacher when the sub-identities conflict with each other too harshly. For instance, some of the participants mentioned they had to use their personal time for teaching a lot on the contrary to the face-to-face classes in which teaching time is stricter. Some of them focused on the difficulty of reflecting their manner of teaching in online and the challenges of communicating effectively in the online setting. Lastly, personal agency of teachers is examined and proposed that when teachers have the right to reflect their own beliefs and passions on curriculum, daily lessons, and professional development, they feel more motivated and confident teachers.

Baxter (2012) examined how higher education lecturers approached professional development and learning, what type of learning may be most impactful to create and sustain an online teaching identity. Also, with the help of a three-year qualitative study, she investigated resistance discourse expressions in the construction of online teacher identities and what means to be an effective online teacher. A phenomenological research methodology was used, and it was interviewed twice with 12 students who were working in a faculty that was moving from blended to fully online teaching. Baxter (2012) stated that she identified some areas in which the participants were trying to find their new online teaching identities. When the results were analyzed, it was found that they one of teachers' concern was about grading students who they met online not face-to-face and it was claimed that grading students without having enough information about them was a challenge. Also, the teachers expressed that they could not get meaningful feedback from the students about their lessons and teaching so that they could understand they were doing a good job. Another issue which was challenging for the teachers were about the virtual group work. They felt unsure about if they facilitated the group work or not and they had the idea that they could not facilitate virtual group work as much as they did in face-to-face context. The researcher admitted that this had a negative influence on teachers' online identity. An important comment of one participant was about feeling like a teacher in her first year even though she could be considered as an experienced teacher. This was seen as an incident which "compromised an important part of her professional identity" (p. 6). Some of the teachers mentioned in the second interview about the importance of their reflections about their own teaching style, lessons, and even their body language helped them to realize themselves and their behaviors in the lessons too. As a result, Baxter (2012) concluded that to be able to remark the resistance discourse among teachers was helpful to identify the teachers' professional learning needs and to help them in their identity formation and development according to their needs in the online teaching context.

Thanaraj (2016) investigated how academics define themselves and when they moved from classroom-based teaching to online teaching. Three participants were the subjects of this research study and they were academics who had taught different subjects. Interviews were completed in three different times and steps: in the preparation for

online teaching, at the end of the first online teaching year, and after twenty months starting online teaching. They were held for the aim of exploring the academics' online teaching practices, their evolution with experience, and the academics' concerns and priorities. Additionally, the participants were observed in online teaching platforms during the study. Reflexivity theory was used to reveal how identity is formed among the participants in this case study. It was concluded that the participants underwent some significant changes in the process where they found new roles and identities as online teachers. They encountered a variety of challenges and concerns in this process and with the help of these challenges, they gained many experiences in the online teaching context. Thanaraj (2016) considered that each of the participants' identity development showed variances since they had their own challenges, goals, and beliefs and their actions varied too. The participants were awaiting some kind of approval and reinforcement from other individuals before starting their online teaching in the process of preparation. However, as they gain more experience in online teaching, they developed an understanding of online teaching and they found what could work for them and for their students with the help of their inner dialogues which direct them to take action individually without the opinion of others. The finding also demonstrated that the tutors started to develop new expertise, knowledge, and skills as they started to enact their new roles and discovered the expectation of the requirements of those. Besides, it was reported that it appeared the participants started to question the image of who an academic with the change in teaching and learning so that they could create their sense of professional self. A transformation happened in their teaching beliefs and practices, so they embarked upon online teaching which required new roles and identities as well.

Another study conducted by Comas-Quinn (2011) investigated how participant teachers who were teaching online in a blended Spanish course saw themselves with the notion of self and how was the process in which they learned to take on the responsibilities of their new roles in a teacher training program. The participants of the study taught the blended course in their institution and participated in two mandatory training sessions. The researcher assumed that teachers teaching online had to have some special skills and personalized training instead of ordinary ones aiming all for professional development. The results explored that the use of technologies was

emphasized more in the training sessions and they did not put the emphasis on facilitating teachers in order to “reconsider their professional identities as teachers” in an online context (p.25). Besides, Comas-Quinn (2011) advocated that these kinds of training should be developed to help both the teachers and the learners reconstruct their new roles in the online setting with online interactions. Also, she concluded that whereas the success of the professional training for online teachers was highly related to the concept of teacher identity, training programs ignored learning for being an online teacher since they were more about learning for teaching online.

Johnson et al. (2014) focused on the identity shifts of teachers who were learning to teach in online environments in their reflective case study. They argued that moving from a face-to-face teaching setting to a virtual setting required some new literacies and new task demands with new teaching experiences. For this reason, all of these would create a necessary change or shift in teacher identity of coaches including a variety of influencing factors. To search deeply this argument, reflective data, peer evaluations of online course design, instructional approaches, and informal notes from the discussions were used as the main source of data in this reflective case study with the participation of four faculty members from a US university. It was reported diverse identity shifts that every faculty member underwent in learning to teach in online settings. One participant was called “the doubting perfectionist” (p.45). Even if she had 20 years of teaching experience in face-to-face classes, she consciously felt a need to check everything to make sure that they were right. She expresses that she was like a student while learning to teach online and technology was a challenge for her at the beginning. The second participant, lack of necessary skills in technology, was named “the critical facilitator and she was aware of the importance of online classes. However, she had some negative ideas about them since she reported that there was a distance between the teacher and the students in online teaching (p.46). The third participant “the accessible pragmatist” described online teaching as both an opportunity and a challenge at the same time (p.47). She achieved and practice new skills in online teaching. The researchers noted that even though she underwent a shift about perceiving online classes, in the general framework, the value that she put on the construction of effective learning experiences had not caused a change in her teacher identity. The last participant “the absent framer” was seen as very interested

in technology by her colleagues since she had the knowledge of technology. The researchers reported that her identity was shaped by the perceptions of her colleagues and her expertise in technology predominated her identity rather than her teaching skills at the beginning, but it experienced a change later. All in all, Johnson et al. (2014) concluded that the shifts in teacher identities that they explored were because of teaching an unfamiliar environment with new tools and they also influenced teachers' beliefs about themselves as educators, the perceptions grounded in traditional teaching experiences, as well as their personal experiences. With this process, teachers challenge their sense of identity and question themselves, and reconceptualize their idea of being a teacher.

Del Rosal et al., (2017) conducted a study aiming to examine how 11 teachers who were in the position of language mentors of 11 high school English learner students showed intercultural communication during their involvement in a telecollaboration project lasting 10 weeks. Teachers' weekly journals and online interactions were sources of data to be analyzed. To be able to understand how the teachers approached to intercultural communication and the teachers' and students' identities in the process, the data was analyzed. The findings revealed that teachers in this study, challenged their traditional identities as an authority figure, teacher or evaluator and embraced more approachable and engaging online identities. In their pedagogical decisions, the online identities that they displayed were fundamental. Teachers showed an identity in online as friends or as learners as well created opportunities for student mentees to be an engaged, reflective and responsible English learners. Also, they developed their ability to be culturally responsive to the students.

In a very current study, Aboud (2020) investigated the EFL teachers' identity and described the changes in their identities after they made use of e-learning in their lessons. The data was collected from six EFL teachers who enrolled in a Ph.D. program in one of the Cypriot universities. The teachers had teaching experiences between two to nine years and were from different ages, genders, and nationalities. They also attended some types of e-learning training programs such as seminars, conferences, and courses. The results revealed that internal factors such as motivation, attitude, commitment, and autonomy affected EFL teacher identity while they were integrating E-learning in foreign language teaching. In addition to this, the external factors such

as school environment and limitation in the training programs influenced shaping EFL teachers' identity through the use of E-learning in teaching practices. Moreover, their traditional role of being a teacher changed into being a facilitator in this process.

CHAPTER 3

METHODOLOGY

This chapter presents the following sections: case study, research setting, participants, data collection, data analysis, the researcher's role, ethical considerations and limitations with regard to the design of the study.

3.1 Case Study

A qualitative research approach explores and understands the individuals or groups related to a social or human problem. It is useful to utilize a qualitative study when a phenomenon or a concept needs to be explored because the topic is new, or it has not been investigated with a specific group. With the emerging research questions and procedures, the study is started, and data is typically collected in the participant's setting. Data analysis is completed inductively and deductively by building particularly to general themes or patterns. Later, the researcher makes interpretations of the meaning of the data, and a final report is written in a qualitative research study (Creswell, 2013). Utilizing qualitative inquiry enables a researcher to gain a deep insight with participants' *diverse perspectives and meanings* about a subject or an issue (Yin, 2003).

Yin (2011) collects the features of the qualitative research rather than trying to find a singular definition. He listed five features as in the following:

1. Studying the meaning of people's lives, under real-world conditions;
2. Representing the views and perspectives of the people in a study;
3. Covering the contextual conditions within which people live;
4. Contributing insights into existing or emerging concepts that may help to *explain* human social behavior; and

5. Striving to use *multiple sources* of evidence rather than on a single source alone (Yin, 2011; p.7).

As one of the qualitative research designs, case study focuses on *rich* and *vivid* descriptions of events bound to a case (Cohen et al., 2007). Yin (2003) does not restrict this design to quantitative or qualitative research traditions, but he differentiates it from other research strategies such as surveys and experiments in the social sciences. He defines a case study as “an empirical inquiry that investigates a contemporary phenomenon with its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p.13). Also, he emphasizes that case studies allow researchers to understand a holistic and meaningful characteristic of real-life incidents such as individual life cycles, organizational processes and neighborhood change.

Cohen et al. (2007) stress that case studies provide “unique examples of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles” (p.253). Also, they express that case studies are analytic rather than statistical and this can let researchers to understand the other similar cases or situation through developing a theory. Yin (2009) claims that case studies are mostly chosen when *how* or *why* questions are asked, when the researcher has little control over events and when the stress is on a contemporary phenomenon in some real-life context.

Creswell (2013) states cases are bounded by the time and the activity and detailed information is collected through a set of data collection procedures over a sustained time period. That makes cases unique, and due to this nature of a case study, that creates some limitations about the generalization of the results. Cohen et al. (2007) mentions that case studies can make theoretical statements, however; these need to be supported by the evidence presented like other forms of research. Therefore, nature of generalization in a case study is required to be clarified. Generalization can be in several forms such as: “from the single instance to the class of instances that it represents, from features of a single case to a multiplicity of classes with the same features and from the single features of part of the case to the whole case” (p.254). On

the other hand, Stake (1995) supports that the aim of case studies is not to understand other cases so understanding the one case in itself is the desire of the researcher with developing some insights about them.

Type of the case studies are categorized differently from different perspectives. For Stake (1995) based on the intent of conducting a case study, it can be categorized as a) *intrinsic* case that drives from the researcher's personal or professional interest for a specific case b) *instrumental* case which is chosen to understand a particular phenomenon, and c) *collective* case in which multiple sites of an issue is selected by the researcher. On the other hand, Yin (2003) proposes three case study categories as, *explanatory*, *descriptive* and *exploratory*. Exploratory case studies aim to define questions and hypothesis or test out a research procedure. Descriptive case studies describe a particular phenomenon in its natural setting. Explanatory case studies explore how a situation happened and its underlying reasons behind it in its cause and effect relationship.

The current study is further described as an instrumental case study according to the perspective of Stake (1995) because the research focuses on a concern that is the identity development of English language teachers as online teachers. The current study aims to answer how English language teachers develop their sense of online teacher identity in a bounded case, which is in a private secondary school in Ankara, Turkey. For this reason, the case study design is a valuable way to focus on this phenomenon in its real-life context. To conclude, there is a need to make an in-depth analysis of the data to answer the research questions of this study; and explore the case with its all characteristics, peculiarities, and dynamics.

3.2 Research Setting

Yin (2003) underlines the importance of the context and expresses that researchers utilize case method since they would like to “cover contextual conditions-believing that they might be highly pertinent to (the) phenomenon of study” (p.13). Therefore, it is crucial to describe the setting of the case and contextual material (Creswell, 2013). Also, the unique and complex nature of the case and its interaction within its context

are valued by case study researchers. The context offers an in-depth picture of the case, and this constructs a holistic view of the incidents and actions (Stake, 1995).

The study was carried at a private secondary school which is located in Ankara, Turkey. It was founded in 1989 so it has a long history full of success. The school is one of the most prestigious and well-known schools in Ankara, with its outstanding education providing modern education opportunities. Also, it has some other campuses around Turkey and assures the same educational aims with its qualified education system and teaches. According to the statistic shared on the school's website, the school currently has more than 850 teachers and more than 7000 students by providing education in 9 different cities in Turkey.

The school aims to go beyond the traditional and stereotyped education understanding and to carry out the learning process with project-based and student-centered academic programs. Also, it is claimed that many successes have been achieved as a result of the physical environments provided in the schools, which give importance to the development of the social aspects of their students as well as their academic achievements, and the studies carried out with the experts in the field.

The school provides education starting from kindergarten level to high school level. For this study, the participants are teachers working at the secondary school level. The secondary school starts with 5th grade and ends in the 8th grade. In each level, there are around 12 different sections, with approximately 20 students in each section. Therefore, it has quite a high number of students when it is compared with other schools.

Since it is a private school, a high number of students are economically privileged, and academically successful students are granted with some scholarships if they cannot afford the tuition. The school employs teachers based on a set of procedures such as interviews and lesson observations, so it is highly sensitive about employing highly qualified teachers whose aims overlap with the vision and mission of the school.

3.3 Participants

The current study has been conducted with the voluntary participation of English language teachers who are actively working in the secondary school where the research was conducted. The English language department in the school consisted of 23 English language teachers in the academic year 2020-2021. Eighteen of the teachers were nonnative speakers of English, whereas 5 of them were native speakers of the English language. For this study, a purposeful sampling strategy was implemented in the selection of the participants. The native teachers were excluded from the possible participant list since it was thought that being a native language teacher may affect the teachers' professional identity differently. Because Varghese et al. (2005) mention that the native and nonnative dilemma regarding teacher identity was discussed in studies in the literature. Therefore, it was considered possible differences, so the case was narrowed to nonnative English language teachers. Both novice and experienced English language teachers were included in the study to investigate the research questions from different perspectives without depending on their experience in teaching. Also, teachers from different levels (5th, 6th, 7th,8th) were included in the study to be able to hear the voice of diverse teachers teaching in different levels. The other criteria that was crucial in selecting participants was the issue of teaching English in an online setting, as the research aims to reveal information about teachers' language teaching experiences in an online context to explore their online teacher identity. Hence, it was made sure that the participants had somehow experience in the online teaching context during emergent remote teaching process.

The main purpose of the English program that the English language teachers implement is to equip students with 21st-century high order thinking skills and problem-solving in the framework of a skills-based curriculum that let learners actively participate in the lessons that are designed according to student-centered teaching approach. Also, the language of the instruction of the English lesson is English so Turkish usage is forbidden in the lessons. In the research context, the professional development of the teachers is supported via observations of the academic support unit on a regular basis and peer observations. The quality of the teachers is improved through an academic development system that is peculiar to the school.

An invitation email was sent to the teachers to participate in the study in the fall semester of the 2020-2021 academic year when Turkey and many other countries were in a pandemic period because of COVID-19. 11 participants who are meeting the standards participated in the study. All of the participants were teaching English online every day on weekdays in the same online context. In fact, they had started teaching English online in the middle of the previous academic year in April as the pandemic started and the school buildings were closed.

T1 is 50 years old. She has her B.A in English Language and Literature. She started her teaching career by working in some different private schools after her graduation. She has worked with many different student levels starting from kindergarten to high school. She has been working in the research context for 5 years. She is married and has a child. She decided to be a teacher thanks to her previous teachers and her personal interest in learning languages.

T2 is 24 years old. She has her B.A in English Language Teaching. She graduated from one of the most prestigious universities in Turkey. She started her teaching career two years ago in research context after her graduation. She is a novice teacher. She has experience with only 6th grade level in the secondary school. She is single and lives with her family. Her personal interest in learning languages pushed her to be a language teacher.

T3 is 25 years old. She has her B.A in English Language Teaching from a well-known university in Turkey. She is currently studying for a master's degree in English Language Teaching. As soon as she graduated from the university, she started to work in a private school at the high school level. She has been working in the research context for 2 years. She is single and lives alone. She decided to be a language teacher because of her English language love.

T4 is 50 years old. She has her B.A in English Language Teaching from a well-known university in Turkey. She is one of the experienced teachers in the study. She started to teach in a training course, and she has worked in different private schools in other

cities. She has worked with many diverse student levels starting from kindergarten to high school. She has been working in the research context for 15 years. She is married and has a child. She decided to be a teacher because she considered it a family job.

T5 is 26 years old. She has her B.A in English Language Teaching from a well-known university in Turkey. She is currently studying for a master's degree in English Language Teaching. As soon as she graduated from the university, she started to work in the research context. She worked in the 3rd, 4th, and 5th-grade levels. She has been working in the research context for 3 years. She is single and lives alone. She decided to be a language teacher by pursuing her aim of touching someone's life.

T6 is 42 years old. She has her B.A in English Language Teaching from a well-known university in Turkey. She is one of the experienced teachers in the study. She started to teach in the research context, and she has been working there for 20 years. She has worked with many different student levels starting from kindergarten to high school. She has taken part in many national and international projects. She is married and has two children. She decided to be a teacher because she considered it a family job.

T7 is 39 years old. She has her B.A in English Language and Literature from a prestigious university in Ankara. She started to teach in a language training course, and she has worked with adults mostly. She has a master's degree. She has been working in the research context for 12 years. She has experience with all levels in the secondary school. She has had experienced some administrative positions. She is married. She decided to be a language teacher because of her desire to touch someone's life.

T8 is 24 years old. She has her B.A in English Language Teaching. She graduated from one of the most prestigious universities in Ankara. She started her teaching career two years ago in the research context after her graduation. She is a novice teacher. She has experience with 5th and 6th-grade levels in secondary school. She is single and lives alone. Her aspiration for being a teacher stemmed from positive experiences with her previous teachers.

T9 is 27 years old. She has her B.A in English Language Teaching from a well-known university in Turkey. She is currently studying for a master’s degree in Curriculum and Instruction. As soon as she graduated from the university, she started to work in the research context in primary school. She also worked in a preparatory school of a university. She has been working in the research context for 4 years. She is single and lives alone. She decided to be a language teacher due to her language love.

T10 is 27 years old. She has her B.A in English Language Teaching from a well-known university in Turkey. She is currently studying for a master’s degree in Curriculum and Instruction. She started to work in the research context after she graduated from the university. She has teaching experience in all levels in secondary school. She has been working in the research context for 4 years. She is single and lives alone. She chose her profession since she was interested in the English language

Participant	Age	Education	Teaching Experience
T1	50	English Language and Literature	28 years
T2	24	English Language Teaching	2 years
T3	25	English Language Teaching	3 years
T4	52	English Language Teaching	29 years
T5	26	English Language Teaching	3 years
T6	42	English Language Teaching	20 years
T7	39	English Language and Literature	16 years
T8	24	English Language Teaching	2 years
T9	27	English Language Teaching	5 years
T10	27	English Language Teaching	5 years

Figure 2. Descriptive Information about the Participants-Teachers

Also, 2 observer teachers participated in this study. A semi-structured interview was conducted with them to gain deeper insight into teachers’ online identities. The school provides an opportunity for professional development with the lesson observations. These observations are carried out by the teachers who have a deep understanding of

how instruction should happen in English language teaching are. It is aimed to support teachers' professional development and foster students' learning via giving feedback to the teachers about the planning and delivery of the lesson, and assessment of the learning. After the areas where the teachers are not considered successful are shared with teachers, the observer provides some recommendations. In the light of those suggestions, the teachers act and try to develop themselves in that sense. Later, teachers are observed in another lesson observation and given feedback.

For this study, observer teachers have been observing the online lessons of the English language teachers for more than a year. Their experiences were considered valuable to corroborate the findings collected from the 10 English language teachers. In research setting, 2 observer teachers were observing online lessons, so they were invited to the study.

O1 has graduated from English Language and Literature, and she has her master's degree. She has teaching experience with secondary school students and adults. She completed a well-known training program in order to train other English language teachers. She has been observing face-to-face lessons for 4 years. Before emergency remote teaching, she has had no experience in online lesson observations.

O2 has graduated from English Language and Literature. She has worked as an instructor in a well-known university in Ankara. She has taught English language lessons in the high school of the research context. She has been working as an English language coordinator for 10 years in the research context. Before emergency remote teaching, she has had no experience in online lesson observations.

3.4 Data Collection

3.4.1 Semi-structured Interviews with the English Language Teachers

In this study, the main source of data were collected via two different semi-structured interviews which aimed to collect in-depth information from the participants to explore their experiences and encourage them to reflect on their meaning of experiences as

Yin (2003) suggests interviews are one of the most valuable sources of case study information. Stake (1995) upholds that each of the interviewees has their own personal experience to tell and that provides a variety of data. Case study interviews are conducted in order to ask participants about the facts of a matter and their opinions about incidents (Yin, 2003). Guest et al. (2013) conveys the need for interviews for a case study by stating that in-depth interviews enable researchers to deeply understand the interviewees, such as their ideas, values, belief system hopes, motivations, or expectations.

For this study, the researcher carefully prepared the interview questions since the whole data of the research would be collected from the semi-structured interview results. While preparing the questions, the literature has been reviewed comprehensively on three aspects: professional teacher identity, language teacher identity, and online teacher identity. In this way, the researcher aimed to handle the subject of the study from a broad perspective with all the other points regarding the study. Later, the first and the second part interview questions were reviewed by the research supervisor. For the next step, the questions were sent to four experts to get their idea on the quality of the questions with their relevance to the research questions. Three of the experts are instructors in Curriculum and Instruction department, and one is an English Language Teaching department instructor. Based on the feedback received, some questions were rephrased and rewritten since they were unclear, or a bit closed to get a detailed answer. After the necessary changes and corrections were completed, a pilot study was conducted with a volunteer English language teacher from the same context meeting the criteria in order to assure that the actual interview procedure could start or to understand whether there was a need to make some changes. Before implementing the real interviews, the pilot study enabled the researcher to question the flow of the interview, the strength and weaknesses of the questions, and her skills in having an interview with the participant of the study. In the light of this pilot study, some more adjustments were made, and possible additional questions were added.

With the purpose of obtaining detailed data from the participants, two different interviews were planned for different purposes. In the first interview, the questions are

for getting information about teachers' face-to-face teaching experiences, and the focus is on their professional teacher identity. With this way, it was aimed to gain a base understanding about teacher identity. It includes 10 main questions. The questions are asked to get information relevant to their background, reason for becoming a teacher, academic lives, their face-to-face teaching experiences, their perceptions about themselves as an English language teacher, their perceptions about teaching English effectively, and their professional development before the pandemic and online teaching. The following questions are sample questions asked in the first interview (See Appendix A).

1. Can you briefly introduce yourself? (Age, educational background, professional experience, marital status etc.)
2. How did you decide to be a teacher?
3. What are the most attractive aspects of the teaching profession? What are the factors that satisfy you most in the profession? Can you give examples?
4. What do you think the most important duties and responsibilities of a teacher are?

The second interview consists of 22 main questions, and some questions include sub-questions as well. The questions aim to gain insight into how English language teachers define themselves as online teachers and how they develop their online professional identity in the online teaching process. The questions point out their perceptions about being an online teacher in general; their aim and beliefs of being an online language teacher; their feelings and emotions in the online teaching process; their perceptions about themselves as an online language teacher; the challenges they face in the online teaching process, their perceptions about dealing with those challenges, their views about the institution they work, their communication with colleagues, students and parents in the online teaching process; and their professional development in the online teaching period. The following questions are sample questions asked to the teachers in parallel with its aim. (See Appendix C).

1. Can you talk about your transition period to online education after the school buildings were closed because of the pandemic?
2. Can you talk about the online education practices that you implement nowadays?

3. What kind of online teacher did you want /aim to be at the beginning of the pandemic process?
4. What kind of professional changes have you observed in yourself from the first day you started online teaching until now?
5. Are there any differences between teacher ... as a face-to-face teacher and as an online teacher? If yes, what are these?

3.4.2 Semi Structured Interviews with Observer Teachers

In order to support the data and have a deeper understanding about the case, which was obtained through semi-structured interviews with the participants who were actively teaching English in online contexts, another semi-structured interview was designed for getting data from two English language teachers who were observing the participants in their online lessons in the institution. They were actively observing the teachers in online contexts more than a year. That's why their observations and experiences were valued in terms of searching the case from a broad perspective.

In the light of the literature and the data obtained from the participant teachers, the semi-structured interview questions were prepared for aiming to collect more information about teachers' online identity development. Then, the questions were reviewed by the research supervisor and expert view was gotten by two experts who had already shared their comments on the interview questions which were asked to the teachers. With the help of the feedback, the interview questions were finalized, and a pilot study was completed with another teacher who was in the same position in the primary school of the same institution.

The questions in the interview aim to obtain data about the observers' perceptions and observation about English language teachers' online teaching experiences during emergency remote teaching related to their online English language teacher identity. The interview includes 17 questions in total and the following sample questions are asked to observer teachers. (See Appendix E).

1. Can you introduce yourself briefly? (professional experience, and online lesson observation experience before pandemic)
2. Can you tell us about the lesson/teacher observation activities that you apply? (Purpose, content, method, frequency, expectation)
3. As an observer, how did you prepare yourself to observe lessons online?
4. How do you evaluate the transition process to online education? How did your institution get ready for the process? Do you think this affected the teachers? If yes, how?
5. What are your observations on teachers' self-confidence and readiness? Have your thoughts about teachers' self-confidence and readiness changed during the pandemic? How? Can you give an example?

3.4.3 Document Analysis

In the case studies, documents are generally used for expanding on the findings obtained from the main sources (Yin, 2003). Since this research is a case study, it was aimed to support the main findings which were obtained via semi-structured interviews from the participant teachers. That is why, it was asked from participant teachers to share one of their lesson plans with its lesson materials that they prepared for their online lessons. All of the participants sent one sample lesson plan with its appendix. These lesson plans were used to understand how online English language teachers reflected their beliefs and assumptions on how effective online lessons should be. At this point, the activities and tools they chose, their primary objectives, the steps of the lessons were analyzed to have a deeper understanding about their online teacher identities. A thematic analysis was used to analyze the data. The researcher and the supervisor of the study took part in the analysis of the lesson plans. A sample lesson plan was provided in the appendix (See Appendix H).

3.4.4 Data Collection Procedure

After the ethics committee approved the questions asked both in the first and second interview, I informed the possible participants, who were also my colleagues, about

the scope and aim of the study via sending an invitation email. Every English language teacher in the secondary school participated in the meeting, and I invited nonnative English language teachers to be a volunteer for this research study. On their agreement to participate, I send the consent form via e-mail as a soft copy. Firstly, I arranged the first interviews according to participants' preferences and our common schedule. Nearly three weeks after the complement of the first interviews, second interviews were arranged. In fact, because of the hectic and busy schedule of the participants and the researchers some interviews had to be rescheduled. It took four more weeks to finish collecting the data of this study. In total, 22 interviews with 11 participants were had throughout the March and April months of the 2020-2021 semester.

Because of the pandemic and health concerns, conducting the interviews face to face was not possible. Therefore, all of the participants were invited to an online video conference program called "Zoom" one by one. The first meetings started with the oral consents of the participants on the issue that they were voluntarily participating in the study, and the interviews would be audio-recorded. The same procedure was also repeated in the second interview. Later, the participants shared one of their sample online lesson plans via email with the researcher. Lastly, the observer interviews were conducted with 2 observers and each took around 40 minutes.

The language of the interviews was Turkish which is the native language of the participants of the study. In order to prevent anxiety related to speaking in another language, create a warm atmosphere, and revealing more in-depth personal data, Turkish language was preferred to conduct the interview. At the end of the whole data collection process, the recordings of the participants, which were 853 minutes in total, were transcribed by the researcher and the excerpts that were purposefully chosen for this study were translated to English later by the researcher.

3.5 Data Analysis

Interpretative qualitative analysis tries to have a deeper understanding of the data rather than descriptive analysis. It aims to answer questions like "What is going on here?" and "How can we make sense of these accounts?" (Braun & Clarke, 2013 p.

174). In order to analyze the data for this qualitative case study, a thematic analysis method was applied (Braun & Clarke, 2013).

Thematic analysis is quite common in many qualitative studies in social sciences. This analysis aims to identify themes and patterns in the data bases on the research question by describing the data in a detailed way (Braun& Clarke, 2006). It supplies many advantages to researchers. First, it is more flexible with regard to the theoretical framework, data collection methods, size of the sample and research questions. Secondly, it is mostly accepted as a good starting analysis way for unexperienced researchers in qualitative study. Third, it is considered easier and quicker to learn when compared to the other methods. Next, the results of the analysis can be easy to comment on (Braun& Clarke, 2013).

Braun and Clarke (2006) proposes six phases for applying thematic analysis method in a qualitative study. The first step is called ‘familiarizing yourself with your data’ in which the researcher is expected to transcribe the data, read and reread the data to become familiar with the content deeply. Next, in the second step ‘generating initial codes’, the researcher generates the codes by finding important and interesting points that might be related to answering the research question. The whole dataset is coded, and the relevant codes are collated for the next phases. The third step which is named ‘searching for themes’ and the researcher examined the codes and collate the data in order to identify the possible themes which express broader patterns. After this phase, ‘reviewing themes’ starts and the researcher goes over the potential themes and checks whether they might answer the research question. The themes are generally combined, spilled or removed in this step. As the fifth step ‘defining and naming themes’ includes working on a detailed analysis of every theme by discussing its scope and focus. It is found an informative name for all themes and the themes are clearly defined. Lastly, in the ‘producing the report’ phase, the researcher chooses the vivid, and convicting extract, analyses the selected extracts again in relation to the literature and research questions. The analysis report is completed with this step.

After the transcription of the whole data, all the steps proposed by Braun and Clarke (2006) were utilized in order to analyze the data based on thematic analysis approach. While coding the qualitative data, MAXQDA program was used.

To ensure validity, Creswell and Miller (2000) proposes strategies that could be applied in a qualitative study. These are triangulation, disconfirming evidence, researcher reflexivity, member checking, prolonged engagement in the field, collaboration the audit trail, thick rick description and peer debriefing. Creswell (2013) suggests at least two strategies in a qualitative study.

For this study, triangulation was utilized (Creswell, 2013; Saldana, 2011). Triangulation requires utilizing diverse source of data, methods or theories to support the date better (Creswell, 2013). Therefore, the data were collected from different sources. First, main data were gathered from two semi-structured interviews with the English language teachers. Besides, semi-structured interviews were conducted with the observer teachers and the lesson plan documents were collected from the participants. In this way, the results were corroborated with another source of data.

It is important to minimize the researcher's biases that may affect the results in a qualitative research design (Creswell, 2013; Saldana, 2011). Therefore, researcher reflexivity procedure was proposed by Creswell (2000) was followed. In this study, researcher was in the position of insider, so it was crucial to define the findings without biases. Therefore, the researcher wrote her own experiences about being an online teacher during emergency remote teaching so that she could exclude her biases and personal opinions. In this way, the role of the researcher was predetermined.

What' is more, peer review is helpful to make sure data is interpreted accurately (Creswell, 2013; Saldana, 2011). Therefore, a peer debriefing suggested by Creswell (2000) was utilized. Therefore, the data was reviewed by another researcher and the supervisor of the study, who were familiar with the case investigated.

To ensure reliability, Creswell (2013) proposes that reliability of the qualitative study could be enhanced "by employing a good-quality tape for recording and by

transcribing the tape” (p. 253). In that sense, all the data of the study were carefully recorded and transcribed in this study. Also, Creswell (2013) defines reliability in qualitative study as “the stability of responses to multiple coders of data sets” and *intercoder agreement* is used to provide (p. 253). It was also carried about in order to finalize the codes and themes found in the study.

3.6 The Role of Researcher

In a qualitative study, making the role of the researcher clear before starting the study has vital importance. A researcher can be in the position of *insider* or *outsider* (Cresswell, 2013). However, McNess et al., (2015) support that *insider* and *outsider* position of a researcher needs to be renegotiated since it may be hard to give a label due to internalization and changing factors. Ethnicity, language, gender, age, academic status, and personal and professional all influence both insider and outsider perspectives because they constantly evolve through our lives. They accept that individual and group identities might be multiple, flexible, and changing, so the boundary between the insider and outsider is permeable. Therefore, they support the emergence of *third place*. It means researchers are both inside and outside the phenomena under the investigation, and they are somewhere in between because research “may require use to distance ourselves and yet at the same time to become immersed” (p.311). Here, the keyword is *empathy* because the researchers are mediators of meaning and need to recognize and share thoughts or feelings experienced by other people in the study. I need to locate myself in this “third” position in this study as an English language teacher who has five years of teaching experience and is a novice, online teacher.

As soon as I graduated from the English Language Teaching department at Middle East Technical University, I started to work as an English language teacher in a private school. After gaining some experiences and insights about teaching and trying to discover myself as a teacher and by actively teaching, I wanted to study for my master’s degree as a researcher. By that time, I continued to teach English to different age groups at a private school, and I tried to understand myself as a teacher. I have persistently tried new ideas and perspectives which I think are beneficial for my

students and my development as a teacher. One of the issues I was interested in was integrating online tools into my lessons and using some online applications to teach English effectively. I have always believed that teachers need to benefit from technology more to be effective teachers in today's world.

My personal interest in this specific topic emerged at the time when I first started teaching in an online environment. That was the time after when COVID-19 blew out, and the school buildings were closed. Teaching in online contexts had always been an attractive topic that made me feel excited, but I could not have a chance to actualize it before the pandemic period. Right after the decision that online education is necessary to sustain the teaching and learning process, the idea of being an online teacher has been discussed a lot among my colleagues, the other teachers all around the world, the administrators, and policymakers. It was because teaching online was such a fundamental change that many teachers would start experiencing the first time in their lives. When it started all around the world and in Turkey during the pandemic, I began a new journey in my teaching life too like many other teachers. Personally, I realized that teaching face-to-face and online teaching might create a variety of differences in teachers' teaching life, and it might affect their perceptions about themselves as teachers in an online environment. Due to all these reasons, I decided to explore the development of online teachers' identity, which is a pretty new and up to date concern of many educators.

In this study, as a researcher of the study, I was also working as an English language teacher in the same institution where I collected the data. Therefore, it is thought that the researcher was situated as an insider. However, there are particular times that I acted like an outsider so *third position* can be better to use. Actually, this position provided me some opportunities that affected the whole process positively. First of all, all of the participants in the study were my colleagues, and we had been working together for two years at the time of the study. However, I had no power or authority over them. Since the semi-structured interviews consisted of the whole data of this study, conducting each and every interview by obtaining as much as data was my primary goal. The interviews included diverse types of questions to reveal teachers' experiences and their perspectives so I was aware of that the duration of the interviews

would be quite long. In fact, that might have been rather dull for the participants. However, knowing the participants beforehand individually and spending some time as colleagues helped me create a warm, sincere, and communicative environment during the interviews. They did not hesitate to give their comments comprehensively on every question and ask the points they were not sure about the content of the questions. Besides, they had the feeling that I could understand their point of view too since I was also a member of the community that we actively contribute to. Most of the participants started their sentences by saying that “As you know...” so they were pretty relaxed and expressed themselves openheartedly. Moreover, they were so willing to contribute to the literature so that they could help me investigate the topic deeply. They wanted to prevent all the setbacks that might affect the interviews. For instance, they were in a quiet room that nobody could disturb them during the interview, and they placed at a point in their house where the Wi-Fi connection was the best. This attitude proved to me that they were taking the data collection process serious, and they had a very helpful spirit due to our personal relationships. As a researcher, I made use of this and wanted to hear from them saliently. So, I asked many further questions straight out when the answers or some ideas were unclear, and commenting more on some points was needed to get a detailed response. Being a friend and a researcher at the same time pushed me to construct the balance between these two roles in the data collection and data analysis process.

3.7 Ethical Considerations

During planning and designing a qualitative study, there is a need to consider the ethical issues that might emerge during the study and how these issues are addressed. Therefore, Researchers are required to be sensitive about the needs of the participants. Also, analyzing and reporting the data and publishing the study processes are completed regarding ethical issues (Creswell, 2013). In this study, Ethical Approval was obtained from the Human Subjects Ethics Committee of Middle East Technical University after submitting the required documents (Appendix C). The first- and second-part interview questions that the participants are asked to answer were included in the documents.

The participants were informed about the content, aim, and process of the study at the beginning. When the volunteer participants agreed to take part in the study, the researcher wanted them to sign the consent forms informing them about the scope and procedures of the study. At the beginning of each interview, their consent was taken verbally, and they were reminded that their participation was voluntary, and they had the right to withdraw from the study at any point. Moreover, pseudonyms names were given to the participants, and the study's research setting was kept hidden to ensure the study's anonymity.

3.8 Limitations

Like many other studies, this study has some limitations although it was carefully designed. Since identity is a really deep concept, it is not easy to understand it very comprehensively with the interviews that were conducted in relatively in a short time. It could have been better to design a longitudinal study in order to understand the development of online professional identity. Furthermore, since this case study is restricted to only one research context, generalization of the findings could be more valid if the same findings were found in another research setting.

CHAPTER 4

RESULTS

In this chapter, the findings of the study are presented in two major parts based on the research questions. The first research question is answered three emerging themes in relation to teacher identity. The second research question is supported by five emerging themes regarding online teacher identity construction.

4.1 Q1: How do English language teachers see themselves as teachers?

To be able to give an answer to the first research question, the participants were asked about their beliefs and personal experiences on the components of professional teacher identity. Beijaard et al. (2000)'s framework was utilized to understand this research question. The findings revealed that being a teacher is the perfect combination of being a subject matter expert, a pedagogical expert, and a didactical expert. Also, some common traits, characteristics, and certain roles of teachers were highly influential on these expertise areas.

4.1.1 Teacher as a subject matter expert

The participants who were English language teachers expressed that the first step of teaching was having the knowledge of their subject deeply. In this case, the participants emphasized language knowledge, culture knowledge and lifelong learning in terms of being a subject matter expert.

First, language knowledge was related to teachers' knowledge of their vocabulary and grammar in English and the necessary skills, which were reading, writing, listening,

and speaking skills. The participants agreed that English language teachers must have all those skills and the knowledge which are essential parts of their professional identity. In this sense, T4 shares the same thoughts with the following words:

First of all, a teacher has to be competent in his/her subject area. A teacher has to have a command of English in our case because s/he will teach children something from scratch (T4).

In the same vein, T7 and T8 mentioned the importance of knowing the language itself to teach it well, and they pointed out that some English language teachers were needed to keep themselves up to date by following the latest developments. As T7 stated:

A good English teacher is knowledgeable in the field; I think it is highly crucial. Being knowledgeable in the field does not mean that a lesson has stages; it has a warm-up, wrap-up, etc. A teacher needs to be able to balance theory with practice. A good English teacher reads about his/ her field, follows the current topics, and keeps himself/herself updated (T7).

Regarding this perspective, the teachers who participated in this study drew attention to the English language teachers having a lack of knowledge in English in the Turkish context, and they stated that this situation was not acceptable since teachers' job was to transmit the information that they have. T8 elaborated her thoughts with the following words:

In my opinion, a good English teacher must first be well-equipped in terms of field proficiency, in terms of both pedagogy and content knowledge. Today there are English teachers who don't speak English, who cannot express themselves in English. That's why, when I think about our country, Turkey, the first thing that comes to my mind is field proficiency (T8).

In line with the idea of T8, T10 reported that there might be some information that language teachers did not know since it is their second language. However, she stated that language teachers must try to learn it profoundly before teaching it in the lesson. Therefore, they needed to be lifelong learners of the language. She mentioned it as follows:

Sometimes we teach such things that we come across words that we do not know. We must be prepared for these. We should study and get prepared for the lessons beforehand. For example, if I don't know the pronunciation of a word, I definitely check it out first. I also take into consideration things such as what else I can say about the word, how I teach this word, which collocations it has, etc. (T10).

Different from these aspects, T3 disagreed with the other participants and questions being a subject matter expert by stating that English proficiency was not that much crucial to teach the language since the major aim of teachers was to make students love the subject itself. This argument was exemplified by T3:

Actually, I don't want to talk too much about language-related competencies now. There are English teachers around me who have terrible pronunciation or inadequate language skills. I see that these people are very successful; they somehow endear the children to the lesson. Maybe they can't teach students the pronunciation of a word the way they want. They may not meet the school or the parent's expectations, but somehow, they make the lesson appealing. That's why, although I believe that language proficiency is fundamental, I question this situation from time to time. When I see examples contrary to my thought, I wonder whether language competency is that much important or not. (T3).

On the other hand, participants stressed that teaching a language encompassed teaching the culture of that language, so English language teachers must develop themselves in that way. They emphasized *thinking globally* and having a broad perspective are crucial, especially for English language teachers, because of the nature of their job. At this point, T10 stated:

In my opinion, a teacher should have different worldviews and be open to all kinds of ideas. As English language teachers, we are not only interested in Turkish culture; we are also interested in many other cultures from all over the world. I think a teacher should have an opinion on a lot of issues. Also, children talk about very different things, and we constantly have to interpret these things. We need to have an opinion, too (T 10).

In line with T10, it was proposed by T6 that the ability of global thinking accompanied being respectful to other cultures and accepting differences all around the world as well. It was explained:

I can add the ability to think globally on the basis of English. Because teaching language also means teaching culture and teaching being tolerant and respectful to differences in many ways. Because while you are learning the language, you are exposed to them in some way. If you can't be respectful or try to understand them, you would be in a judgmental position. Then, perhaps the most crucial thing that an English teacher will pay attention to is to think globally and show this attitude to the students somehow (T10).

Likewise, T9 claimed having necessary information about the culture of the language that teachers were teaching, brought teachers into prominence except from the other knowledge areas. It was marked:

First of all, a teacher must be competent in the language and have a good command of the language. Just knowing the grammar is not enough; it is necessary to be knowledgeable in terms of culture, too. Of course, what brings an English language teacher to the forefront most is his/ her culture knowledge (T9).

4.1.2 Teacher as a pedagogical expert

The participants viewed being teachers as being pedagogical experts at the same time. They shared a common perspective on the following concepts: creating a good classroom environment, communicating with the students well by concerning their needs and problems, supporting the students' social development by being a role model for them and aiming the students to love the language. All of the participants somehow indicated and exemplified some incidents regarding being pedagogical experts as an element of their professional identity.

Building rapport with the students was largely elaborated by the participants. It was expressed that the students' well-being was closely related to teachers' approach to them, and they valued the students' psychological health by observing their personal needs and problems. T5 claimed that the students' readiness psychologically was prioritized by her, and students needed to be ready for learning mentally. Therefore, T5 stated:

First of all, I think I pay attention to the emotional readiness of the students. Let's say we start a lesson, and there is a student who does not look well. It means there is a specific problem, or s/he has had a severe problem during recess. S/he may have cried in the break time or it is obvious that she is about to cry. I directly say, "What is more important than what we will learn in the lesson right now is that how you feel right now. When you feel good, you can learn something." I make sure my student feels better and be ready for learning. I think the most important thing is my student's emotional readiness and well-being (T5).

In the same vein, T8 focused on the interaction between student and the teacher. It was said that that this interaction matters in a high level, and that might be the keyword of being a successful teacher. T8 expressed her thoughts as in the following:

When I think of my teachers, they all had successful and unsuccessful aspects. When I focus on successful points, I value connecting with students. In society, there is the understanding that a student does not need to love the teacher or the lesson to learn. But actually, I believe it is not the case. The bond between the student and the teacher, and the bond that the student establishes with the lesson and outside life are really important. That's why, when I think about a successful teacher, the first thing that comes to mind for me is a teacher who can establish a bond with the students. In other words, I think instruction, planning, etc., comes later. When I think about my past teaching experiences, there are many things that I wish I had done differently right now. But when I think about bonding with my students, I can say this to myself: "You did an outstanding job." That's why, the first step of being successful is to establish a bond with the students (T8).

Similar to the previous statement, T9 mentioned that her initial aim was to create an environment where students can express themselves without hesitation. Therefore, respecting students and their ideas were seen as key points to become an effective teacher by T9. It was stated as in the following:

I do my best so that my students can communicate with me easily and without any hesitation. This is the priority for me. Creating a positive environment in the classroom is one of my top goals. I respect the opinions of the students quite a lot. I'm not sure how many of the other teachers act in this way. However, I usually listen to my students; I always respect their thoughts and ideas. If a student comes to me with a different suggestion, I listen to his/her ideas patiently. I am always open to listen to their creative ideas too, and I try to do it whenever possible (T9).

In accordance with this aim, the participants also pointed out the students wanted to feel that they were important, and they were valued by the teachers. They mostly confirmed that teachers needed to give this message to their students individually with their positive approach to the students. According to the perspective of T6, the students could feel whether their teachers loved the profession or not depending on the way they approach to the students and their preparation for the lesson. That attitude gave the message to the students that they were important and cared by their teachers. It was supported by T6 by giving example from her previous teachers:

We had a math teacher when we were in middle school. He used to explain math as something very important. I mean, doing his job with a great passion and owning it made us feel that way too. At least, it had that effect on me. Again, I was fortunate that I had such teachers in high school. The common feature of all of them was that they loved what they did and made us feel in the same way. For example, they came to class ready. They did not hesitate to answer any of our questions. They didn't see it

as a burden. You could see that they didn't just come to class to give grades or put us in a category. They were doing it to contribute to our development as human beings. I felt really valuable in those lessons. Besides, they were able to respond to our needs. For example, if I had a problem with a friend, I could talk to that teacher comfortably. I could ask questions that were on your mind. When I asked why we were doing something, they did not ask why we were questioning it; they answered all of them. That is why, I felt the feeling of being an important individual for my teachers. Now, I cannot answer all questions of my students, but at least I listen to them with interest and try to find an answer (T6).

Similar to T6's point of view, T4 and T5 as a teacher drew attention to the concern of touching the students' lives not only academically but also in other ways. It was implied that the best part of teaching was that sincere, and warm communication and T4 emphasized that this kind of motivation made her feel better. It was depicted with the following statement:

The thing that satisfies me most is the smile on the students' faces before I leave that class. Teaching is a tough profession. However, observing the change in those students and seeing them enjoy learning have always been motivating. Reaching students, touching their lives in some way, not just academically, really gives me great satisfaction. Even after years pass, if a student says things like, "We were doing this in our lesson." "I remember that teacher; s/he patted my head while passing by.", that's a success for me. I think the student determines the success of the teacher in this way (T4).

T3 gave an example of her colleagues that she finds successful by stressing the effect of strong communication and building rapport with the students. She says:

For example, I see that some teachers still get in touch with their students from ten years ago. They are always together on special occasions. Even though they are in different schools, their previous students are still sending something and constantly calling them. They have such great communication. I definitely say communication is vital. I can't even think of other things (T3).

At this point, T1 focused on building a good relationship based on creating an atmosphere of mutual trust to get in good interaction with the students individually. It was reported that the students may be prejudiced towards English language teachers and the lesson itself because of their low-level language proficiency, so this manner created some distance between students and the teacher. She conveyed her self-confidence in this area as in the following:

We need to break down the walls between students and us. Some students approach you and your lesson with prejudice since they think that their English is not sufficient. You see fear and anxiety in their eyes. I have to break the boundaries between my student and me first. My student should trust me, and I think I am good at it. Even if

my student tries to distance himself/herself, I try to break those distances over time. All my students are unique individuals and they are all under my responsibility. So, I know my students very well (T1).

T2 mentioned the significance of a friendly attitude towards students with enabling students to interact with the teachers not only throughout the duration of the lesson but also the other time. She illustrated it by giving examples from her previous teachers:

My previous teachers always encouraged me. It didn't matter whether I gave the correct answer and or the wrong answer. They were also chatting with my family and me, even during break times. We didn't just talk about the lessons; they were also curious about me outside of class. They were asking about me. Obviously, they had a massive impact on me. And to put it bluntly, they were quite superior to other branches in my eyes(T2).

The majority of the participants highlighted the significance of a good classroom environment where students feel happy, enthusiastic, and free. They stressed that the role of the teacher was vital to create such an environment, and all effective teachers work on teaching in this kind of environment. T10 repeated this idea as in the following:

I believe that we need to work on creating a very appealing and enjoyable learning environment. This is our very important responsibility in order to teach our lessons properly. Firstly, we should be positive and supportive. Every lesson procedure will be easier for us after that (T9).

The participants stated that especially English language teachers were generally in a friendly attitude towards the students, and they were considered as entertaining teachers. T9 reflected her ideas by stating:

It is actually hard for us to make students love the English course. Students have difficulties in especially speaking in a foreign language. They cannot express themselves well in an environment where they are embarrassed and bored. That's why many English teachers are very positive. At least, that's how the English teachers around me are. They are teachers who make jokes, design fun activities, and with whom the students communicate very easily. For these reasons, English teachers are always different from other teachers (T9).

In parallel with this comment, T1 specified that the students should not be afraid of making mistakes while learning the language, so they needed to realize that it is a natural process of learning. As T1 explained:

First of all, a student should enjoy the lesson and get rid of their taboos. Classes should not be lacking in fun, games, and humor. Students should never be afraid to make a mistake, and the teacher should give this message. I always have my mottos in my

classes: "Learn from your mistakes." and "Train your brain." We should also never be ashamed of our mistakes. I constantly tell my student about the mistakes I made when I was a student. I laugh with them and say, "Look, I did these mistakes too."

In addition to these, the findings mark teachers were role models for their students in terms of a variety of aspects, so they had the responsibility to display exemplary behaviors for the aim of raising adults of tomorrow. T4 perceived successful teachers as the ones who could contribute to their students' moral development as well as their academic improvement. It was explained:

A successful teacher should be a good role model in everything s/he does knowing how to apologize, approaching people, being polite, etc. When you do these, students already see many positive behaviors when they look at you. If we can change their perspectives about life, or human relations, I think that teacher is a successful teacher(T4).

T7 expressed the feeling of professional satisfaction at the moment she reinforced good behaviors and causes some changes in the students' behaviors. It was exemplified as:

If I teach my student something s/he does not know or make him/her think about something s/he does not think about, that is success for me. For example, let's say I have a child who does not say good morning. If I say good morning to him/her all the time, and if s/he starts saying good morning in the mornings, even that is a success for me. In that sense, I feel good. It makes me feel very good to touch someone's life(T7).

Concerning the same aim, T8 pointed out that since the younger students were pretty open to change, teachers working with the young age group should not forget that they were shaping their students' behaviors directly and indirectly. Therefore, they had the mission of being a good role model for the students, and their responsibility for society was of vital importance as it was elaborated in the following:

The most beautiful and attractive thing about teaching is that we work with young people. That's why we can change their minds very easily. It can be both negative and positive, but it is positive in general. We try to be good role models. However, this is not possible all the time with adults. For example, a minor thing you do with children might have a massive impact on their subconscious. Therefore, our role in society is critical (T8).

Another aspect of teachers as pedagogical expert was that the participants value English language teachers aimed to make students love the language that they are learning. In Turkish context, they declared that there were students having certain

biases about learning a foreign language. Therefore, one of their roles as a language teacher was engaging students in the language. They considered it very crucial for their subject. T9 prioritized this ambition and explains it:

Concern of an English teacher should be working on doing something for his/her student to love the English language. Many English teachers mostly try to make students like the language. When a student likes the language, s/he will be more willing to learn the language. In this way, the language is learned eagerly and more effectively. So, like I said, that's the priority for me (T9).

T2 remarked that she had gotten feedback from her students at this topic and shared her experience with the following words:

There were some students who said that "We love you very much. Thanks to you, we love English very much." Or a student of mine who didn't like English beforehand once said that "I started to like English this year, and now I believe that I can do it." That is an amazing thing for us (T2).

Likewise, T4 questions herself on this issue and expressed her emotion as in the following:

I fear hurting my students, upsetting them, or creating negative feelings towards English if I force them too much on. I don't know whether this is a weakness, but it's always on my mind. So, if students like English or what they do, I think they will be successful. (T4)

4.1.3 Teacher as a didactical expert

The findings revealed that the participants saw themselves as didactical experts too. Namely, they were substantially concerned about the planning and organizing the learning activities. They made numerous references to this expertise field. These references were mainly densified in some areas in this case. These could be collected under the following classifications: communicative language teaching, differentiated teaching, giving feedback, and time and classroom management.

It was obvious that all of the participants were in favor of the student-centered teaching approach, and they viewed the students as the most important stakeholder of teaching and learning processes. For example, T5 upheld being in the facilitator position as a teacher and valued guiding her students while learning the language. It was stated:

As a teacher, I think it is very important to guide teachers. I think it is much more important to guide my students and their learning journeys while teaching something. It is essential to be able to both guide students and enable them to become autonomous learners (T5).

Sharing the common notion, T7 phrased that teachers must facilitate students' development not by being at the center of the process, instead of standing in a position where they could foster the students' improvement with the guidance they supplied. She shared her definition of being a teacher as follows:

At first, I was thinking about how I could support my students more. Now, I think it's essential to take a step back and help the students' development while also recognizing their independence. Students should also do things on their own. That's exactly my mature opinion. Helping students to learn and supporting their character development requires not only being involved but also clearing the boundaries. Teachers should not be at the center of that process. They should watch from outside of the process and interfere with the child when it is necessary (T7).

Similar to these approaches, the participants internalized the communicative teaching approach to teach English best, and they expressed that it was obviously pretty beneficial to teach a language. T5 mentions integrated lessons, which were designed considering listening, speaking, reading, and writing skills; and grammar-vocabulary knowledge. Student centeredness was utilized in the lesson plans in which students can use the language as active participants. It was said:

How should a good English teacher be? S/he should definitely combine all the skills. It may not be possible to include vocabulary, grammar, reading, writing in each and every lesson. However, skill integration should be at the maximum level. At least a context should be created so that students can both synthesize various information and produce a product at the end of the lesson. I think this is very important (T5).

Like T5, T3 emphasized making use of using communicative language teaching approaches while designing a lesson by evaluating her own language learning experiences and objected to the traditional teaching methods in language teaching by stating:

Our profession consists entirely of communicative things. It is crucial to keep it in the corner of our minds and to be able to apply it all the time. Because there were times when it happened to me, too. There are times when I somehow tend towards traditionalism in my teaching especially when the time is limited. However, traditional teaching methods don't serve the purpose. Language is not something that can be learned like that. For example, I feel very sad about the way I learned English. I don't want my students to learn this way. I think no matter what, an English teacher needs to get rid of that tradition. Communicative approaches should be taken into account when preparing or conducting the lesson (T3).

Sharing common sense, T8 stressed the significance of active participation of the students in the language lessons and designating meaningful learning activities that students could connect the information with their lives. It was uttered by T8 with the following words:

Our theoretical knowledge, general education theories, and educational psychology come into play while talking about a good teacher. For example, there is a particular way of teaching reading; there is a certain way of teaching vocabulary. We should be familiar with all the methods and use them actively in the lessons. Also, we, as language teachers, can sometimes make the following mistake. I have observed it in my classes, too: We talk a lot. But what we need to do in English is to involve children more in lessons, as the language is learned by speaking, using it, eliciting the answers from the kids. I think a good English teacher knows how much to talk and involve students in the lesson. S/he also teaches students how to associate the target language with real-life (T8).

Endeavoring to achieve the same aim with T8, T4 remarked the importance of giving a reason and an aim for learning to the students and added that meaningful learning opportunities must be created. It was shared by saying:

We use English language in every procedure in the lesson. However, we should not forget that every activity must have a reason. After giving a reason to learn and explaining learning aim of the lesson, we can make the activities more meaningful. Ultimately, I need to make my students feel that they have achieved something in a meaningful way. I try to apply this to all my activities (T4).

In parallel with these, participants advocated that planning the lesson beforehand and making necessary changes according to the student's profile were essential for English language teachers. T10 claimed that it did not matter whether a teacher was experienced or not; s/he must think critically about each lesson's activities and classroom processes. She gave her comments by saying:

I think the course preparation process should be intense, especially for the English course. You know, it is not possible to be ready for the lesson just in five minutes. You cannot just look at the materials and go to the class. If I give an example from my case, I make sure to prepare my lessons at least one night before. I think about what I will do tomorrow, how I will do it. I also consider the class profile. Because I can conduct the same lesson in three different ways in three classes. I think we need to be flexible about the lesson procedures, as well. We need to know the class profile well (T10).

In addition to the student-centered teaching approach, the participants valued utilizing differentiated teaching methods to make adjustments considering their students'

interests and language levels. The drive for applying this method stemmed from teachers' perception that each individual in their classes was unique, and they varied in terms of their learning pace, weaknesses, strengths, desires, and expectations. Therefore, nearly all participants highlighted the significance of observing each student and creating opportunities for each student individually. With this aim, T6 conveyed that they had to respect the differences and plan the lesson activities and materials in this manner. It was widely explained by T6 with the following statement:

When we think of students as individuals, it is highly important to respect their differences. Teachers should prepare materials, make a lesson plan, evaluate and show flexibility accordingly. Over the years, I think it is also necessary to reshape the instruction. I think the most important thing is to accept that students are individuals. It doesn't matter whether they are a kindergarten student or a university student. Each student brings different essential characteristics. S/he comes from different family structures, sociocultural structures. For this reason, teachers need to be aware of that students' needs are different. Accordingly, s/he needs to plan "What can be done?" every time. I think that is the most important task and responsibility. After that, everything will be easier (T6).

Regarding applying differentiated teaching methods, T7 assessed herself and mentioned that she worked on this topic by stating:

I am working on adding differentiated activities to the curriculum and matching them with our objectives. I think I've come a long way by reading and researching. Since differentiation is of great importance in our school, I have attended both online and face-to-face training on differentiation. Because we have a lot to learn about differentiation (T7).

Like T7, T9 confessed that even though she paid attention to applying differentiated teaching strategies, she was need of learning more and getting inspired by good examples too. T9 says:

We are working hard to involve children more actively. I think there may be more differentiated activities. Maybe I need to work on how I can involve weak students in the lesson more effectively. Since we need to achieve a certain standard, we address students with average English level. Therefore, our lesson plans do not appeal to weak students and above-level students. In these cases, we can differentiate the instruction. I think I need to focus more on this subject. For example, workshops, learning more by living can be practical for me (T9).

In line with T9, differentiating instruction was seen as quite an up-to-date area in English language teaching, and it had a vast place in teaching in the 21st century. T5 found this term as a critical point when it was appropriately applied by English language teachers. She shared her ideas as follows:

At the same time, I think differentiation has a significant place. Actually, when I first encountered the concept of differentiation, I was a little biased. The reason was I misunderstood the meaning of differentiation. In our literature, especially ELT literature, there is always collaborative working, yet differentiation sounded a bit more individual. However, when applied correctly and at the right point, differentiation is definitely essential for improving our students' English. It can even have a leading role from time to time (T5).

Another aspect of being didactical experts as teachers that the participants reported was giving feedback to the students. Most of them agreed that providing effective feedback to the students contributed to the student's language learning as they made mistakes in the process of learning. For instance, T2 thought the students' learning process must be closely analyzed in order to guide them and give necessary support when they realized it. She shared her thoughts by stating:

I think giving feedback is very important. We have responsibilities to the school and the parents, but our most important responsibility is our students. At the end of the day, students should learn what we want them to achieve. That's why, we have to observe students' learning processes. I think our most important duty is to give feedback. After an assignment or activity has been given, we need to check the students' work closely. When there is a mistake, we need to help our students to realize it and correct it. Also, we need to create some action plans based on the points that students need some improvements (T2).

Sharing the common sense, T7, as an experienced teacher, expressed that giving effective feedback was one of the touchstones of English language teaching, and she admitted that she still tried to learn more in this area. It was said:

Giving effective feedback is something I deeply care about. I always read about giving feedback and do research in this field. I try to learn the most effective methods while giving feedback. I think about how to provide the most effective feedback to the student. Because I believe feedback is very important and critical (T7).

Likewise, T1 mentioned that she observed and analyzed the students' performance very closely and tried to give feedback in a very polite manner particularly. She adopted an approach based on encouraging students to learn from their mistakes and making them realize their weaknesses. It was expressed by T1 as in the following:

When I give feedback, I tell the student even the most negative points in a very positive way; I try to encourage my student. Especially the age group we work with is very fragile. They can get upset at any moment and build walls among us. As a teacher, it is incredibly difficult to reach such students. I follow the weaknesses of my children very well and try to strengthen the deficiencies accordingly. I want my students to learn from their mistakes. I am not a teacher who raises her voice (T1).

In the light of these thoughts, the participants apparently valued the assessment and evaluation process as English language teachers. They believed that the students' learning outcomes were examined thanks to assessment and evaluation activities, and individual needs of the students were identified with this way. To exemplify, T6 revealed her interest in benefitting from assessment and evaluation sources by stating:

A teacher should know what to teach and how to teach, and how to evaluate it. In fact, this is the skeleton of the case. A teacher should first decide on his/her goals and choose how and with what activities s/he will attain the goals. Then s/he will ask this question: "How should I assess whether my students are learning or not while doing this activity?" When I first started teaching, I was not so aware of the importance of measurement. I had a teaching approach in which only the teaching part stood out. But I've seen over the years that measuring what we teach is also pretty basic. It is also not suitable to use only one assessment method. Just as I choose the activity according to the lesson objectives, I also need to select the appropriate measurement tool. So, I think that's how a specifically good lesson is done (T6).

4.2 Q2: How do English language teachers define themselves as online teachers?

The findings of this study indicated that English language teachers who took part in the study expressed that they also see themselves as a combination of a subject matter expert, a pedagogical expert, and a didactical expert as online teachers. The findings indicated that the teachers focused more on being a pedagogical expert and a didactical expert in the online teaching process.

4.2.1 Teacher as a subject matter expert

The participants of the study mentioned that their knowledge about the language that they were teaching was a matter of concern for them as online language teachers. They mainly focused on their pronunciation and speaking skills as an online language teacher. Being a fluent speaker of English and articulating the sounds correctly were taken into consideration by the participants. For example, T5 remarked that she was trying to pay special attention to these issues as an online teacher:

If you are teaching a language online, that is, in a digital environment, you definitely need to have a great command of that language. This is also true for face-to-face training, but you can be recorded in the online lesson. I am afraid of making some

mistakes in that sense. Also, our parents or the close circle of students may be listening and watching your online lesson. That's why I take great care in my speaking. So, I try not to make a pronunciation mistake. If there is a word that I am not sure of, I will definitely check it. I don't want to be criticized. Nobody should say, "Oh, he's an English teacher, but ...". In other words, it is very important to master the language in such matters, whether online or face-to-face (T5).

In parallel with the same point of view, T9 highlighted the importance of having a deep knowledge about the language which was taught in an online teaching environment. It was mentioned that online was a great source for the students, and they could check their knowledge through the online websites. Therefore, she expressed that she felt confident in knowing the language. She shared her ideas with the following words:

A good English teacher needs to have command of the language in all aspects, whether online or face-to-face. Students also have a great resource at their fingertips online: the internet. When he is not sure, he can immediately learn the true knowledge on the internet. But if the teacher is confident in knowledge in the language, there is no need for it. The teacher gives confidence to his students in every way. Also, there should not be any misinformation transfer and there should not be a permanent mis-teaching situation in children. I think this is an important issue (T9).

4.2.2 Teacher as a pedagogical expert

The participants defined themselves as pedagogical experts in the online teaching process. The teachers shared the common perspectives as online teachers in that sense. They all expressed that they paid particular attention to communicating well with the students, creating a positive online environment, and supporting students emotionally as they told for the face-to-face teaching environment. For example, T6 stated that she was more patient as an online teacher so that she could build a good relationship with the students as she aimed in the face-to-face teaching setting. She expressed her ideas as follows:

I'm more positive. As I mentioned, for example, there were classes that I had great difficulty in, there were classes that I had a lot of trouble reaching, I guess I acted more resilient. That's one of my strengths. You know, I was able to be more patient, you know, I always empathized because this process was a difficult one. I guess that was my strength. It is much more challenging to communicate with students online. Establishing an individual bond with the student is the main point of our business. I can say that I am more patient and flexible online. I am in favor of making you feel that I am always open to communication and that I am always with them. The energy must somehow pass to the student through the screen (T6).

In the same vein, T2 defined herself as a positive online teacher, including her sense of humor in the lessons. She highlighted the importance of communication between the teacher and the student in any teaching environment. She remarked:

I can describe myself as funny and smiling. I mean, I actually said that I have a smiling face in my face-to-face lessons. I define myself as an online teacher who enters every lesson with a great energy and a smile, So I can't say much different from those aspects. Apart from that, I think I am a teacher trying to motivate more students online. Because the student must participate voluntarily in order to be successful online, also, I can say that I am a strong teacher who is still struggling in terms of communication, but I somehow manage to reach my student. That is really important for online education too (T2).

In parallel with this idea, T9 also stresses that as a teacher, without depending on the context, teachers were required to create a good classroom environment where students could feel free to say their ideas and express themselves in the lessons. She explained her ideas in the following sentences:

Students need to feel happy in the classroom, both online and face-to-face. Providing this is one of the most significant duties of teachers, in my opinion. To make students feel more comfortable... So, I try to establish that it can be very normal even if they say something wrong (T9).

Besides, the participants mentioned that teachers needed to be emphatic during the online teaching process since there might be some problems the students face in their homes as online students. For instance, T7 conveyed that she became more emphatic when she compared online self with face to face because of the limitation of online teaching. She stated:

So not everything is about teaching English, of course. Being a teacher also requires being a very sensitive and good person. For example, a child may have a very serious problem at home. There may be a problem between his mother and father. We cannot learn these things without communicating with the child during breaks or at work outside of school hours, or without talking to the parent. Therefore, we need to be aware of the difficulties that students may encounter in their journey of becoming an online student. It is our responsibility to support them psychologically as well (T7).

Pursing the same purpose, T10 indicated that she was investigating the main reasons behind her students' problems in the online lessons. She aimed to communicate with the students with a friendly attitude so that she could understand the leading causes of the behaviors that the students showed in the online lessons. She illustrated her ideas with the following words:

On the one hand, I can say that I have a more emotional approach. In other words, I care very much about students and their behavior in the online environment. When I have a problem with my students, I interview them to find out why. Usually I do it individually. I make them tell me about themselves with a more friendly approach. For example, I recently interviewed a female student who did not open her camera in one of my classes. When I asked why she didn't turn on the camera, I got this answer: "Because I don't find myself pretty these days. Everyone else in the class is so beautiful." I learned the cause of the problem and we had a long talk about it. Afterwards, I never experienced such a situation with that student (T10).

Likewise, some of the participants highlighted supporting the social development of the students in the online teaching contexts was important for them to be effective teachers. For example, T6 shared that she considered this aspect of being a teacher a lot, so she applied some techniques to contribute to students' morale. She remarked her ideas as follows:

Of course, our main goal is to teach English well. However, it is also very important to teach our moral values and good behavior and to raise awareness in students. For example, respect and not offending each other in my lessons are among our basic rules in the online classroom environment. Respecting each other's opinions, not interrupting each other while talking, giving polite warnings... These are the basic elements that I focus on in my lessons. I can say that we focus more on values, in short (T6).

In terms of building rapport with the students, the participants also commented that even though communication with the students was more challenging than the face-to-face teaching setting, when they could communicate effectively with the students, they considered themselves as effective teachers. For instance, T2 stated that she tried hard to build strong relationships with her students in the online context and found it one of her strengths. She explained herself:

One of the points that I considered myself successful as an online teacher was student communication. In fact, I think that I am good in this field in face-to-face education. Mostly, communication is one of the most important points for me. Of course, when the student trusts you and expresses himself, he is more eager to learn. It's a labor-intensive process. As you know, this situation is much more difficult online. But once you have that bond, you can have an impact with the student online or face to face or in their personal lives (T2).

Also, the participants mentioned that they also supported their students' emotional development during the emergency remote teaching process. They supported that all people had some difficult times because of the pandemic, and they supported their students by interacting with them effectively. For instance, T1 stated that she talked to

many of her students about their personal problems during the online process. She expressed her experience as follows:

The process was very difficult for everyone, for both teachers and students. Especially health problems affected us all deeply. One of my students had a family member who was sick. Or their relatives might be sick as well. Or some were very afraid of getting sick. At this point, when the student shares something with you in the lesson, I cannot continue the lesson. It becomes much more important that I talk to him or the class at that moment. My student needs to feel better so that he or she can understand the lesson. This has always been my priority. We did it in private conversations. I guess you could say I was like a psychological counselor. I think you can see yourself as successful when you communicate well, and the student does not hesitate to express himself to you (T1).

4.2.3 Teacher as a didactical expert

All of the participants mainly stressed being a didactical expert in an online teaching environment. They emphasized that planning lessons and organizing the teaching process were crucial to be an online teacher. Therefore, it was underlined that making use of online teaching and assessment tools and designing activities to engage students were necessary for online teachers. For instance, T9 stated that planning the online lessons was challenging and enjoyable at the same time by integrating using online tools. She supported the active involvement of the students in online lessons and prepared materials based on them. It was widely explained as follows:

It is also necessary to plan the lesson very carefully online. For example, let me give an example of a lesson I love, It was a lesson that I enabled the interactivity of the students. I did it on Nearpod. In fact, I just did it this morning, I can say that it's pretty close. Something like I wanted the active involvement of children, I forced their active participation. I accomplished interactive activities. I want students to talk. That's why I prepared an environment where they can express themselves more. The children had fun because there were both personal questions and questions for the lesson. It was a vocabulary lesson. We studied 3 words, we did a matching immediately and after that, we learned another 3 words, we did a matching activity again. This time, we matched the words with the meanings. My students feel happier in class when we do these kinds of small activities, and there is a lot of variety. As I said, when they participate, when they do not stay passive, the environment of the lesson is really more positive. I can feel their energy. We ended the lesson with a small Forms quiz in this way, and we saw how much they learned in the lesson, how many students really understood the words and adopted their correct meanings. I gave an assignment for tomorrow, of course, that was to prepare a word card. There, of course, students draw a picture at work, write down its meaning and make a sample sentence. In this way, we had a very nice, positive lesson where no one was unhappy, and we also used many tools in the lesson (T9).

In parallel with the same idea, the participants commented that the use of technology and technological devices were essential to be a language teacher teaching in an online setting. That is why, it was found that online teachers made a special effort to develop themselves in technology. T10 commented on this aspect by stating:

I think I'm definitely strong on technology. I think I'm definitely good at using technological tools and creating this technological environment like the computer. Actually, this is an obligation for teachers. If you are going to teach online only in a room alone, you need to be ready for the negativities you will encounter before or during the lesson, and you need to be able to produce solutions to them. So if you cannot use the computer or online tools properly, it is very difficult to become a good online teacher. There is a point where you need to be using the computer as a whiteboard in the classroom. Otherwise, it will be much more difficult to be an effective online teacher (T10).

Regarding utilizing online tools and enabling students' active involvement, T1 shared common features of her effective lessons that she liked teaching. She explained it with the following words:

I can talk about my effective online lessons in general: As I said, the key point is that the more children participate, the better lessons you teach. Right now, we have all kinds of images at our disposal, there are links, you open a video from a link, etc. In other words, the students will be interested in the lesson, so if you can use the appropriate online materials for their age group, the lesson will be much more effective and efficient. And if I can test what students have learned with critical thinking questions, I will understand whether they understood or not. In that sense, there are very good tools that we can use online for this, too. When you think about these and add them to the lesson, a very good English lesson will emerge (T1).

One of the other issues that teachers as didactical experts considered important was applying differentiated teaching methods in their online lessons. They mentioned that online context was suitable to utilize differentiation in their online lessons. For instance, T3 supported that there were many online platforms and tools that she could design a variety of activities depending on the students' level or learning preferences. She explained her ideas with the following words:

One of the things I love online is being able to apply differentiation studies very easily. We have the opportunity to use many different online tools. Students cannot see what each other is doing, as in the classroom. For example, while everyone is writing something at the same time, I can send the activity to everyone according to their level. Or we tried the following idea in some materials: We sent a video to the students. There were questions in the video that students had to answer. The students initially chose the option according to their level. Later, everyone watched the same video, but

the questions were different according to the level of the student. I think that such implications are very entertaining and useful online (T3).

In parallel with the T3, differentiated teaching in the online lessons was viewed valuable for language teaching by T8. However, T8 claimed that this was an area that she was trying to develop herself professionally both in the online and face to face setting. She discussed her ideas as follows:

Differentiation is very important in our school. In fact, it has become a concept that we have focused on more and more in the last few years. I made a few applications online as well. I still think I need to improve myself. I need to find more effective activities and creative ideas. I need to manage the process better in the classroom anyway. I think I can improve myself on this (T3).

On the other hand, as didactical experts, the participants stated they needed to use some group and pair work activities in online lessons. However, they mostly did not consider themselves successful in using group work activities in the online lessons, although they integrated them into online lessons. At this point, T4 told about the necessity of using interactive group and pair work activities. She expressed her ideas:

Pair and group work for language teaching is also important online. When we can, we add activities to the plans of the lessons in this direction. It's a necessary thing to be able to do interactive lessons. Although I am not as successful as face-to-face, I make an effort to use it in lessons. It is through such activities that students need to practice the language (T4).

Also, providing feedback in the online teaching environments was discussed by the participants. They all agreed that they needed to provide feedback to the students in the online contexts. In that sense, T5 stated that giving feedback to students was an indispensable part of language teaching in any setting. She gave her comments with the following words:

If we are talking about language teaching, we have to talk about feedback. The student needs to see what is right and wrong. In this way, he needs to learn from his mistakes. The most important part of learning English starts here. The student will make a mistake, and the teacher will help the student to correct the mistake by giving feedback. No matter what kind of environment you teach, it doesn't change (T5).

4.3 Q2: How do English language teachers develop their online teacher identity?

In light of the research question, it was found five fundamental themes: teachers' self-efficacy in online teaching context, teachers' learning during online teaching process,

teachers' interaction with others, teachers' teaching experience in the online context, teachers' emotion. The themes are explained in detail below.

4.3.1 Teachers' Self-efficacy in Online Teaching Context

The results revealed that teachers' self-efficacy in online teaching contexts had a significant impact on teachers' identity development as online language teachers. In this study, English language teachers' perceived self-efficacy beliefs were seen as their confidence in how well they were doing their jobs as online language teachers and how well they could handle possible difficulties or challenges in online teaching contexts. Obviously, since all of the language teachers who took part in the study did not have any experience about teaching online beforehand, they needed to construct online teacher identities with the help of new experiences and conflicting problems in the online teaching environment, which might be the same as or different from face to face teaching context. Regarding their self-efficacy as online language teachers, three main domains were found crucial in order to understand online language teacher identity development in the duration of emergency remote teaching. These are teachers' readiness and emergency preparedness for teaching online, their self-efficacy related to technology, and the change in teachers' self-efficacy in the online teaching process.

First, the teachers' readiness and emergency preparedness for online teaching affected teachers' efficacy and identity development. All of the teachers who participated in this study started to teach in an online context after the spread of the pandemic, so they did not have some experience as online language teachers. They implied that they had a lack of knowledge and expertise about teaching online and teaching online was dissimilar to all of them. That is why, the participants conveyed that they were not confident when they started teaching online since they were not actually ready for it. They drew attention to that they were not ready both instructionally and emotionally, so it can be concluded that their self-efficacy beliefs about themselves as online teachers were low at the beginning of the process. T1 stressed that she did not feel ready for teaching online since she did not have enough knowledge about it, so she

was not a confident online language teacher in the beginning. She explained her ideas as in the following statement:

Frankly, I wasn't confident enough in the beginning. In this process, we didn't take any pieces of training or seminars related to online education. You know, our administration just posted links. They wanted us to use the links and learn things on our own. However, we should have come together as a department and received serious training in a professional environment. How could, we have a reading lesson in online education? How could we integrate listening into the grammar in online education? How could we make a vocabulary lesson to attract children's attention? I wanted to learn about these. You know, it wasn't not enough to just sent a link and say, "Let's watch it." (T1).

In the same vein, another participant, T7, emphasized that her lack of confidence in the beginning since she did not know much about online teaching. It was declared as follows:

In online teaching, we were like a fish out of water. Of course, I could not trust myself in many areas. Some people had been doing this for years. Or some people were really trained in this job, and they could do it professionally. But as I said, we tried to do everything by trial and error. In fact, I think that if we had received our training from the beginning, we would have developed much more as online teachers (T7).

Regarding teachers' readiness for online teaching, some participants mentioned that they felt lost as online language teachers as they were not completely ready for it. They claimed that teaching online was necessary because of the pandemic, and it was difficult for them to adapt. Therefore, it seemed that their initial online language teacher identities were affected by their lack of confidence. For example, T2 shared her thoughts with the following statement:

I had a lot of anxiety in the beginning. I mean, I remember trying platforms a few times. I'm not exaggerating; I tried some platforms eight or ten times before going to the class. In other words, this work had not only a teaching dimension but also a technical dimension. Well, I thought it would be difficult, and at first, it was. I didn't know anything: how to use chat, share screen, turn sounds on or off. I really felt so lost. Well, my first lessons did not go as I wanted. My students were unfamiliar with the platforms; nobody knew what to do. So, I felt terrible and inadequate. I felt so foreign and as if I wasn't ready for the job. Frankly, it was bad for me. I remember that it wasn't a pleasant experience for me (T2).

However, one of the participants indicated that she was feeling confident to teach online since she was pretty enthusiastic about teaching online by benefiting from technology. It seemed that her personal interest in technology and integrating it into the lesson contributed to her self-efficacy beliefs from the start. T6 stated her comments:

As you know, I was always willing to use technology and integrate it into lessons. Even before the pandemic, I always said we could use tablets in our classes. That's why I was very happy when I heard about online education. Here I thought I had the opportunity to make my dream come true. I was not worried about my qualifications. I just had some concerns about reaching the children. I thought I'd get over it in time. I can say that I was very excited (T6).

These results about teachers' readiness for online teaching were also reported by O2. She indicated that teachers in the institution were not ready to teach in online settings so their self-efficacy beliefs about themselves as online language teachers were low at the beginning. It was expressed by O2:

A new learning process for teachers has begun. As far as I know, we did not have a teacher with online teaching experience. They set out on a journey in a brand new, unfamiliar environment. Everyone's readiness was different. Thus, teachers, like students, went through a transition period from many different perspectives. In other words, if I have to evaluate their self-confidence in general, I can say that it is very low (O2).

In terms of teachers' readiness or emergency remote teaching, all of the participants highlighted that necessity of abrupt transition to teaching online affected the way how they see themselves as online language teachers. Even though they were not feeling ready for online teaching, they reflected their belief in their teacher skills to succeed in teaching online during this emergency transition period. They said that there were not any other options to do and they had to adapt to this new teaching context as online language teachers from that time. T10 focused on how she and her colleagues did their best in the transition process from face-to-face to online teaching. She elaborated her thoughts as in the following:

To put it bluntly, I think what we did when the pandemic first started was to save the situation. I think, we were just trying to salvage the situation. Everything we did was far from education. All we did at that moment was to ensure that the children didn't stay away from education. But of course, we adapted our activities and lesson plans online in the most beneficial way. As a school, I think we have adapted to the online very quickly. Yes, we started fast, but since we are individuals and teachers who are open to self-improvement, I can say that everyone set their own path and did their best, and I was one of them (T10).

In parallel with this perspective, T5 evaluated the abrupt transition process into teaching online as a successful process for her since she found a way to deal with new context circumstances and necessities specially to use online tools and technology. She expressed her confidence at this point by saying:

Online came into our lives very suddenly. But I think I've adapted pretty quickly. I mean, I never left the class by mistake, I never accidentally pressed the wrong key, I never had a problem with seeing my students. I somehow adapted to the situation. Although it was not as active as it is now, I used the online tools more or less and introduced them to the children. So, I think I'm good in these aspects, also in the process of adapting (T5).

This finding was also consistent with the observations of the O1 on the issue that teachers experienced a very abrupt transition process in emergency remote teaching, but they succeed in adapting the new teaching context in a short time. It was expressed:

Teaching is analyzing the situation immediately and acting immediately. As teachers, we can't afford to be slow. We have to act very quickly, and we do not leave it on time. Especially the transition process was very fast in our institution, but the teachers adapted very quickly and improved themselves a lot. I personally witnessed this situation. Instead of complaining, they took action immediately (O1).

Another significant aspect of teachers' self-efficacy in the online context was discovered their self-efficacy related to technology. It was clear that online teacher identity could not be grasped without mentioning technology as teachers' new teaching context was in a virtual world that required making use of technology. In this new teaching environment, which was different from actual classrooms where they were in a building, English language teachers were required to use technology adequately so as to be an online language teacher. Therefore, their competence and self-efficacy related to technology were found crucial in terms of their identity development in online teaching contexts. English language teachers who took part in this study included the good use of technology and technological tools while defining effective online language teachers and told about their own experiences. For this reason, their teacher identity development was closely connected with their ability and self-efficacy in the use of technology. For instance, T7 pointed out that an online teacher needed to be confident and competent in technology by stating:

The issue of mastering technology is very important for a teacher. No one can deny this. So, you have to master the technology. Even if you don't have a command of technology, you have to learn it and improve yourself. I totally disagree with those who claim otherwise. At this point, a teacher needs to have technology literacy. And, of course, s/he needs to use technology well in his/her lessons without any problems (T7).

As indicated by T7, T3 shared her confidence in technology usage. Her self-efficacy in this field obviously contributed to her online identity development in a positive way

because she expressed her happiness related to using online tools and technology while teaching online. She illustrated her ideas by stating:

I really do not hesitate to use technology while teaching online. I feel very comfortable about it. So, I never worry about anything in class. For example, while sharing a screen, I do not have concerns like " What happens if I press a button by mistake or what if something takes a long time?" That's why, the course is never interrupted by technical difficulties and I feel more confident (T3).

Sharing the same point of view, T7 stressed that using technology in a proficient degree was essential for online teachers. She mentioned the need of being an expert in integrating and using technological tools by conveying:

A good online teacher needs to have particular basic computer information skills. So, s/he shouldn't say, "What am I going to do now?". In other words, s/he must be so used to the system that s/he should be doing it with the comfort of using a pen, not as if s/he is using a new tool. It is also necessary to integrate these tools well into the lesson and use them well (T7).

In addition to this concern, T8 raised the necessity of being competent to use technology by themselves as they are alone at home due to the pandemic, which is different than being at school and having technology support when needed. So, she remarked that it was a requirement for online teachers to be experts in technology somehow in order to fix the problems that they face. That attitude showed that technological competency was one of the teachers' main focuses in their online teacher identity. T8 explained this situation as follows:

If I were to focus specifically on the online context... So now we all have to use these computers, and we are all alone at home. We don't have a technical team that can help us as we do at school. That's why we need to be able to solve the problems that we may encounter before or during the lessons. In other words, I shouldn't make students wait for 10 minutes and 20 minutes because of a problem I have with my computer. I must have the competence and skill to take immediate action and solve the situation somehow (T8).

Likewise, T7 drew attention to the essentialness of technology in the 21st century. She claimed that technology was an indispensable part of our lives, so technological competence and keeping up with the innovations were needed for all teachers not only for online teachers. She was in favor of having comprehensive knowledge of technology and benefiting from it to develop themselves professionally. She defined herself as an online teacher and discussed her ideas as in the following excerpt:

I am a teacher trying to use resources as much as possible, improve herself in technology, and increase her technological literacy. I always thought that teachers could benefit from technology, but frankly, I did not know technology could be that

effective. Both my own experiences and some conversations with my friends show that some things go much better online. We have no escape from technology. We have to integrate it into education at some point. I had similar thoughts before. I used to think technology would be nice, but now I think it's the absolute path. In this context, an online teacher has to keep close to technology and use it well. S/he has to feel adequate about it. This is the condition for development (T7).

These findings were also reported by the observers on the point that teachers were required to be competent on using the technology and technological devices to be effective online language teachers. O2 provided that:

Since it is online, I think that education and the ability to use technology are influential on teachers. I mean, I'm not talking about knowing at a very high level, but I observed that teachers who are open to technological developments, follow and use them comfortably online are also more effective. This is an important point. I have seen many teachers perform better when they use online tools in a practical way(O2).

With respect to teachers' self-efficacy in online teaching contexts, many examples of a change in teachers' self-efficacy was revealed. Since professional identities were constructed and reconstructed over time with interpretation and reinterpretation of teachers' own beliefs, values, and experiences, a change in teachers' identity was highly normal. As teachers gain more experience during time as online teachers, their identities keep being shaped with the intervention of many other factors throughout the process of online teaching. In this sense, a change in their self-efficacy was inevitable. All of the participants compared their initial beliefs, attitudes, abilities, and succeeding experiences and the meaning they valued them. Consequently, it was evident that all the teachers underwent a dramatic change in their self-efficacy, which positively shaped their online teacher identity. To exemplify, T4 mentioned her lack of confidence and doubts about online teaching at the beginning of the process and its change over time with the experience she gained. She definitely gained her self-confidence throughout the process. It was explained by T4 as it follows:

Honestly, I didn't make a lot of plans before online teaching. I wanted to see how it would happen. So online education came out as we lived. I didn't think it would be this good. I was so prejudiced, and I wasn't sure of myself. But then, I realized that even in online teaching, I could reach children somehow. I can do suitable activities. I can touch their emotional worlds. Now I think I am much better, and I have come a long way (T4).

Similar to the previous statement, T2 saw herself in a better point when she compared her performance in an online context with the beginning. T2 stated that she could see her growth in online teaching, which was considerably satisfying for her. She

confirmed that she believed so much in herself that she could teach in any context after seeing her online development. She remarked this idea:

Well, I feel like I can do anything right now as a teacher. I really feel like I can even teach in space if I am told to do so. Because there is nothing left that we didn't experience beforehand. In these two years, I experienced face-to-face teaching. I also experienced online education. I also experienced hybrid teaching. So now I feel like I can do anything. Actually, it's a bit of a self-confidence booster. I am happy that I was able to experience everything in such a short time. I am really happy(T2).

Similarly, T10 elaborated on her development as an online teacher based on planning and delivering lessons in online environments. She was definitely sure of herself. That clearly resulted from her experience in online teaching contexts and a change in her emotions. She judged herself as a teacher with the following example:

So, first of all, the tension is gone. The anxiety of how to do and what to do is gone, or how should I reach children... I think I'm more professional now. I got faster in many ways. I also accelerated in how to use online tools. Since I know my classes well, I see how an activity will go there. For example, if I use discussion techniques in one of my classes, I'm using examples in another class. I use Quiziz. Or, I don't know, I use Nearpod. I take into account the class dynamics and adapt or organize my lessons accordingly. As I said, I'm accelerating in technology. I think there is a development in technology use and other issues (T10).

In line with T10's remarks, T3 reported her confidence in online teaching, and she considered herself more energetic and more relieved in terms of delivering the lessons online. She admitted that she was not afraid of making mistakes in the online classes. She seemed pretty confident about teaching through the screen. She indicated this statement:

In class, I am energetic in front of the camera. Sometimes I feel like I'm shooting a video for YouTube. For some reason, I am speaking with more self-confidence in online teaching. But it wasn't like that at first. I was especially afraid of making mistakes and making these mistakes in the online environment. For some reason, I was scared that someone would hear us, a parent would listen to us, maybe s/he would record the lessons. I was more stressed. But right now, for example, I am much more comfortable talking. I feel more comfortable in front of the computer (T3).

Similar to the previous statement, T9 mentioned a change in her emotions in a positive way in relation to her self-efficacy change. Since identities are not fixed entities, teachers' perceptions about themselves are in change. That is also the part of their identity development as an online teacher. T9 conveyed her confidence in online teaching in time, and her confidence let her feel more relaxed and less nervous. She revealed this change:

Even if the administration wants me teach in another level right now, and they want me to do online teaching with this group, I might feel less nervous, less stressed, and more carefree. Because I got used to this process, and now I feel more competent online. I kind of feel like I'm in control. So, I am more confident in myself. I saw this difference in myself. In other words, I think I am much better at online teaching now. And even if people say, "Teach online lessons with a class that I did not meet beforehand," I can somewhat manage it (T9).

On the issue of self-efficacy change, T8 proposed her confidence in overcoming the possible challenges and problems that she would encounter in online environments. She expressed that she would find a solution for a problem sooner or later as an online language teacher, so she seemed ready for all those. She affirmed:

I'm confident right now. So, when I have a difficulty, I know that I will definitely find a solution for it. Even if I can't find a solution, I know I will try an alternative way. It can be a tool, like I said. There are hundreds of tools you can use. Try one of them. If they are not working, use another one. Or let's say what you taught in that lesson was not effective. Make up for it later. In other words, not focusing on a mistake gives me that confidence, frankly. You know, I just don't sit down and sigh. After all, I think everything has a solution. I say I can handle it somehow and take action (T8).

Likewise, T1 admitted the change in their self-efficacy in terms of using technology and technological devices. She addressed her fear of using technology for teaching transferred into fast adaptation. This created a rapid development in her professional identity with the experience during the emergency remote teaching process. The moment she realized that she could teach in online contexts too, she gained more confidence. T1 gave her comments as follows:

I realized that there is no need to be so afraid of technology. It was a new experience for me. But I found that I could adapt very quickly. You know, I realized that I could overcome my anxieties. I realized that I could do it somehow. I also realized that I need to improve myself in this. I was able to see that I could reach my children online, I could learn about my students, and my students could also learn about me. In other words, I was able to adapt that classroom management in a conventional classroom environment to online. Even though I am not like the new generation, seeing that I have adapted somehow, seeing that I have improved myself, and seeing that I have progressed a little more every day, have made me happy and motivated. I always thought about what I could do better and do not fall behind the times. This process actually developed me professionally a lot (T1).

In parallel with this perspective, T6, who is an experienced teacher, mentioned that he was proud of herself in terms of keeping herself updated and adapting to online teaching very fast. She had a chance to see herself as a successful online teacher, and that influenced her identity development. The following excerpt reflected her belief:

We have seen what can be done under these difficult pandemic conditions. It actually made me feel stronger. Because if you think about it, I'm not from the computer age. I'm from the older generation. At this point, I was actually at the risk of being out of date. But I saw that I could adapt very well; I could update myself. At that point, the online experience actually increased my self-confidence. I look at myself more positively now (T6).

Concerning the change in teachers' self-efficacy in online teaching contexts, both of the observers supported this result since they shared that teachers' self-esteem in online teaching contexts underwent a change during time. They indicated that nearly all of the English language teachers developed themselves on this point. O1 shared her ideas in the following excerpt:

I saw very positive examples of teachers' self-confidence. I even had the chance to compare some of the teachers' in-class lessons I watched before with their online lessons. Frankly, I have observed teachers who express themselves much more easily online. When I think about the online lessons I observed at the beginning of the term and the online lessons I observed at the end of the second term, I believe that the teachers showed a great improvement. Of course, we cannot say this for all teachers, but if I have to give numbers, I can say that at least 90% of teachers have improved to varying degrees and are more confident in themselves. That was really nice(O1).

One more evidence on teachers' self-efficacy change was provided by O2. It was reported that positive teaching experiences caused teachers to feel more confident during the process of online teaching.

Teachers' self-confidence increased with positive experiences. Because the feeling of learning and being able to do something that they never knew was very good for teachers. Of course, teachers' self-esteem has increased during their journey as a learner again, and they realized that they could do. It was very enjoyable for us to observe that they reflected their beliefs that they could achieve it (O2).

4.3.2 Teacher Learning during Online Teaching Process

One of the themes that was found essential in developing online language teacher identity was teachers' learning during the online teaching process. The participant teachers in this study emphasized that they increased their knowledge about how they could teach effectively in online teaching contexts as an online English language teacher, which closely affected their online language teacher identity development. The findings revealed that the participants' perceptions on what effected their online teacher identity in terms of their learning was mostly centered in three areas: learning

through online search/research, participating professional development webinars voluntarily and professional learning supported by the institution.

The participants highlighted that in order to be an online teacher, they spent a lot of time on searching for information on the Internet during emergency remote teaching. It was clear that it was rooted in teachers' individual aspiration for learning. The teachers mainly investigated utilizing online tools in the lesson activities, using technological opportunities, and finding a solution for a problem that they encountered while teaching online. For example, T4 evaluated herself and reported her personal effort on searching through the Internet to facilitate her students' learning online. It was shared with the following words.

During this process, I did a lot of research. So, to reach those kids, to make them feel good, I really read a lot. I have always continued my research on the internet to see how I can reach them, how they can be happy, how they can enjoy the learning process even in this online process. The Internet is an incredible resource as we know. I think I really put a lot of effort into this. I benefitted from this a lot (T4).

Like T4, it was reported by T5 that she felt the need to search on online more teaching tools which to be integrated into the lesson plans. She indicated her satisfaction on discovering a variety of online teaching tools that were quite beneficial to teach English in an appealing way. She explained her ideas by saying:

What kinds of tools are useful for children? How can we use online resources in our lessons? I started researching and using them. So yes, we had pre-prepared lesson plans; we had some materials, we had some ppts. But we couldn't directly go to the classroom by getting these lesson plans or materials just like we did before the pandemic. You know, we needed to do more research during this period. For example, I found a lot of online tools while doing research and I and my colleagues used them in some of our lessons. I think I can give the Nearpod as an example (T5).

Sharing the common aim, T1 drew attention to that searching all the time was a requirement of being an effective teacher since teaching profession pushed teachers to be up to date. Therefore, it seemed that it was not matter it was online or face to face, learning through searching was in the nature of the profession itself. The following excerpt reflected T1's view on this issue:

We need to adapt to the online context as much as possible. We need to think about what we can do better, what could be better. Of course, continuous research is very important in this respect. There is no such thing as "I am done." in the teaching

profession. For example, I have been working for 29 years. There is no such thing as "I am done." because this is education. Education changes every year. The student profile changes every year. The parent profile also changes a lot every year. The requirements of the age are different, the expectations are different. We should adapt ourselves to these as much as possible. We need to search how we can take education further and make it better. We have to keep standing somehow (T1).

In parallel with these ideas, T9 mentioned her aspiration in being a creative teacher trying to bring innovation to her lessons most of the time, and she thought her personal inquiry on the Internet was very effective to satisfy her aim of being innovative. It was elaborated extensively with the following words:

Well, I'm a teacher trying to be innovate as much as possible: with technological tools, with different methods that I use in the lesson, with my way of getting answers, with my communication with the students. I try to use these adequately. Of course, this is not the case all the time. Or things are not always perfect. Sometimes students are not ready. Sometimes I don't get the reactions I want from the students, but as I said, I see myself as a teacher trying to bring innovation. At that point, I sit down and research and find something. While searching these, I realized that I learned many things. I think such things contributed to my professional development and online development in the online process (T9).

Similarly, participants indicated that regarding the challenges or problems that they face during emergency online teaching, they put so much effort to find some solutions through searching online. T10 drew attention to her inquiries concerning the technological problems and the incidents that she was not happy. It was stated as in the following:

I look at the internet step by step about using an online tool or solving a problem if something goes wrong. Other than that, I think the searching things is also important. Sometimes, something is not right. I believe that I can't do something correctly. When I think that I am not efficient in the classroom or while planning a lesson, I say, "I have to deal with this somehow; I have to solve the problem somehow." I try to find a solution for this. I look at what other people have written on the internet or watch some videos about the problem. I try to learn something from these (T10).

In accordance with the present results on teachers' learning through searching, observers supported that teachers made an effort to improve themselves in online teaching contexts by searching more information. O1 provided an example to explain this:

I can talk about the use of the Teams app. At first, we approached it from a much more distant point. But again, our teachers turned this into a very positive one and used many features of Teams. Here, teachers' individual research and discovery of new functions of Team were effective. For example, the effective use of the chat box, the

effective use of groups channels, etc., were used by the teachers in their lessons. So, they were not satisfied with what was. In our interviews after the lesson observation, they frequently mentioned the examples they found themselves (O1).

Another point that was seen as crucial in teachers' learning was teachers' voluntary participation in the webinars. Actually, along with the rapid transition to online teaching with the pandemic, a variety of webinars in many topics were offered for teachers who had to stay in their houses for a long time. All of the participants commented on the importance of attending webinars in the emergency remote teaching process because they were viewed as highly beneficial to learn more about teaching in online contexts. It was evident that English language teachers benefited from the webinars in this process since they had not gotten any training about being an online language teacher beforehand. Also, since they did not have any teaching experience in online contexts before the pandemic started, webinars had a considerable effect on their learning and their online teacher identity development as well. For instance, T7 was very happy to be able to learn from the webinars that she listened to, and she proved that it was a great opportunity for teachers' professional development by stating:

There were enough number of webinars. We had the chance to attend a lot of webinars, especially about English Language Teaching. Especially the webinars we attended about online Education Tools made a difference in us because we saw different things. We thought about how we could use these tools for different activities or improve these tools. We have seen the examples and learned them. Then, we applied these in the lessons. Of course, all these had positive effects on me (T7).

In a similar vein, T3 criticized herself on her participation in the seminars before pandemic and webinars starting with emergency remote teaching. She was more satisfied with herself in terms of taking part in these kinds of professional development opportunities thanks to a number of webinars she made use of on online teaching. She regarded webinars as a convenient means of learning at home. She described her thoughts as follows:

Many things have an impact on my development. But definitely, the webinars I attended during this online period had a tremendous impact on me. For example, the webinars were helpful on how to make the online lessons more interactive. These, of course, pushed me to work more, do more different things. I have never attended so many webinars in face-to-face training. Because I was already tired. I was saying, "Who will go to seminars? Who will spend a weekend with them?". But now that I'm online, I can even listen to them while doing something else at home. I can just look

at the presentations even if I don't listen to a webinar. I can listen to webinar recordings later too. Webinars changed me a lot in terms of professional development (T3).

The same ideas were echoed by T6, who valued webinars in her development as a teacher, by stating:

So, of course, we cannot go on without mentioning the webinars we attended. Somehow, they helped us move from knowing little to knowing more. Thanks to them, we learned a lot about practical online tools or classroom management or something else (T6).

In parallel with these findings, the effect of webinars on teachers' learning and development was also supported by the observers. Based on the conversation with the English language teachers who were teaching in online settings, observers agreed with the participants on webinars' contribution to teachers' development as online teachers. O1 explained her thoughts with the following words:

I observed very clearly the contribution of online webinars. I would even say more than face to face. Normally, teachers can internalize the new things they learn, apply them to their lessons, and get the results in the long term. But the webinars have been very useful as they generally focus entirely on online education and respond to an urgent need. For example, I observed a lot of teachers who learned about online tools from the webinars they attended and used them in their classes. In our interviews, the teachers mentioned that they participated in the webinars and reflected the new practices they learned in the lesson plan. Teachers attend webinars, learn about them and integrate them into the lesson plans. I think this is very valuable (O1).

The last issue that was found essential regarding teachers' learning in the emergent remote teaching process was the feedback they got after their online lessons were observed by the head of the department. It seemed that observation of the online lesson and getting feedback contributed to teachers' learning during the online teaching process. Thanks to the feedback, teachers got a chance to see themselves from another perspective, and they could realize their strengths and weaknesses. Participants indicated that they made use of the feedback a lot, and they started to work on the areas that they needed to be better as an online language teacher. To exemplify, T8 mentioned that she could be aware of the areas needing some improvement:

We had online lesson observations. I learned a lot from my colleagues and the English department head when they observed my lessons. The feedback I received helped me a lot to see my weaknesses. I became more aware of what I could do well and what I could not do well. After the observations, we talked about the technological tools we use. We shared a lot of things. I could see myself as a teacher better (T3).

Like T3, T5 pointed out the effect on the feedback with the lesson observation and shared a specific example on the awareness of herself as an online language teacher:

I realized that teacher echoing was too much in my lessons. I was repeating myself when I wanted to explain or emphasize something. So, I'm trying to improve myself a little bit more about this. I try to involve the student as much as possible by not repeating the same thing over and over. Instead of repeating, I want them to explain things; I want them to talk. I am working on this topic and trying to improve myself. I realized this well thanks to the feedback I received after the lesson observation. I was also told that I was slow in terms of pacing. That's why I started working on pacing and echoing(T5).

Sharing the same concern, T2 remarked on the effect of the feedback shared with her, and she valued it much to develop herself both in face-to-face and online context as a teacher. She explained this perspective with the following words:

I really consider the comments made by our department head after observing my classes. I concentrate on the feedback. I can see that my lessons are getting better when I apply the feedback. It happened in my face-to-face classes as well. It also happened in online teaching. That's why the most valuable thing in my professional development, which helps me the most, is the feedback I receive and my action plan in the face of the feedback. These actually develop me professionally (T2).

In the same vein, this finding of the effect of feedback on teachers' identity development was extensively corroborated with the observers' views. With the help of the feedback they provided to the teachers, it was stated that teachers took action on the points that needed improvements. Observers provided that they could easily see the development in teachers' lessons after they worked on their weaknesses. It was elaborated by O1 as follows:

At some point, there is a need for an academic support system. Here, too, I saw that getting feedback after lesson observations improved teachers a lot. I saw that the action plans we prepared were implemented effectively. After the teachers received feedback, they noticed the areas that they were good and bad. They tried to improve the areas that needed some improvement accordingly. In the course observations I made afterwards, I observed that they completed the missing parts, that is, they improved. At the end of the semester, the areas open to development decreased for many teachers(O1).

4.3.3 Teachers' Interactions with Others

The results of the study indicated that teachers' interaction with others during the online teaching process is essential in order to understand how they develop their

online teacher identities. Teachers reported three central other selves' interactions as crucial in the emergency online teaching context concerning their online teacher identity development: teachers' interaction with students, colleagues, and parents.

To start with, all of the participants put special emphasis on especially their interaction with the students since they had to meet their students in a totally new environment, which accompanied new interaction ways and a variety of challenges that they needed to overcome. Every participant in this study elaborated their interaction with their students comprehensively, and their primary focus was always on the students. They shared their concern about the limited communication with the students in the online environment. They put particular emphasis on the difficulty of reaching the students online. For example, T6 compared her interaction with the students in the face-to-face and online context, and she expressed that she lost her power of communicating effectively with the students as an online teacher by describing:

The energy flow in face-to-face education, and the synergy created by the environment shared with the student, do not happen in online teaching. So, there is a big deficiency. There is a deficiency in sharing feelings and catching the student. I think that I have the ability to coach students very easily by speaking. Somehow, I can catch the student and be persuasive; But online, I feel like that power has been taken away from me. Because when the child turns off the camera and the microphone, I have no way of reaching the student. In other words, I am not able to use my skills and power in that field. I think there is a serious difference (T6).

In a similar vein, T7 conveyed her worries about communicating with the students online, especially when they turned their cameras off in the lessons. She stressed that whereas she was actually successful in communicating effectively in the face-to-face setting, she perceived herself inadequate in the online context as a teacher. She remarked her ideas:

When I thought of myself in the classroom, in face-to-face education, I was a teacher who could reach the student more easily. But now, the moment a student turns off the camera online, I lose the student. Frankly, I feel that I cannot reach the student that easily. I think I have a greater impact on children face-to-face. I do not think that I have that much of an influence online (T7).

This point of view was echoed many times by other participants. They mentioned their concern about translating their value of communicating well with the students to online as they did in a face-to-face setting. It created a challenge for them to reach their students as an online teacher as they would in a face-to-face classroom. T5 illustrated her ideas as in the following:

In fact, you can understand from his eyes that a child does not feel/understand anything in face-to-face education in the classroom. If he doesn't open his camera online, that connection disappears directly. There is no bridge between the student and us. Therefore, for example, I am writing to students privately and trying to reach them. I'm calling during recess, they don't answer. I cannot communicate at all. How can I say? Things are 3 times more difficult at the point of communication (T5).

Sharing the same concern, although T8 valued building rapport with her students in face-to-face teaching very readily, she admitted that she could not achieve this online, which was an obstacle for her. Therefore, she questioned the communication online by saying:

There are a lot of different tactics we use to engage the student in the lesson when face-to-face. You know, some of them are really physical. For example, physically approaching the child, maybe a tiny touch on his shoulder, or whispering something in his ear, you know, a touch on his desk. In other words, the physical bond we establish with the child really keeps the child active in the lesson. But we do not have such an opportunity online. Even if the child's camera is on, he may actually have gone to the realm of dreams at that moment, and we cannot prevent this (T8).

Similar to this point of view, T4 could not define herself as a successful online teacher in reaching the students and communicating effectively with them as she did in a face-to-face context. She found it difficult online:

The most challenging thing for me online is not being able to see the expressions and facial expressions of the students. Not being able to move with them. Also, not being able to include them in the lesson the way I want... I think that I would be able to reach and communicate more easily if it was face-to-face. But unfortunately, I was not that successful online. Actually, the key point of our job is to maintain good communication with the student, but this is difficult for me online (T4).

Rooted in the same concern of communication, T2 expressed her dissatisfaction regarding reaching out to the students who were not academically sufficient in English. She thought it was a lot easier for her to help those students' academic development. However, she found it hard online, especially when the students did not get eager to learn at all. She elaborated her comments on it by stating:

Our goal is to reach all students. Maybe reach at different times: A student may not learn right away in the lesson that you taught she may need some extra help from me. But I have students online that I could never reach. In some areas, the reason for this is definitely online teaching. I mean, if that kid was in a face-to-face class, I would help him easily. I would try to explain the point that she could not understand in some way. I would give additional homework. Now, I'm giving homework, too. I'm trying to call them during breaks, but I can't reach some children online. They really don't want to be contacted. You call, they don't pick up; they don't answer. In this respect, unfortunately, online does not satisfy me very much. (T2).

In line with T2's remarks, T9 mentioned students' low participation in the lesson activities and less interaction with the students online. She declared her sadness about this situation. Even though she tried to encourage them to participate voluntarily in the activities, she claimed her dissatisfaction when the students did not give an answer in the lessons. It was reported:

Some of my students are really "lost" because I can't see them. I think it's completely lost. And this makes me very sad. Because I can't reach the child. I can't hear any sound, the camera is off, or he doesn't enter the platform, so even if you call out many times, the student does not answer. That's why you can't reach them whenever you want. What are they doing? Did they learn? How much did they learn? You cannot be sure online. I want to hear their voices more in the lesson so that they can participate more (T9).

Regarding communicating effectively with the students, some of the participants challenged their teacher identity while transferring to online in the issue of being the authority in the lessons and reaching them. They believed that the online environment prevented them from interacting with the students whenever they wanted or needed. They were unconformable with this situation, and it was a challenge for them to overcome while developing their online identities. For instance, T1 remarked:

Domination over students, I would say authority, not exactly power. It is important to me, and I can have this authority in the classroom as much as I want at my own level. But in this online environment, when the child turns off the camera, that child does not exist for me, and I can never reach him. It really pisses me off and makes me a more impatient person, frankly. Because there is nothing I can do, the child is completely lost. It really bothers me that I don't have enough control over students (T1).

In addition to all those difficulties in terms of communicating with the students, the participants discussed the acceptance of this challenge of being an online teacher. They tried to come up with solutions to keep communicating well with the students to be an effective online teacher, which helped them develop their online teacher identity. To exemplify,

Reaching the children was the main challenge at first. Afterward, I tried to reach the children individually, through technology, by doing individual meetings. Just like a mentor, I explained the purpose a little bit to them. I told them why we are doing it this way or why they need some knowledge or skill. Frankly, I handled this communication problem with one-on-one meetings with the children. At the point where we reach the child in online classes, I think everything is very easy. I worked on it. Frankly, I tried to solve the problems by establishing individual communication and bonds with the student (T7).

In parallel with T7, T10 reported that she overcame the challenge of communicating with the students through individual talks by spending extra time online.

It is a bit too difficult to talk to students in groups and establish good communication online. So, I always have to do something individually. Or I had to spend a lot of my time outside school and have a conversation and share something with them. In fact, as we do in face-to-face breaks (T10).

Concerning teachers' interaction with students during online teaching, every participant commented on their aim of supporting students psychologically and emotionally as they did in face-to-face classes. They tried to transform this desire into their online teaching environment, so their online professional identity was affected by the belief in creating sincere and close relationships with the students. For instance, T8 stressed the importance of supporting students' psychological health especially under the harsh circumstances of the pandemic as pedagogical experts. It was disused:

One of the most important things is understanding the difficulty of the situation children are in and supporting them psychologically. So, it's not all about teaching English. Being a teacher also requires being a very sensitive and good person. For example, that child may have a severe problem at home. There may be a problem between his mother and father, or he may be suffering from an illness, other members of his family may be ill. We cannot learn these things without communicating with the child during breaks or at work outside of school hours. That's why student communication is very important as an online teacher (T8).

The same belief was echoed by T7. She proposed that it was a requirement for teachers to facilitate students emotionally as well as academically in emergency online teaching process. Accordingly, she defined herself as an online teacher who was aware of her students' mental states. It was expressed with the following words:

As much as possible, I try to understand how children feel socially, beyond academic support. You know, about the psychological problems they may experience... I try to express to the students that I am with them. But as I said, it is very difficult to do this in front of the screen. It is very difficult to do this to students who have never met you face-to-face, basically. That's why I define myself as a teacher who makes an effort in many areas (T7).

On the issue of building a good relationship with the students in the online context, T5 shared one of her experiences in a lesson. She thought she became more affectionate and emphatic in online teaching. She illustrated an example from her class as in the following:

I am more tolerant in online education. In fact, I cannot tolerate students in face-to-face teaching. I warn them right away, or I talk to them during break time. But I realized that he became a more tolerant person online. To give a new example, last Friday, I asked how they were doing at the beginning of the lesson. I was bored, one of my students said. He said I have family problems and so on, and there is no one to talk to. This made me very sad. It's not about the class, but it made me sorry to hear this. I said, "If you want, you can wash your face and come, or if you don't feel well, you can open a window and get some fresh air." That's why I realized that I had a lot of empathy to the students in online teaching (T5).

Like T5, T10 commented on the significance of building good communication with the students as one of her aspirations both in face-to-face and online settings. Hence, she tried to apply her attitude in online too. She exemplified this attitude as follows:

On the one hand, I can describe myself as a little more emotional. I try to figure out why my students behave differently by understanding them. I ask myself. I see one of my students attending other classes these days. But before I enter the English class, he throws himself out of the online class, and I realize this. I wonder why? When I talked to my student in detail about the subject individually, I realized that my student's level of anxiety for the English lesson was very high. He was terrified of making mistakes. We talked and solved the problem. He promised me that he would work better and attend classes (T10).

With the same aim, another participant, T6, aspired to attract one student's attention for the lesson by establishing a close interaction with him. She searched about the student's interest and started a conversation about it. She described the example by stating:

I met with the guidance counselor and learned about the hobbies of a group of my students. For example, a child has an interest in plants. He has just come to our school; we cannot hear his voice in any way, we cannot ensure his participation in any way, he doesn't want to attend class. For example, before class, I found a bunch of strange plants from South Africa and sent them. "Have you seen these before? I was watching a documentary. I saw them and wanted to share them with you", I said. Being close to him, showing an interest in him made him happy. Afterward, he started to be interested in the lessons (T6).

Consistent with the results about teachers' interaction with the students, observers reported the difficulties that teachers faced during emergence remote teaching process. O1 indicated teachers' main problem during online teaching was related to interacting with the students because of the limitation of teaching in a virtual world.

The biggest problem was basically that the cameras of the students were turned off. Teachers had to figure this out in their own way. Teachers started to develop their own methods, and some of them were successful. In some lessons I watched, all the cameras were on, but there were also lessons where no cameras were on. Some teachers were better able to communicate with the student in this situation; some

managed less well. Trying to communicate with the student was one of the most enormous difficulties teachers face online (O1).

Also, observers supported that building rapport with students in online was highly challenging for the teachers and that affected teachers in a negative way. O2 told her ideas based on her observations:

I watched lessons like this: The teacher asks questions, no one raises their hand. Several students answer questions as the teacher asks questions. This also happens face-to-face, but it is much easier to deal with. The teachers had a little difficulty because they could not see the children online. Normally, this is what happens face-to-face: The teacher establishes a bond with the student outside of the classroom, and the relationship between them increases the student's participation and interest in the lesson. Teachers take advantage of this a lot. They did not have such a chance online. I think there were moments when teachers questioned their work (O1).

Another important interaction type that teachers had during the emergency remote teaching was their interaction with their colleagues. Teachers profoundly highlighted their communication with their colleagues and its contribution to their development in online teaching contexts. Every participant drew attention to their colleagues' technical, emotional and professional support during the emergency remote teaching process.

English language teachers, who took part in this study, expressed that they always supported each other during the online teaching process and how they benefited from it. They mainly discussed how they could use some online tools and found solutions for the technical problems they faced while using them. T8 thought that her interaction with the colleagues helped her develop her skills, and she yielded her experiences with the following words:

I have seen the benefits of interacting with my colleagues from my department. For example, I came together with two of my friends, who also teach 8th grade, at a certain time in the evenings. Those who were more knowledgeable were telling those who didn't know how to use the platforms. I was the one who didn't know in general. We were teaching the platforms to each other by practicing them or sharing information about them. I was usually the one asking questions. Or sometimes, I asked questions to those who knew the technology better. For example, we were entering chat rooms to see how we could manage students in group work. My other friends in the group were also sharing how we would use it. That's why I think the help of my colleagues is very valuable in this process. This is what we call peer coaching. I believe that I have progressed much further with the support of my groupmates and these (T8).

In parallel with this idea, T9 indicated that they got inspired by their colleagues' ideas and innovations while designing the online lessons. Thanks to the weekly meetings, teachers could discuss how they enacted the lesson plans in online classes, and they learned from each other in this way. These discussions seemed that make an outstanding contribution on teachers' professional development during online teaching. The following excerpt reflected T9's view:

I think that the teachers in our department also supported each other in solving problems in a way. Other English teachers. So, let's say someone solved a problem; that person told it to others. Apart from that, we learned a lot from each other. Because there are meetings weekly. We come together as a level. For example, we prepared lesson plans and taught the innovations we used to each other in those meetings. Sometimes we even gathered in unofficial ways and told each other about these tools. This exchange of information between teachers was more effective for me in becoming an online teacher (T9).

In the same vein, T2 considered exchanging information with her colleagues online instrumental in her development as an online teacher. She mentioned discussing the lesson activities on the point of what went well and what should have been done more. She thought this contributed to her delivering better lessons after she made the necessary changes. She noted:

What is also important to me is the feedback I get from my colleagues. Meetings where we talked about how a lesson went...The meetings we exchanged ideas and discussed what we could do in that lesson. I think these are also very important because my colleagues may have done that lesson before me or looked at the lesson plan. S/he may believe that a part of the lesson plan needs to be changed. Or if we add another activity, the lesson will be much more fun, it will be much more helpful. These interactions have had a very positive impact on me many times. I can say that they improved me and many of my lessons positively (T2).

Similar to the previous statement, some participants considered colleagues' interaction significant regarding sharing their emotions. Emotional support that they got from the people who were working with made them feel better during emergency remote teaching. T10 reported that sharing both positive and negative experiences or challenges with their colleagues helped her feel less nervous. She reported that:

Honestly, I feel relieved after communicating with my colleagues, whether it's positive or negative. Because when they share their positive experiences, I think, "I'll do that too, I'm sure my class would do that, too." or "This activity was implemented like this, I'm sure my class can do the same thing.", and I feel happy. Even when they share something negative, I actually feel a little relieved. Because I think that I am not the only one experiencing these difficulties, these disruptions, or other negative things. We also discuss what we can do to overcome these things. In both ways, I think communicating affects me positively (T10).

The same perspective was echoed by another teacher T4 emphasizing on the pandemic circumstances and an example was provided.

In fact, I can talk about communicating with my friends that I work with at the same grade level. I find this interaction valuable. Because we really need support. I mean, even the most minor things. For example, when someone writes to the group, "My three students do not open their cameras," I write, "Oh, so are my students." Even hearing this is something that really motivates one. We are in a process where not only students or parents but also teachers need a lot of moral support (T4).

Like T4, it was addressed by T6 that being aware that they were not only teachers who had a variety of challenges during the emergency remote teaching process made them feel relaxed thanks to the conversation between their colleagues. She also had a strong belief that she and her colleagues could find a solution together for any problems that they would face. It seemed that this assumption supported T6's identity development. She suggested as follows:

In our meetings with my colleagues, everyone talked about the difficulties they experienced and shared the solutions they found. We told about the activities that went well and went wrong. Therefore, even if there was a problem, there was always a solution. We reasoned together. It was nice to hear about the problems. Because there was a feeling that I was not alone, and then solutions were offered immediately. It was good to feel that we did not have an unsolvable situation in this regard (T6).

On the other hand, some participants complained about that they could only communicate with their colleagues only about the issues related to the online lessons and teaching online. However, they could not share much about their personal lives not as a teacher. They thought it affected them negatively as an individual as they could not feel part of the school society that they work in. T8 explained this situation by expressing:

In this process, I can only feel like a teacher. While we were interacting about our personal lives at school, I felt like a part of a group. Currently, I am only a teacher who works in the English department. I am not part of a community; I do not feel like I belong there. I am just an employee. In other words, being in the same environment, being in the school environment, allowed us to communicate every day. But at the moment, I only talk to my friends with who I work at the same level. Apart from that, I rarely meet with other friends because each of us has a lot of workloads and many things to deal with. We're always talking about work. Unfortunately, we are unable to share anything else. At this point, I can say that our social bond has been damaged (T8).

These findings about teachers' interaction with colleagues were consisted with the comments of the observers. It was repeated that teachers learned from each other by their interaction. O1 illustrated this situation by giving an example:

There was an app a few teachers discovered and liked to use: Nearpod. It was first discovered, then spread. Two teachers presented it to other teachers. They shared their positive experiences. Then, I observed that other teachers also used Nearpod application in their plans. I've witnessed teachers use Nearpod instead of PowerPoint even if PowerPoint is much easier. Nearpod takes a lot of time, but at this point the teachers preferred a good tool that works for the students' benefit. This is how they started to use what they learned from their peers. On the one hand, they did not leave each other alone emotionally. Frankly, I always tried to support them (O1).

In terms of the interaction during the emergency remote teaching process, the participants in the study stressed their interaction with the parents. Because of the necessity of online education under the effect of the pandemic, participants mentioned that they needed more collaboration with the parents, so they communicated with them in different ways. The participants pointed out that parents had tremendous responsibility in emergency remote teaching because they were the ones who were in the same physical environment with the students. The participant teachers needed support from the parents to reach the students and manage the learning processes of the students who were at their homes. T9 addressed that students, especially younger ones, needed to be assisted by the parents, so she expressed that during online teaching she had to share the responsibility with the parents more in this aspect. She explained it as below:

The teacher had a more significant role in face to face; parents had less responsibility. But now that the children are at home, we are restricted from intervening in some things. For example, the internet connection, the use of technological devices, the problems they experience... Because these are not always the things that you can solve by connecting remotely. For example, the student has a technical issue, his earphones break. We cannot solve this by connecting remotely. Parents have been more involved in this process, and I think their importance has increased more. Because it takes time to leave a child wholly alone and continue with online education. Especially for younger age groups like 5th Grade. For this reason, the role of parents has increased much more in this process and I felt the support of the parents who helped my student both technically and in terms of lessons. We kept each other in constant communication and informed each other of the situation. My students also got better thanks to this (T9).

In the same vein, T8 repeated that the parents and their support played a crucial role in effectiveness of emergency remote teaching as parents facilitated the learning processes from home. She noted that teachers interacted with the parents so that they could manage the learning activities better and collaborative parents made a great contribution to students' learning and teachers' management of their students. In this sense, parents also affected how teachers saw themselves as online teachers. T8 stated that:

Parents have a great responsibility during this period. Because as I said, the children are not under our physical control. It is completely under the parent's control to provide that environment for that child, create the conditions in which he can really learn, and set his order. Sometimes even controlling the homework is the parents' job. Or, it is up to the parent to solve the technical problem that the child is experiencing. At the same time, meeting the child's personal and social needs. In other words, parents have a lot of roles in the house right now. When I think of the time parents spend with children after school before online teaching and during online teaching, huge responsibilities are placed on parents. And they play a massive role in making education effective. Because a child supported by his/her parent is much more successful in this online process. We're not dealing with adults. Even our most responsible student sometimes falters, sometimes wants to quit, sometimes wants to give up. At that point, it is necessary to contact the parents and not forget their contribution to the learning process and us. Of course, not every family is like this, but that is okay (T8).

In line with this perspective, T6 illustrated this situation with an example. She conveyed one of her experiences that she interacted with the parents in an online setting to solve the problems of facilitating the students' learning and considered it pretty helpful in fostering the student's learning. She suggested that as a teacher, it was incredibly motivating for her to incorporate with the parents in the emergency remote teaching process and she felt happy to hear nice comments of parents. She shared her example with the following words:

I think it was very effective to have family meetings which also included students. I said that "I would be a guest at your house in the evening" Everyone got their tea at 8 o'clock; I got my tea, too. I, the family, and the child sat down and chatted. We discussed this mutually: what I am waiting for, how the child can study, how the family can support the child, which responsibilities the child has, which responsibilities the family has, etc. I especially did this with students I had never been able to catch. For example, we reached seven out of 10 students after these interviews. In fact, some parents said, "Can we do that meeting again?" when students started the second term with low motivation. Of course, the contribution of parents online is precious in this way. So, as a teacher, I attach great importance to this, and this approach motivates me in a way. For example, a parent asked, "How can you be this energetic every morning? Where does this energy come from? I listen to your lecture." This is an important thing, I think. So, I can give an energetic image to the other side, which is an important element for motivation. We can take this as my strength (T6).

With respect to teachers' interaction with the parents, the participants also stated that they negative attitudes of some parents mostly demotivated them and considered it very discouraging. They believed that since they were doing their best under the harsh conditions of the pandemic, the parents' attitude should have been more supportive not judgmental. That is why, it seemed that teachers also negotiated and renegotiated

their online identities based on the parents' approaches. For instance, T3 marked her comments on this by stating:

For example, while I was talking positively with a very smiling face, a few parents listened to me with a sullen expression and a negative attitude. They were constantly focused on criticizing me. Frankly, this upset me a little. We work hard, you know. We try to do our best under such difficult conditions. We never deserve a bad attitude. Of course, there are cases where the opposite is true. For example, I recently received very lovely e-mails from some parents. These make me very happy. Events like this motivate me. It's nice to be seen and appreciated for what I do (T3).

Similarly, T5 commented on the pressure of the parents on her in online education. She noted that parents' negative feedback, which was told in a hostile manner, made her feel demotivated, and she judged this attitude of the parents by sharing one example:

For example, I have never seen such aggressive behavior from any of my parents last year, as much as this year. This year, a parent said to me, "You cannot be a teacher by just sharing the material." I even had a parent who said, "I can give feedback from time to time if you want; I guess you don't follow the kids very much." At this point, of course, I can't understand them, but I try to understand. I mean, I try to see them as human beings. But when I don't see the same attitude from the parents; when I see that they are not aware that we also have a private life, that we are human beings and that we have to deal with other things, I inevitably get depressed (T5).

4.3.4 Teachers' Teaching Experience in Online Context:

The interview results revealed that English language teachers, who started to teach in online contexts during the emergence of the pandemic, had a variety of new experiences as online language teachers. These experiences demanded new knowledge, new skills, and new roles as well. At this point, the influence of their experiences in an online environment on the construction and development of their online language teacher identities was undeniable. As teachers gained more experience in their new classroom environment, their perceptions of themselves as online teachers kept being developed. The results of this study pointed out the importance of teachers' experience of trial and error in online teaching and experience of lesson planning and delivery for online teaching.

During emergency remote teaching, one of the contributions to teachers' identity development in online contexts was their trial and error experience in online teaching. While embarking upon their online identities, all of the participant teachers highlighted that they used trial and error method by practicing teaching in the online environment. They insisted on that they found their own ways thanks to this method. They also thought that it was necessary for them to be patient and innovative throughout their online teaching journey. One of the teachers, T3, expressed her comments on their online experiences:

We learn some things about online education at university. We learned a lot in terms of face-to-face training and methodology, too. But you never fully understand the profession until you enter the classroom. We couldn't understand what happened online in the same way. Of course, we knew many things theoretically; we knew the programs. Why is this program used? How do we do something in this program? and so on...But of course, we didn't know how to teach online until we got involved. I think the same thing happened online just as we developed ourselves as we gained experience in face-to-face. We had many problems. We saw many examples. We shared our experiences with our colleagues. We have developed somehow by experiencing them. We did something in class first. If it was good, we continued. But the opposite happened, too. When things went bad, we did not continue. We somehow found a solution to our problems by trial and error. This is the summary of the online (T3).

In parallel, T8 accented that as she gained wider experience in online lessons, she could cope with the difficulties in online teaching. She said that there were not many other options to develop herself as an online teacher. That is why, she learned from her mistakes in her online teaching experiences. She expressed herself with the following words:

How did I cope with the difficulties? All I can say exactly is experience, trial, and error. I mean, because there was no other way. If we were in face-to-face education, I would ask my problems to an experienced teacher, but everyone was like me in online. That's why we all overcame things by trial and error. Let's say I lost 10-15 minutes in a class. I tell myself, "Okay, I lost that time. I can no longer turn back. What can I do in the next lesson to make up for this?" Or let's say I used an online platform. It took maybe 15 minutes of my lesson, but it was not productive at all. I put this platform aside and added it to the 'don't use list'. I tried another new one. Especially the first time we stuck to our homes was all about trial and error, making mistakes, and learning from mistakes. Obviously, that's how I came out. But I didn't say this: I didn't blame myself for my mistakes. Because online was an entirely new method, a new situation, a new process for me, of course, I would make mistakes. The important thing was to learn from them and find the right thing to do (T8).

Likewise, this attitude was echoed by T5:

So, when we encountered a problem, we found our way, frankly, by trial and error. If a source was not available, we found another source. If there was no

way, then another way was needed. Of course, at first, it made people feel inadequate from time to time. But in this process, we must consider that these are also very normal. It is good to explore other new ways without getting too caught up in negative emotions (T5).

These findings about gaining experience with trial and error were consistent with the ideas of the observers who deduced that teachers who kept trying new in the lessons developed themselves as online language teachers. They observed that the teachers who were open to change were successful in this process. O2 confirmed that:

What kind of teachers managed this process well? Teachers who like to take risks, are not afraid to try, and try to change their habits, have improved a lot. In other words, we can say that it was like a trial and error process for all teachers. But most of all, those who learned from their mistakes and took more courageous steps showed good progress. While the teachers, who have only one way of teaching, were struggling, the teachers who researched and tried to find the right one by trial and error managed this process very well. Teachers who are open to change and focus on the solution, not the problem...(O2).

Also, all participants emphasized the importance of creating lesson plans for their online lessons. They shared their beliefs on how an online lesson should be based on their teaching philosophies and methods to teach English. Planning online lessons based on student-centered teaching approach was repeated by all participants. With this approach, they aimed to achieve active involvement of the students in online lessons by fostering their learning process. Every participant considered it very beneficial to teach English and this was echoed many times by the teachers. In the light of this perspective, T4 explained her ideas with the following words:

In general, the lessons with high self-satisfaction are the ones with high student participation. We plan almost every lesson in this direction. We prepare student-centered lesson plans. Just like in face-to-face teaching, students must constantly participate in online lessons to learn English. If students don't understand how time flies, I say, "Now I taught them a new idiom: Time flies." If the children can say this spontaneously, if there is constant participation, and if they can use the English I teach in the right place with pleasure, the lesson has gone very well for me. It means I have reached my goal (T4).

Sharing the same concern, T3 shared her belief about online language teaching on the point that the students were supposed to involve the lesson in many different ways. She thought that online English lessons had to be far away from lecturing in which teachers' talking time was high. She described her ideas as below:

I think it is very important to keep children constantly involved in interactive things online, just like we do in face-to-face teaching. Because what we call language is something we teach through completely interactive activities: Group work, pair work ... We have to be able to use these all the time somehow. It isn't easy to listen to a teachers' lecture by focusing, especially at the computer. That's why we should always add an activity and include different questions in our lesson materials. It is essential to direct something new and interactive to kids every 2-3 minutes. Sometimes lessons could be like lecturing and the kids would die of boredom in the classroom in those lessons. I think the most important thing is to engage these children actively and not to lose that interaction all the time. You need to keep this in my in the lesson planning (T3).

Likewise, T8 shared her happiness in a lesson and narrated about it in which students participated actively. She was actually proud of the activities that she chose and the questions she asked to guide the students in her online lesson. She gave her example in the excerpt below:

I left the class very happy that day; my lesson went pretty well. The reason was that there was too much student participation. There was a lot of classroom discussion. I had already planned the lesson for this purpose. In this unit, there were words that children knew and were already familiar with, and our topic was art. That's why the children participated a lot. We prepared the questions well while writing the lesson plan. We gave the children the opportunity to think, and I had the chance to make almost all of them talk. Then we did group work. In group work, we gave 4 or 5 tasks since it was a production activity. Students chose the task they liked and did it. Later, they made a presentation. When we don't restrict children, when we allow them to be creative, they produce such beautiful things. It was great for me to see this. Therefore, I can consider my lesson today as a perfect lesson (T8).

With the same purpose, T5 depicted one of her lessons. Her sense of success after the lesson stemmed from the students' active involvement in the lesson and her ability to guide the students by letting them think creatively. It was presented:

In one lesson, the children prepared an online poster as a group. When I visited their group, I saw that they spoke in English. Working in groups was good for the children. It was great that they were able to produce something by themselves during the lesson. In this way, I allowed them to use the language. When they returned to the online class, they gave feedback to each other and made presentations... I also think that the lesson was productive because the children were active. They enjoyed the activity. My effect was to arrange group work, observe children in group work without interfering with them too much, remind them of some minor things, guide them, create an environment for them to work, give feedback, correct their mistakes... You know, my role was like this, and this was something I wanted (T5).

Concerning students' active involvement, one participant discussed the common feature of her boring lessons in which they were not satisfied resulted from students' less participation in their more teacher-centered lessons. It was claimed even though

the teachers did not prefer these kinds lessons, they sometimes practice it. For instance, T9 summarized it:

The common features of boring lessons are this: I always talk, the children just listen to me. They are passive participants. I always give the answers. And these are what the lesson is all about. I'm talking and talking. I'm explaining things, and we're finishing the class. As I usually say, our lessons are not like this in general; they are fluent. Children talk, watch something. We see photos; we see exciting content; we share funny images; students like the lesson. Most of my classes are great fun. I guess the primary source of boredom is my speech. Sometimes, when we share a screen online, we can forget the children and explain the slides ourselves (T9).

Document analysis of lesson plans that English language teachers prepared for their online lessons strongly corroborated the participants' beliefs about how they should plan their online lessons so that they could teach the language effectively. Namely, all the lesson plans were designed according to student-centered teaching because the students were required to complete a set of tasks and activities during a lesson. The activities that teachers chose varied from one teacher to another teacher and depending on the lesson objectives, but the lesson plans for online lessons reflected their student-centered teaching approach.

With regard to lesson planning for online contexts, the participants insisted on integrating a variety of appealing activities that would enable students to practice the language by spending enjoyable time in the lessons. All of the English language teachers referred to this aspect while planning and delivering lessons so that they could engage the students in the lesson and enable them to focus more on their learning. T7 gave her comments on the importance of using a variety of appealing activities particularly in online, based on her experiences. She claimed it with the following words:

To be honest, my priority is to enrich the content and reach the student. You know, it was not only about sharing the content on the screen but also about transforming it into a suitable content for online lessons. Because I think there was such a misconception at the beginning. Just showing the material that I would give as a paper normally is not preparing for the online lesson. My priority is to get the student's attention. I think that the more I enrich the content and make it suitable for online, the easier it will be for me to catch the student. For example, I normally give an A4 file and share the answers or talk over it with the children. But now, I try to make the materials suitable for online, support them with visuals, and attract children's attention. Actually, I aim to increase children's interest in the lesson online as well. This works most of the time (T7).

The participants assumed that, especially in the online context they had to make use of different online tools in order to create a learning environment where students could actively participate in the activities and encourage them in the online lessons. In this sense, participants considered the number of online tools enough for teaching English, and they preferred to integrate a set of them in their lessons. They believed that they could find a way to transfer every kind of activity from face-to-face to online lessons. T2 drew attention to appealing students' interest in the lesson using diverse online tools since younger students' attention could easily be distracted, especially in the online context. She expressed her ideas as below:

First of all, I think an online teacher should know how to use materials online. It is tough to keep children at that age in front of the computer. They get distracted very quickly. In other words, even face-to-face, students are distracted very quickly. Online is even more difficult. I don't see the students time to time. I don't know what they are doing. That's why I need to engage them in the lesson with the online materials, platforms, and topics I use. Therefore, in my opinion, the most important feature that a teacher should have in online teaching is that s/he can reflect the diversity of materials and platforms into the lessons. If you cannot attract the student to the lesson by using the appropriate material according to the class and age profile, you can't be very successful in the lesson (T2).

In line with this comment, T5 believed that it was a requirement for them to be innovative all the time because their students could be bored if they kept using the same online tools for each lesson. Therefore, she felt a need for differentiating the online tools for the lessons to make the students feel surprised and active in the online lessons. It was explained in the following excerpt:

What kind of online tools should I use? I always try to pay attention to this, and I always have to create some diversity. There is an online tool called Nearpod. Let's say I used it for a week. In the second week, towards the end of the week, the kids get tired of it. It has been one of the negative aspects of online education; it gets very monotonous after a while. You know, students get tired of everything, and their motivation collapses to the very bottom. Therefore, before the lesson, I always think whether it is suitable to use Nearpod, Quizziz, or Kahoot. In other words, I am constantly searching for different online tools and trying to integrate them into my lessons. I think this is compulsory for English lessons online (T5).

This point of view was echoed by T9. She observed that students' expectations about the online tools was quite high in online lessons so there was a need for meeting those expectations to by utilizing effective online tools for teaching English. In this way, she believed that online teachers could engage students in the online lessons by using appealing tools:

When you think in terms of English teachers, for example, our activities are always diverse. It used to be like that. It is the same when we think about online now. The expectations of the students from us have also increased in this way. In other words, a quiz game no longer appeals them. Therefore, one of the things that English teachers should pay attention to right now is that they have to use a wide variety of tools. They need to always surprise their students. They need to differentiate themselves according to the content. These are actually necessary to attract students' attention. It is better to effectively use different online tools (T9).

In line with this finding, document analysis of the lesson plans supported that many different online teaching tools were utilized in the lesson plans like Nearpod, Padlet, Kahoot, Forms, etc. which were preferred according to the activities in the stages of the lessons. In many of the lesson plans, it was found at least an online teaching tool depending on the activities in the lesson.

In accordance with teachers' claim of using a variety of online tools, observers mentioned that in the lessons that they observed English language teachers integrated many online tools in the lessons in order to increase students' engagement into the lesson. O1 told her ideas as follows:

I appreciate the teachers very much in this respect: They know how to attract the attention of the students in the lessons. How do they do this? They use great tools. The use of tools suitable for the purpose of the lesson, which will be pleasing to the student, are the things that increase the success of the online teacher. If the teacher uses an online tool that is suitable for the purpose of the lesson and will increase the participation of the student, that online lesson becomes better. The teacher can also teach more effectively with effective online teaching tools (O1).

Another issue that was taken into consideration about lesson planning and delivering in online contexts was that they had to spend more time preparing the lessons, and they needed to be more planned so that they could adjust the materials to the online lessons with online tools. For instance, T2 expressed that creating the materials for online lessons was time-consuming, so she needed to be more planned and organized before the classes. T2 elaborated her thoughts with the following words:

I've been working a lot on the lesson plan for online teaching. I also take a lot of notes on the lesson plans. Before going to the class, that preparation dimension takes a long time for me. For example, on the weekend, I sit down and read all the plans about vocabulary, reading part etc. I get prepared for the lessons. I think about, "Here, I can do this; I can use this platform, etc." If there are website links, I collect them in a file. If I need to create a material using an extra tool, I also prepare it beforehand because I cannot do it during the lesson; it takes a very long time. In other words, the lesson preparation dimension takes a long time for me because I feel that I need to go more planned online (T2).

Sharing the same concern, T10 noted that being a language teacher was a tough job since it was a requirement for them to pay special attention to lesson preparation not only in the face-to-face environment but also in online settings. The following excerpt reflected her view:

Again, like face-to-face, I think English lessons require a lot of preparation time, especially in private schools like ours. After all, our program is very loaded, and our content is very difficult, which is even more difficult to do in online teaching. I spend hours every night to get the students' attention. "Should I ask this question? Should I export this PPT to Nearpod? What if I turn this activity into a game to appeal students' interests? I always think about them. Seriously, it takes a lot of patience and hard work to be an English teacher (T10).

In terms of planning the lessons, the participants valued designing their lessons for online context according to their students' profile, needs, and levels. They tended to use a variety of activities considering their students. They remarked that to be able to be an effective online teacher, they revised their lesson plans according to the classes.

I revise the prepared plans for each class. Because every class is different. Children's perceptions, potential, learning skills are very different. I adapt the plans according to the needs. Accordingly, I try to implement the plans effectively in the classroom. I think this is an area that a successful teacher should be aware of both in online and face-to-face teaching. A teacher needs to differentiate the lesson plans by considering all groups (low-mid-high), not thinking about a group in the class to provide maximum benefit to the students (T6).

Moreover, documents analysis indicated participants beliefs on designing appealing materials for the online lessons, which was important to appeal students' interest, were in line with the lesson plans they created for online lessons found out that the PowerPoint presentations were colorful, and they included some visuals and animations, which could be considered quite appealing for their students' age.

While delivering their lessons in online contexts, the participants highlighted the importance of creating a positive online classroom environment in which students could enjoy and learn in the lesson. Therefore, they aimed to create a good online classroom atmosphere in which students made jokes, respected each other, made some mistakes, and learned from them as they did in the classrooms previously. For example, T9 conveyed that:

I wanted my students to feel comfortable because even, I, was very nervous at first lessons in the online environment. So, I highlighted that even if they say something wrong, it's perfectly normal. I always worked towards this. I aimed to comfort them.

In other words, I tried to create an environment like a real -non-artificial- classroom environment. Even though it is online, I wanted it to be an environment where we could laugh, joke, and have fun, just like in the classroom. This is how I continued my lessons (T9).

Like T9, T1 also illustrated her online class atmosphere in which students could express their ideas without hesitation including humor elements. As a teacher, she mentioned that she was using her sense humor to create a positive classroom atmosphere. She illustrated this situation with the following example:

In one of my classes, there were situations like "If you had a time machine, where would you go? What would you do if you were on vacation?". The students enjoyed it very much, and even the children, whose participation was low in other lessons, tried to comment somehow. I even told humorous things like, "I would have done this if I were ...". There was a good conversation environment. In fact, I let them talk to each other with humorous dialogues in class because the children also need it. It turned out to be a very fun and entertaining environment. This was exactly the classroom environment I wanted (T1).

This result related to teachers' aim of building a positive online classroom atmosphere was also repeated by the observers. They claimed that teachers endeavored to facilitate students' learning by making students feel good in their online classes where they could express themselves without hesitation. O2 addressed:

In many lessons I have observed, I have witnessed the efforts of teachers to create a classroom environment like face-to-face. In fact, they tried to create an online classroom atmosphere as if they were in a regular classroom with a student profile they had not met face-to-face before, which is a very difficult situation. Frankly, it is debatable how successful they are, but I felt that effort in all teachers (O2).

Another common issue that all participants stated that classroom management strategies were effective in managing lesson procedures in online lessons too. English language teachers mentioned that they not only tried to transform their strategies from face-to-face classes to online but also, created some new strategies to manage their online lessons better. They shared plenty of online classroom management strategies to visualize it. At this point, T10 gave her comments by giving some examples:

Classroom rules and routines are very, very important. For example, we have the rule of not speaking Turkish even in online. Students who speak in Turkish know what kind of sanctions I have as a result. Or routines... For example, children know when to use emoji hands and when to raise and lower their hands. Or we use classroom chat. For instance, students wait for my signal to send their answers on Temas. Or if I say, "send it to the private chat," they will definitely write it there. If we do group work, everyone knows their group; they go to their groups and wait. In this way, the same rules and routines are created. But this time, it is converted to online. It is also

important to set the rules from the beginning. Without creating a rule or routine, I don't think online classes go well, just like face to face (T10).

In parallel with these comments, T6 created some new ways of classroom management strategies and she consider it essential to use in online lessons. It seemed that she utilized all those rules and routines that she adjusted for online lessons. She illustrated this by giving a very detailed example:

First of all, I would like to share something that I am very happy about in online classroom management. There is something called Bitmoji Class. I designed it at the beginning of the year. It was very cute to use with young learners. I guess it's something that comes from working with children. I also did it to make the lessons cuter and more attractive. I think it worked. Apart from that, there is a class list on the right of MS Teams. Students appear as participants in the class list. But in my class, I have one or more student presenters in every lesson. They act as teacher's assistants. Rather than being a teacher's assistant, they are a part of an environment we share in and contribute to it. There are various roles, such as screen sharing and showing the homework; screen sharing and showing the use of the platform; screen sharing and sharing his/her work with his friends; telling a new thing s/he learned to the class, and so on. Therefore, I provide various role distributions for the students so that they feel that they are part of the learning environment (T6).

About classroom management, some participants found it easier for them when they compared it with their face-to-face classes. They thought it was a great advantage for them to mute the students when necessary in the lessons. They believed that they did not have to work on managing disruptive behaviors, so an online classroom environment provided an advantage for them. T3 reflected her view on this issue as below:

In terms of classroom management, I think online is a great thing. In online, this is easy. Let's say a child talks a lot or somehow annoys or prevents their friends from listening. You immediately turn off the student's microphone, and you don't have the problem anymore. In online, you do something that you would normally spend a lot of effort in actual classroom without much effort (T3).

Regarding teachers' experiences in the online lessons, the participants assumed that time management in the lessons was more challenging than that of their face-to-face classes. They considered that it was difficult for them to use the time very effectively. They implied that technical problems that they or their students experienced, or some activities prevented them from finishing their lessons on time. They mentioned time-consuming class procedures that they saw as impractical. T8 expressed her ideas in the following excerpt:

Some online activities are very difficult, very time-consuming. For example, an activity that I finish in 20 minutes in class can only be completed in 35 minutes online. For example, when I say 'let's talk about this with your pair' in class, the activity ends in two minutes. Now, in the online lessons they write the answer to the chat box, but all students don't participate. Then, it takes a lot of time to get answers from those who do not participate. Or a lot of time goes by until students join the online class. Apart from that, I think it is much more challenging to end the classes in online. I'm talking about wrap-up, etc. These things are not going well. I can't finish the lessons on time. I think I slowed down a bit in time management and pacing, and I can say that I am having difficulties in this regard. Now, I got used to this situation, too (T8).

In terms of the activities that the English language teachers utilized in their online classes, they suggested that they included pair and group work activities in their plans because students' interaction was required to teach English so that they could practice the language. Even though they emphasized using these activities, they stated that it was a bit demanding for them to apply in online lessons. They claimed that it was hard to manage each group's or pair's study since they could not see them simultaneously, which was possible in the face-to-face classroom setting. Also, they thought these activities took a lot of time online, so they could not make use of them effectively in every lesson. That seemed disappointing for English language teachers who took part in this study. For example, one of the participants shared her dissatisfaction with herself regarding utilizing group works efficiently in her classes. It was confessed by T10:

The points where I see myself as weak in online education... Group work is very tiring. For example, from the webinars I attended, I practiced it in the learner position too. I know that it is really difficult to organize people remotely. But when I think about the face-to-face case, I can finish the group task much faster. But I can say that managing group work online, by paying attention to every child's involvement, and helping their work online, by speaking English and not being sure about this, make me a little tired. I can call this situation is my weak side (T10).

Different from T10, T3 depicted one of the lessons where she could utilize the group work activity very well. She proposed that she felt happy to create an activity for the students working in groups. Also, she admitted that she particularly paid attention to facilitating online group work activities and creating a culture for it. She exemplified it:

The area I was working on was group work because it is hard to do in online. For example, last week, I created a group work for children. Each group had to do a separate task. When I entered the online groups, I came across with this situation: everyone was speaking English and working on the task. They didn't ask me questions. They didn't even call me. They understood the instructions very well; everyone took their roles in the groups very well; they warned each other. I really liked it. They were willing to do group work, not because it's mandatory. I didn't need to warn them. For

example, they say to each other - they are so cute - " Ege, is your camera not working? If your microphone is not working, you can write to the chat, join in". They were trying to involve each other. I think this is perfect. I can give this as an example. I really enjoyed facilitating them working as a group in that class. Afterwards, we had a feedback session. They gave each other very good constructive feedback, which I liked very much (T3).

On the issue of applying group work activities lesson plan documents also showed that language teachers designed group work activities based on the objective of the lesson and chose different tasks for their online lessons.

One more concern of the participants was giving feedback in the online environments. They agreed that it was a requirement for them to provide feedback to students learning written and orally. However, the way how perceived the feedback in online varied among the participants. While some teachers considered giving feedback online practical, some of them found it challenging in online environments. For example, T6 stated that supplying feedback online made her job easier since she could provide it in a practical way benefiting from technology:

It was time-consuming to reach each student individually while doing face-to-face lessons. Same with giving feedback. I needed to devote more time. For example, writing feedback on the papers I collected one by one was very tiring for me. It's easier for me online. For example, when I categorize it, in a class of 20 students, five children are at A level, five are at B level, and five are at C level since there are homogeneous classes. Therefore, when I could give collective feedback on these five papers. Normally, in actual classrooms, I was writing the same comment separately, and this seemed like a waste of time. Now, I can copy-paste the feedback online or talk to those five children in an online environment very quickly since I can call them online. Or, with the forms link we use in the lesson, I see their answers of the students immediately, and I give immediate feedback on what the children are doing (T6).

On the other hand, T9 thought giving feedback online was more complex for her since she wanted to write it on paper and hand it back to the student.

And I don't know, is it only me? What do other people think about online feedback? I know that I can copy-paste and speed up this feedback process. But I guess I try to give individual feedback to each student one by one so that I can write exactly what they need. This takes a little too much time. I guess if I give feedback to a writing task, I feel more comfortable when I write on paper and provide individual feedback to the student (T9).

4.3.5 Teachers' Emotions During Online Teaching Process

According to the results, one of the factors that emerged affecting teachers' identity development as online language teachers was teachers' emotions during the emergent remote teaching process. Teachers constructed their self-images based on their feelings, and how they felt in certain situations contributed to their identity development in different ways. The participants always referred to their emotions and change in their emotions as online language teachers while talking about their experiences with other people, beliefs, and assumptions in the interviews. Results of the study revealed that the participants experienced both some positive and negative emotions that had an influence on their attitudes, behaviors, beliefs, and self-images as teachers teaching in online teaching environments.

To start with, English language teachers who participated in this study stated several positive emotional states. All these emotional states seem that they play a crucial role in the construction and reconstruction of their online teacher identities. They expressed that during the emergency teaching period, they felt comfortable at home, and that made them feel relaxed. They agreed that it was pretty comfortable to work from their homes since they did not have to move constantly. They could teach their lessons in a cozy environment which made their life easier. T6 thought working from was time and energy saving at and described this situation with the following words:

I actually feel more comfortable because I sit down and teach. It is a situation that consumes much less energy for me than standing up all day. So, I actually consider it more comfortable. Because you know that the teachers' room is upstairs in the school. Our classrooms can be on the bottom floor. They could be in the opposite building. There is always the hustle and bustle, and we are always carrying materials. Now online, everything is already on my desk. I have a big table; at one end of the table I have all my materials. I have my tea and coffee on the right side, I have my computer in the middle of the table. If I want to go to the bathroom, it is 2 steps away. If I want to get something from the kitchen, it is 2 steps away, so these are energy-saving things. Normally, if you to do something at school, such as going to the bathroom and washing your hands, you have to spare at least 4 minutes. But it is not like that online. Since we teach in the comfort of our home, and of course, we are in a smaller physical environment, it is easier to catch up with time and prevent physical energy loss (T6).

This point of view was echoed by another participant T3; she stated that she did not spend her time getting ready for going to school and other staff, so she was pleased with working at home:

I was really of going to school every day. Instead of spending half an hour in front of the closet every night about what to wear every day, I can quickly get things done online. As soon as I get up in the morning, I go to class with my pajamas and my shirt. It's a very nice thing. I avoid wasting time. The fact that I can go to my kitchen and prepare green tea or coffee in the break time... These are the things that actually make me feel good (T3).

Also, the participants highlighted that they felt successful as online language teachers during the emergency remote teaching process. Feeling successful widely supported how they saw themselves as online language teachers and self-esteem as well. They indicated that even under relatively harsh conditions under the effect of the pandemic, they did not give up learning and teaching in online contexts. Although they faced many challenges, they tried to overcome them as much as they could. Therefore, teachers saw themselves as successful language teachers teaching online. For instance, T4 defined herself as a successful online teacher since she could achieve her aims and taught lessons based on her beliefs. She told it with the following words:

I can honestly describe myself as a successful teacher. In other words, I think that I can motivate students, make them feel that I understand and value them, even if it is an online environment. I help students to improve their English. How? Sometimes with gamification, sometimes by doing activities that increase their motivation and curiosity, or by keeping their interest alive. I think that I teach English Language successfully in the online environment (T4).

In the same vein, T7 believed that she and her colleagues did a really great job in spite of many difficulties. At that point, she thought they satisfied the expectation of the institution above and beyond. Because of this reason, she was pretty confident in that sense. She shared her thoughts with the following words:

Frankly, I think we have exceeded the expectations of the institution. They expected the same things as expected face to face. So, there was no less expectation in online teaching. The same approach to the students, course contents were requested. What was expected face-to-face, the same was expected from the teacher online. I don't know how the administration felt, but I honestly think that the teachers exceeded the expectations. I think we did a very good job in this sudden and challenging situation. We made it. We worked hard, learned a lot, but the result was worth it. (T7).

This feeling of successful were in line with the comments of observers too. O1 stated that online English language teachers felt their success after they reached their goals in online lessons. Also, O1 concluded that in the interviews after the online lesson observations, teachers perceived themselves as successful in general. She shared her experiences with the following words:

Teachers have survived very well. With their own internal motivations. When the plan, which was prepared with a lot of faith, went well and the children participated in the activities, the teachers felt good. So, they thought that they were successful. In the interviews we held after the observation, many teachers expressed this. Lessons that go well in the classroom always motivate teachers. When a class goes well, teachers are more enthusiastic about preparing the next one (O1).

In terms of positive emotions during emergent remote teaching, some participants mentioned that they enjoyed being an online teacher and wanted to keep teaching in an online context later. For instance, T2 noted how she enjoyed preparing and using materials for her online lessons. She remarked her ideas as below:

I actually really liked online teaching. For example, I love online platforms. And I like lesson planning more in online education. Because it seems much more fun to me. I say, "I should do this from Padlet. I should put that on Polleverywhere. I should use a word map." The lesson planning stage is really fun, actually. This was not happening face to face. What was I doing face to face? I could divide the class into groups. But there are so many platforms and tools in online teaching, so many new things are coming out. There are many beautiful things, there are many fun games. I also have a lot of fun while preparing and using them. There is also a constant need to find new tools, which is great (T2).

Like T2, T6 claimed that she was enjoying her online lesson, sometimes more than her face-to-face classes. Thus, she was one of the teachers who had comparatively positive emotions towards being an online teacher. She illustrated her ideas:

I like online education. Being able to see everyone at the same time and seeing everyone's work at the same time makes me very comfortable...For example, if I walk around the classroom during a writing lesson, I can see the writing of two children at the same time. But when I tell students to write their paragraph on Padlet, I can start giving feedback while even they are still writing, and I can save time. I can joke with the kids at that moment too. I can immediately send something, write something, and interact with the students. I find it a lot... efficient... That's why I'm cheerful and more energetic online. I am having fun while doing my lessons. I think this is very important (T6).

In accordance with the present result about teachers' enjoyment of the online lessons, O2 confirmed that in time and with experience, teachers started enjoying some aspects of teaching online. She elaborated her thoughts:

At first, teachers did not have positive ideas on online. I think they had some prejudices. But as they made online lessons, used them, and more importantly, as they saw the benefits on children, teachers started to look from the positive perspective. In particular, some aspects such as assessment and evaluation, which are very practical, made teachers see online more beneficial. I think that teachers enjoyed this part of the job(O2).

Regarding teachers' emotions during emergency remote teaching, teachers also experienced negative emotional states resulting from their interactions, assumptions, beliefs, or context. Hence, their perceptions about themselves as online teachers were highly influenced by their negative emotions as well. Especially when they first heard the idea of teaching online, they shared their concern about teaching online for the first time. All participants mentioned their concern about teaching in an unfamiliar environment which was entirely new for them. Their initial emotions could be counted as follows: nervous, panicked, stressed. For instance, T1, who was one of the experienced teachers in the study, pointed out her concerns as follows:

I was overly stressed once. We were already under the stress of the pandemic. There was an epidemic. What was happening? We were traumatized nationally; the world was traumatized. Everyone was like a fish out of water. When I heard that we would switch to online education, I was very stressed at first. So how would it be? Would we be able to do education online? Would there be a technical or technological problem? How would I reach children online? Would I be able to provide an efficient education to children online? I had incredible anxiety, both technically and educationally (T1).

Like T1, T4 stressed her bias about online education and her anxiety before starting it. She questioned herself and she said:

I was so panicked. Well, my body didn't accept it. When I first heard about this, I had great concerns such as "This cannot happen, I cannot get away from that classroom, I cannot do distance education with children." And I was prejudiced for a long time, frankly, to this distance education. Honestly, I did not think that English could be taught remotely.

In the same vein, T8, one of the inexperienced teachers, conveyed that she was afraid of online teaching since she could not imagine the process and lacked knowledge about it. She reported her feelings as follows:

I experienced feelings of fear and panic. Because, as a teacher who has not even figured out face-to-face education, entering a field that no one knows completely and no one has experience, first created panic and fear in me. I can honestly say that it was a very different experience for me (T8).

These results were also in line the with observers' opinions about teachers' concerns about teaching online for the first time as O2 stated:

At first, I think the teachers' concerns were very high because they didn't know online. Being unprepared was the biggest factor. "OH my god, what happened to us?", they said. Actually, it was very natural. There was a state of panic and stress, and uneasiness caused by not knowing what would happen (O2).

In parallel with these comments, some participants implied that they felt like a novice teacher because they neither had experience in online teaching contexts nor had enough knowledge about it. That made those participants feel like they were in their first years in their teaching career. T9 described her emotions with the following words:

I had a situation like this. In addition to the fear and panic, I felt as if I had just started my profession. It's like I'm starting all over again. In a way, we can say it was. It was interesting to start teaching online in an environment where I didn't have much knowledge and had no experience at all (T9).

In the process of emergency remote teaching, some participants also shared that they felt less satisfied with their lessons when they compare it with face-to-face. For instance, T1 explained that she was not completely satisfied with her lessons because she was unsure about whether she could reach every student in the lesson or not. That is why, she felt herself unhappy about it. She stated that:

Of course, what is learned online is very different from what is learned face-to-face. So, the learning is never the same. Actually, it's about students. So, since I can't see the students, some of my students are really lost. I think they are completely lost. And this makes me very sad. Because I can't reach the child. I can't hear any sound, the camera is off, or s/he doesn't enter a platform, s/he doesn't. In other words, even if you call repeatedly, the child does not answer. That's why you can't reach the student online. You don't know what s/he is doing, whether s/he learned or how much s/he learned. This, I think, was the reason why I couldn't get the efficiency I wanted from the lessons(T1).

Sharing the same concern, T3 believed that she felt dissatisfied with some of her lessons particularly in some classes. She stated that it was highly related to the students' profile that she was teaching. She assumed that if the students' profile were not eager to learn in online context, it was challenging for her to have effective lessons with them. She explained this situation with the following statement:

I have a class that isn't very good. For example, sometimes I feel like I can't help them at all, I can't reach my goal at all. They had an exam last week. As I was reading the papers, I realized that the boy I couldn't see on the camera didn't really listen to me in the lesson. They did such irrelevant things...Maybe I could have warned that child face to face in class. Somehow, I could have held the child at that moment. But I could

not do this online with some children. But in one of my classrooms, the situation is exactly the opposite. Kids are so active. For example, I can see them every time I go to online class. I also checked the exam grades of everyone in that class. All of them are perfect. I guess online worked for these kids. To summarize briefly, in some classes, I can reach my goal; in others I can't. That's the case. So, there are certain classes that I am not satisfied with. A bit of a mutual situation. Even if I try to reach a child, if s/he does not want me to reach him/her, unfortunately, I cannot contact him/her at that moment (T3).

This result was invigorated by the observers' evidence. They confirmed that teachers' negative teaching experiences primarily related to students' involvement in the lesson activities were discouraging and demotivating for the teachers in online teaching. O1 shared her observation on this issue with the following words:

For example, everything was fine on paper in a lesson I observed: the teacher's lesson plan, the online tools he plans to use, etc. Unfortunately, the students did not participate in that lesson. The number of those who did not turn on their cameras was also quite high. Even during the lesson, the teacher's face fell immediately. His morale was broken. It saddened her not to get the result of the effort spent. Imagine that the teacher spent hours on the online tool she would use in the lesson, thought about it, made a lesson plan. But when she couldn't see the return of his efforts in the class, the teacher could not feel well (O1).

Regarding satisfaction, one of the teachers compared herself as a teacher teaching in the face-to-face and the online contexts. She seemed that her teacher identity was challenged by the online environment and she deconstructed and reconstructed her teacher identity. She thought that she needed to rethink about her style of teaching in face-to face and it was not easy for her to adjust it to the online (T4).

There are times when I can't get the output I want in my classes. Normally, I am a teacher who moves a lot, and always keeps his/her eyes on the students. In online teaching, I can't do that, obviously. It still sounds weird. Or sometimes, there are technological problems at that moment. I cannot reach the children. At this point, I feel weird again. So, I don't enjoy online too much. There is a style that I am used to because I have been teaching for years. Frankly, getting away from this style does not satisfy me much spiritually (T4).

Also, the participants shared that during the emergency remote teaching process, there had been a change in their workload, which negatively influenced their emotional state and motivation. Each participant emphasized that they had to spend a lot of time from their personal life so that they could meet their standards as they did in a face-to-face setting. They complained about the increase in their workload after they started teaching online. They confessed that preparing their online lessons, reaching the students, interacting with parents online, and extra meetings were very time-consuming for them. T7 stressed that especially communicating with the students

through online platforms was more complex, and they were believed that they were available any time in a day:

The workload has definitely increased. Because while online education made some things easier, it made some things more difficult in teaching. Student related problems, which are typically much easier to solve face-to-face, can also turn into a problem online. Because children's self-management skills are not very high. On top of that, too many children are lost online. I think the time teachers spend on reaching the students has increased a lot in terms of workload. Apart from that, when you are online, it is perceived as if the teacher is in front of the computer all the time. Both parents and students, maybe a little bit administration... Even the e-mail response times have increased as more and more communication is made via e-mail. I definitely think that the workload has increased, so this makes us all tired, of course (T7).

Like T7, T8 explained how working so much had a negative impact on her feelings and drew attention to the issue that she had no free time to relax since she had to work hard to be able to meet the expectations of the school, parents, and students. She complained about this situation with the following words:

Definitely, the workload has increased much more. Because we do not have any shifts during the online education period. As our teachers, they never existed; we were always working. However, at least students or parents could not reach us at all hours. We were able to spare a little time for our own social life. But now that we are at home, we are perceived as just sitting at home, by both the school administration and the parents and students. Even some of my students or parents call me at 11 am, 12 am. I feel like I don't have a life of my own. I exist only as a teacher; I do not exist as a human being. I don't have a social life, I don't have anything, I only live as a teacher (T8).

In line with these perspectives, T10 admitted that the high expectation of the institution was stress for her because she thought that they were doing their best in a totally unfamiliar teaching environment, so they were supposed to be more supportive in that sense. She commented on this matter by stating:

To be frank, the administration expects us to perform just like we did in face-to-face. They expect even more in such an extraordinary situation. It seems ridiculous that they still have the same expectations when some children do not turn on their cameras yet. Yes, they are very supportive too. They also give positive feedback, but what we need to be appreciated a little more. Few people see our efforts. I think a little more thanks should be given to the teachers' efforts. I think the administration wants a lot, sometimes in silly matters. You know, our primary goal should be the well-being of students and ourselves. There is that pressure on the teacher from time to time. I think this should not be so much (T10).

Because of the workload of teachers teaching online, the participants also stated that they felt mentally tired during emergency remote teaching process. Although they

were not tired physically, they expressed that they were tired mentally. In this sense, T5 marked her ideas:

I am actually less tired physically this year, but my mental fatigue is much heavier. Last year, standing at school all the time and running around was making me tired. Again, we had a heavy workload, but I don't remember being so tired mentally. I always feel like I'm doing something all the time in online teaching. Maybe, we are tired of looking at the screen for a long time or always working to do better. After all, online is something that everyone is new to (T5).

Also, participants felt unfocused from time to time during online lessons because of working at home. Some participants claimed that many daily life interventions could disturb them in their houses where they lived and taught their lessons. They noticed that their professional and private lives were intertwined at home, which negatively affected their concentration and emotions. For instance, T1 conveyed her anxiety when her daily life affected her in the online lessons. She illustrated her concern with an example:

Teaching from home sometimes increases my anxiety a lot. I'm in the living room, that's where the WIFI is. I'm closing my door. My son is in the next room. He is also at university and taking online courses. My husband is also usually at home. As much as possible, of course, I also tell my son, "If the doorbell rings while I'm in class, make sure you open the door." Sometimes there are extreme situations like this: I'm in the middle of class, my son is not around. There's a knock on the door. It stresses me out a lot. For example, I experienced the same thing last week. I did not open the door, but someone persistently knocked on the door. I said, "Kids, I'm so sorry, but I'm home alone." and I went and opened the door. Even doing these things bothers me a lot, something we are not used to (T1).

Sharing the same concern, T9 pointed out that it could be hard for her to focus on the lessons especially in the mornings at home by saying:

Sometimes, for example, cargo may arrive while I am in online teaching. Then, I immediately stop the lesson, run, and open the door. Sometimes I may have forgotten something on the stove. Then, I go to shut it down and come back to the online class. Daily life and online education seem to be intertwined. I feel its influence too. As I said, sometimes, I can't really focus, especially in the morning. Frankly, we can't wake up; both students and me. We are still in pajamas. I mean, I have formal clothes on my body, but pajamas on my legs. I am in a home environment; it is a warm environment; we cannot change the environment... For example, there was a road I was walking on my way to work. There was a change in the air; there was a change in the environment, so I could adapt to teaching easily. Since there is no such situation in online, the first lesson always seemed to me to be lost. I have such an inference (T9).

Concerning the negative emotions during online teaching, the participants particularly emphasized the effect of the pandemic on how they felt during emergency remote teaching. Because of the terrifying, worrisome conditions on COVID-19 pandemic days, teachers felt unwell individually. That was elaborated by T8 comprehensively with the following words:

It was a terrifying process indeed. Rather than teaching, I have wondered if we would lose someone or would anything happen to us. Would anything happen to one of the children's families? These kinds of concerns manifested us very strongly. It also gave me anxiety. I always thought that students could have these thoughts too. They were having much harder times than us in this process. So, first of all, I tried to give them morale in the lessons. For example, at the beginning of the pandemic, my father had corona. We, as a family, also had corona. All members of the family were in the same house. But I did not reflect this situation to the children; I tried not to reflect it to the lessons as much as I could (T8).

CHAPTER 5

DISCUSSION AND IMPLICATIONS

This chapter presents two sections. Firstly, the results of the study in relation to the research question are discussed in the light of the existing literature. Secondly, the implications for educational practice and for further research are provided based on the findings of the current study.

5.1 Discussion of the Results

The current research study was designed in order to gain insight on English language teachers' identity development in the transition process from face-to-face to online teaching environment with emergency remote teaching. Teachers' online language teacher identity was investigated by aiming to answer two major questions. It was basically aimed to answer what construct English language teachers' online professional teacher identity and how they developed their professional identities as online language teachers. 10 English language teachers, who started to teach online after the pandemic, participated in the study and the data were collected via 2 semi-structures interviews. It was also supported with 2 internal observer teachers' interviews about their observation about online language teachers in the same institution and with the analysis online lesson plan documents shared by the participants. The results were presented under two headings: a) what constructed English language teachers' identity and b) how English language teachers develop their online teacher identities after emergency remote teaching. The results are discussed in the same way in the following sections.

5.1.1 English Language Teachers' Teacher Identity

With respect to the first research question, which aimed to reveal information about language teachers' professional identities, the data obtained from semi-structured interviews were analyzed based on Beijaard et al.'s (2000) identity framework. It was revealed that English language teachers perceived their professional identities as a good combination of three expertise areas: subject matter experts, pedagogical experts, and didactical experts. However, they were not emphasized equally by the teachers in the current study.

The current case study found that English language teachers mainly emphasized being pedagogical experts whose identities were based on facilitating students socially and emotionally. As Beijaard et al. (2000) found out, teachers valued more on creating a good classroom environment, communicating with the students well by concerning their needs and problems, supporting the students' social development by being a role model for them. These findings were in line with the previous studies, which also found teachers' pedagogical expertise (Balban, 2015; Çelikdemir, 2018; Taşdemir, 2016;). This study put forward building rapport with the students was the primary concern of the teachers as pedagogical experts as they interacted with them both inside and outside of the classroom. This finding was related to Martel and Wang's (2015) arguments that language teacher identities were constructed in interaction with significant others. In this case, teachers' sincere interaction with their students were found crucial to becoming an effective language teacher. Also, this finding was in line with Miller (2009), who found four dimensions of language teacher identity and suggested that it was important for teachers to know the learners' identities and treat their lives. That perspective was found in the study as teachers desired to touch their students' lives somehow. In particular to the current study, it was noted that one of the English language teachers' aims was to make the students love the language by creating good relationships inside and outside of the classroom.

Furthermore, the results showed that all English language teachers perceived themselves as didactical experts whose identities were based on planning and organizing learning activities. As Beijaard et al. (2000) unveiled, English language

teachers considered planning, delivering, and evaluating their instruction, and their teaching experiences guided them as didactical experts. This finding was in agreement with that of Varghese et al. (2005), Barkhuizen (2017), and Yazan (2018), who highlighted the significance of teaching experiences in the construction and development of language teacher identities. Besides, other studies confirmed the same results (Balban, 2015; Çelikdemir, 2018; Taşdemir, 2016;).

What is more, it was found that English language teachers considered issues like communicative language teaching, differentiated teaching, giving feedback, and time and classroom management significant as pedagogical experts. They reflected their beliefs, theories, and philosophies about language teaching, which were related to the pedagogical knowledge, as discussed by Barkhuizen (2017).

Lastly, the result of the study uncovered that English language teachers perceived their professional identities as subject matter experts. It confirmed the same result with Beijaard et al.'s (2000), who revealed subject matter experts whose identities were constructed on the knowledge and skills about the subject matter that was taught. Within the scope of the research, the findings showed that English language teachers highlighted the significance of knowing the language comprehensively and knowing the culture of the language to teach it to the learners. Besides, the study asserted that English language teachers consider themselves lifelong learners since they keep learning about the language. This confirmed the previous study by Taşdemir (2016), who found teachers' perceptions of being lifelong learners in their subjects.

5.1.2 Development of English Language Teachers' Online Teacher Identity

With respect to the second research question, which aimed to reveal information about the development of online teacher identities in online teaching contexts, five crucial themes emerged and discussed below.

Firstly, one of the themes regarding the online teacher identity was teachers' self-efficacy in online teaching context. The results of this study unearthed that teachers'

self-efficacy in online teaching contexts had a significant impact on teachers' identity development as online language teachers. As stated in the precious literature, teachers perceived self-efficacy beliefs were important on the development of identities (Day, 2002; Day et al., 2005; Beauchamp & Thomas, 2009).

As stated by Erikson (1968) identity was something was developed through someone's life, but it was not something one had. Therefore, according to his perspective the environment played an important role in growth, adjustment, self-awareness and identity. In the current study, teachers' teaching environment which was transferred into online teaching settings from actual classrooms, their identity and self-efficacy beliefs underwent a change throughout the process. With the help of the new experiences in an unfamiliar teaching context, English language teachers who stated to teach online showed some differences at the beginning and throughout the emergency remote teaching process which had an influence on teachers' identity development online. This finding was consistent with the previous studies which also highlighted the relationship between self-efficacy beliefs and teachers' professional identity in the transition process from face-to-face to online contexts (Hiver & Whitehead, 2018; Ruohotie-Lyhty ,2013; Thanaraj, 2016; Trent, 2014).

It was found that most of the teachers were not ready for being an online language teacher before starting it since they had to start teaching in online teaching environments because of the pandemic. They were not provided a comprehensive training on teaching online and lack of knowledge about being an online teacher made them. Furthermore, they had not experience in online teaching beforehand in their life. That is why, their initial self-efficacy was low even though one of the participant teachers was ready and had high confidence because of her personal interest. This finding was in line with the previous study in that of Ruohotie-Lyhty (2013), who found differences in teachers' initial professional identities about their confidence. It was revealed that although one of participants had a great belief on herself to succeed in the job some other participants was not feel confident about reaching her goals. On the other hand, this finding was not in agreement with that of Richardson and Alsup (2015), who investigated the online identity development of teachers and found most of the participants were ready to teach online having a positive attitude and confidence.

As Akkerman and Meijer (2011) argued that identity was not fixed and stable, instead the characteristics of one's identity change over time and context. Based on the literature claiming that language teachers should be more confident in their sense of teacher identity with the help of practiced and responsive teaching skills (Pennington & Richards, 2016), In this respect, the finding of the current case study corroborated with the Hiver and Whitehead (2018)'s study, who investigated identity construction process of English language teachers in face to face setting and confirmed that teachers' self-perceptions and beliefs about themselves were fostered with the sense of achieving agency as teachers.

Also, the findings indicated that as the time passed, teachers developed their self-confidence in overcoming the possible challenges and problems that she would encounter in online environments. At this point, their personal and professional; positive and negative experiences that they face as online teachers enabled them to be more resilient teachers. These findings matched with the Gu and Day's (2007) arguments on handling the complex processes promoted teachers' resilience to become effective teachers. It was obvious that teachers' self-efficacy an overcoming the possible problems in online let them be resilient teachers. It made a positive contribution to their teacher identity.

This study also highlighted teachers' self-efficacy related to technology. It was found that English language teachers were required to use technology adequately so as to be an online language teacher since teachers' new teaching context shifted to a virtual world that required making use of technology. Therefore, teachers' competence and self-efficacy in use of technology were crucial elements of their online identity development. This finding was in parallel with other studies on online teacher identity in literature (Johnson et al.,2014; Hafsa, 2019), which was stated that teachers' self-efficacy beliefs were in a change during their online teaching practices.

The other theme that was found crucial in the development of online teacher identity was teachers' learning during online teaching process. As it was mentioned by Yazan (2018) on the point that language teacher identities were revised and reconfigured as teachers learned and negotiated self-images. In this study, the results on the theme of teachers' learning during online teaching were primarily centered in English language

teachers' searching information on the Internet. It mainly stemmed from their personal desire to design effective lessons in the online teaching environments, which was relatively new for them. Online tools and lesson plan activities to engage their students in the online lessons were the main concern of teachers while searching information. As they learned more about online teaching and learning, they applied the knowledge more to the lessons based on their own beliefs. This finding matched with the previous literature in the sense that the concept of teachers' learning was needed to be searched in relation to its contribution teacher identity (Burns & Richards, 2009).

Moreover, in relation to the teacher learning, the current study put forward the significance of professional development training on the development of teachers' identities in online teaching contexts. Since a rapid transition to online teaching happened after the pandemic, English language teachers had to start teaching abruptly. That is why, they had limited knowledge about teaching effectively in online teaching contexts. At this point, the teachers' voluntary participation in the webinars created a major difference in teachers' learning. They developed themselves with the help of the information they learned, which highly affected their online teacher identity development positively. In parallel with this finding, it was specifically indicated by Comas-Quinn (2011), who advocated professional development training needed to be offered to the teachers starting teaching online because it required specific skills and perspectives from online teachers. What is more, it was supported that these kinds of opportunities enable teachers to reconsider their professional identities in an online context. The current study found that especially the webinars contributed teachers to widen their knowledge about teaching and learning processes and reconstruct their new roles in the online setting with online interactions.

The results of this study pointed out that that getting feedback from the observer teacher contributed to English language teachers to negotiate themselves as online teachers and develop their professional identity. This finding was in accordance with Beauchamp and Thomas's (2009) arguments, which stated that teacher education opportunities within the context helped teachers' construction of identity. Also, this was supported by Olsen (2013), who stated that thanks to the teacher education

programs teachers continuously interrogate themselves and combine their multiple parts of the teacher identities.

Furthermore, this study considered important to identify the needs of the online teachers in order to support their professional development because teachers benefitted from the feedback of the observer teachers during their online practices. These findings were in line with the previous studies by Richardson and Alsup (2016), Baxter (2012), who concluded that identifying the teachers' professional learning needs in the online teaching context and helping them accordingly were helpful in their identity formation and development.

Another important theme related to their identity development in online teaching environment was teachers' interaction with others in the current study. In that sense, major concern of the teachers was their interaction with the students, and their colleagues. They expressed that they were somehow affected by the communication with people during the online teaching processes. In line with this, Akkerman and Meijer (2011) provided that "teachers implicitly construct and negotiate their identity in relation to the various people they meet and the communities they are or become engaged in" (p.314). Also, since identity is shifting, unstable and multiple, they are formed in the interaction with others. Therefore, construction and reconstruction of meaning keep changing (Rodgers & Scott, 2008). During the online teaching, teachers in the study, teachers' interaction underwent a change in terms of its duration, way and content too and this shaped their interaction too. It was obviously found that identity of the teacher in online contexts were developed via their interaction with other people in the society. This assumption was supported by Wenger (1998), who indicated that as people enrich their social contexts that they were in, their identities continue to construct and modify according to the new individuals and groups they interact with and the new action that they take into practice. In this sense, the findings specifically indicated vital interactions of online language teachers with students, colleagues, and parents as discussed by Yazan (2018).

The study highlighted that mainly concern of the online language teachers was their interaction with the students in an online context. It seemed that they were affected by

the limitation on reaching out to the students online whenever they wanted. In the light of this result, it was revealed that communicating effectively in an online setting with the students was a necessary part of teachers' online teacher identity. Therefore, online language teachers needed to try to communicate well with their students. In this respect, the results of the study were in parallel with other studies (Richardson & Alsup, 2015; Ruohotie-Lyhty, 2013), which was expressed that teachers paid special attention to their communication with their students online. Just like the participant in Ruohotie-Lyhty's (2013) study, the participants expressed their aim of building good relationships with the students, and they perceived themselves as efficient or inefficient online teachers on the point of reaching their aim. It was found that teachers mostly preferred interacting with the students individually since not all of the students turned their cameras on or participated in their online lessons.

What is more, the findings showed that participants found communicating with their students in the online setting harder and time-consuming when they compared it to face-to-face classroom settings. Therefore, this created a challenge for online teachers in their online professional identity construction. This finding was in consistent with the previous study in that Richardson and Alsup (2015) stated that while moving from face-to-face teaching to online teaching, teachers changed the way how they interacted with the students, and it was more difficult for them.

As Miller (2009) assumed that language teachers developed their identities in a social and institutional context where teachers' learning was constantly evolving with some interactions. In this sense, the current study unveiled the significance of teachers' interaction with their colleagues during the emergency remote teaching process on teachers' online teacher identity development. It was highly emphasized that teachers supported each other both instructionally and academically during online teaching processes. As stated in Sang (2020), language teacher identity was developed with teachers' socialization processes where they construct knowledge, beliefs, and identities. The current study pointed out that teachers taught each other about effective online teaching by stating their own experiences, and it made a huge contribution to teachers' learning during the online teaching process. Also, teachers' identity construction was positively affected by teachers' conversations about their own

teaching experiences since teachers did not feel alone during the emergency remote teaching process. Even though some of relevant studies on online teacher identity did not put much emphasis on the influence of colleagues on teachers' identity development (Aboud, 2020; Baxter, 2012; del Rosal et al., 2017; Comas-Quinn, 2011; Richardson & Alsup, 2015; Thanaraj, 2016), there are also studies stressing the importance of relationship between colleagues and its effect on how teachers see themselves as professionals (Beijaard, 1995; Flores & Day, 2006).

The study also found teachers' interaction with the parents important regarding teachers' online identity development. The relevant literature put forward that teacher identity was shaped their interactions with parents also contribute to the complex nature of teacher identity (Beauchamp & Thomas, 2009). The current study put forward that teachers teaching online had to interact with the parents more, and their cooperation was found essential for effective teaching and learning during emergency remote teaching process, and this stemmed from the age group of the students that teachers were studying with. Also, it was revealed the attitude of the parents could have a negative effect on teachers' identity in online teaching contexts. However, this result was not described clearly in other studies about online teacher identities.

The study also revealed that teachers' online teaching experiences highly affected their identity development in online teaching contexts. These experiences covered the preparation before the lesson, the experiences while delivering the lessons, and after them. As Sachs (2005) emphasized that "teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience" (p.15); another vital theme emerged in the current study regarding online teacher identity development was teachers' teaching experience in the online context. Furthermore, as Yazan (2018) asserted, this study indicated that teachers' beliefs, knowledge, theories, attitudes, and assumptions on the subject matter, materials, and instructional activities created a baseline to justify themselves as a teacher inside and outside of the classroom and contributed to their identity development. Therefore, teachers' experience on the lesson planning and delivery of the lesson was considered an important to negotiate their online identities.

Based on the arguments stated by Barkhuizen (2017) that language teacher identities involved teachers' experience with teaching and learning materials, including the materials in distance teaching environments, it was also found important in this study. The current study indicated that online language teachers rethought effective online teaching by considering previous teaching experiences, as Yazan (2018) indicated. Also, the teachers in this study reported that they redesigned their course content and question their teaching behaviors regarding their online lessons. As Richardson and Alsup (2015) stated in their study, teachers' new teaching experiences demanded new skills and literacies from teachers, and it caused a shift in teachers' traditional teacher identity to their online teacher identity. At this point, the use of technology and new tools was an influential factor affecting teachers' perceptions of themselves as online teachers teaching in an unfamiliar environment. Their main concern while planning lessons was integrating a variety of online tools to appeal learners' interests as online language teachers. This finding confirmed the other studies which found the same results (Aboud, 2020; Comas-Quinn, 2011; Johnson et al., 2014).

The study indicated that English language teachers developed new knowledge and skills while enacting their new roles as online teachers and experienced the challenges and requirements of teaching online. Therefore, they had to question their teaching beliefs and practices. Mostly, teachers tried to transform their face-to-face teaching approaches to the online contexts while they were enacting their online teacher identities. As the studies on online teacher identity mentioned that teachers' face-to-face teaching experiences and beliefs about teaching could be transformed into online teaching settings (Aboud, 2020; del Rosal et al., 2017; Comas-Quinn, 2011; Johnson et al., 2014; Richardson & Alsup, 2015; Thanaraj, 2016), the study unveiled that English language teachers adapted student-centered teaching approach to their online lessons as they did in their actual classroom settings. Therefore, their beliefs about teaching the language via the lessons which were designed by students' active involvement in the lesson activities rather than teachers' lecturing. They mostly made judgments about themselves and their online lessons by considering their success in designing and delivering a student-centered lesson in online teaching context too. This finding could be recoiled with the argument of Sachs (2005), who put forward that

teachers construct their ideas about how to be a teacher and how to behave in order to see and define themselves.

Moreover, when it was compared to the face-to-face lesson activities, managing the group work activities effectively in online lessons was found challenging for online language teachers because of the limited facilities of the online environment. This result was also supported by Baxter (2012), who found the difficulty of facilitating group works and its negative influence on teachers' online identities.

One of the common concerns of the online teachers was on managing their online classes and managing their lesson time. It was found that English language teachers transformed their face-to-face management strategies and their beliefs with some adjustments to their online classes. Also, whereas some teachers found online classroom management easier than the actual classroom setting, others considered that area challenging since they could not see and manage what was going on in students' learning environments. Also, management of time was harder for the participants of the study since the activities and lesson procedures took longer time. In parallel with the finding, participants in the Richardson and Alsup's (2015) study felt displeased about their online classroom management since one-to-one interactions were limited in the online teaching contexts.

As discussed by Beijaard et al. (2004), teachers' professional identity was not stable, so the self-conception of teachers kept changing over time with the experience in different contexts. In the current study, the online teaching environment was the major change in the context, and it developed teachers' identity as online language teachers. In that sense, the study revealed that teachers gained a variety of trial and error experiences and their positive and negative teaching experiences were influential in their online identity development. In parallel with this finding, Thanaraj (2016) revealed as new online teachers gained more experience in teaching, they developed a better understanding of online teaching and found what could work for them and for their students. With the help of the challenges, they discovered their new roles and identities. Also, the finding was consistent with the result of the previous study of Göktepe and Kunt (2020) and with the arguments of Varghese et al. (2005), who stated

that teacher identities could be constructed and reconstructed with subjects' agency experiences in practice.

Lastly, the theme of emotion was considered vital in order to understand teachers' professional identity development in online teaching contexts. Teachers mentioned a lot about their feelings while expressing their teaching experiences, interactions, and self-efficacy beliefs too. Therefore, their positive or negative emotional states were indicators of online teacher identities. In line with this, literature provided that teacher emotions were considered as one of the crucial factors in order to understand language teachers' identities, and they gave clues about teachers' beliefs and valued constructing their identities (Farrell, 2011; Rodgers & Scott, 2008; Yazan, 2018).

The results of this study showed that especially different learner profiles affected the teachers in different ways. Especially the students who were not eager to learn in online lessons made online teachers feel dissatisfied with their lesson, and that challenged their online identity development. As literature provided, both learner groups and individuals in the groups caused the formation of a language teacher identity over time. In this respect, positive and negative student features, attitudes, and behaviors are considered as influencing factors on professional identity formation (Pennington & Richards, 2016).

Furthermore, the study found out that English language teachers were concerned about teaching online for the first time and felt stressed and nervous. This primarily stemmed from their lack of experience and knowledge on teaching online contexts. Similar to this finding, Karataş (2015) concluded that novice language teachers faced reality shock in their initial years of teaching, which negatively influenced their professional identity. In the current study, even though the participants were not in their initial years of teaching, they were stressful at the beginning of online teaching since it would be their first experience in the online teaching contexts.

Similar to the previous finding, the findings of the study also highlighted that some participants felt like a novice teacher because they neither had experience in online teaching contexts nor had enough knowledge about it. That made those participants feel like they were in their first years in their teaching career, although some were

experienced teachers. This was what happened in Baxter's (2012) study, in which one participant felt like a teacher in her initial years even though she was an experienced teacher. Another supporting finding was Johnson et al.'s (2014) case study investigating identity shifts during the transition from face-to-face to the online setting. It was found that participants felt a need to check everything to make sure that she was right, so she felt like a student again although she had 20 years of teaching experience.

The study asserted that during the emergency remote teaching process, there had been a change in their workload, which negatively influenced their motivation. The participants complained about the increase in their workload in online settings and considered preparing their online lessons, reaching the students, interacting with parents online, and extra meetings very time-consuming. In parallel with this, it was indicated that the challenges that online teachers face in the transition period of being online teachers were found crucial issues that may positively and negatively impact their online teacher identity (Aboud, 2020; Baxter, 2012; Thanaraj, 2016). Besides, the finding of the study confirmed the previous study, which found that teaching online required a much higher workload since course design for online teaching demanded much work and it was influential on online teachers' identity construction (Richardson & Alsup, 2015). Similar to these findings, many English language teachers felt mentally tired during the emergency remote teaching process because of the higher workload of teaching online.

In addition to the studies about online teacher identity, this study focused on online teacher identity development during emergency remote teaching period. Therefore, there were some results related to this perspective of online teaching. The current study unearthed the effect of the pandemic and the necessity of working at home. Because of the urgency of teaching lessons online under the effect of the pandemic, the teachers had to stay at their houses to teach lessons online and stay healthy. This affected the emotions of the language teachers differently. Whereas some of the participants considered working from home comfortable, affecting them positively, working at home was also found distracting because of the daily life interventions at home. The participants mentioned that in their houses, they also needed to enact their identities such as being a mom or housewife. In their houses, they had to behave as teachers as

well. Thus, their personal and professional identities were intertwined, which caused a problem and affect them negatively. This finding confirmed the related literature that emphasized the relationship between one's personal life and professional experiences (Beijaard et al., 2000; Beijaard, 2019; Bukor, 2015; Johnston, 2012).

The findings suggested that the high expectation of the institution was demotivating for some teachers. In contrast, some others felt successful in meeting high expectations of the school and proud of themselves, which contributed to their self-efficacy as well. All these emotional states had a significant effect on teachers' construction and reconstruction of professional identity as online language teachers. The study also revealed that expectation of the institution, teachers' teaching experiences and their interactions had both positive and negative influences on teacher' feelings and how they perceived themselves, as it was noted in the literature (Beauchamp & Thomas, 2009; Richards, 2012; Zembylas, 2003).

5.2. Implications of the Results

In the following section, implications for educational practice and implications for further research are discussed in the light of the findings of the research questions.

5.2.1 Implications for Educational Practice

Investigating teachers' online professional identities offers diverse implications for educational practice. First of all, the findings of the study could provide valuable perspectives to teacher education program developers. As Varghese et al. (2005) suggest understanding language teachers is crucial in order to understand language teaching and learning so deeply understanding who they are, is necessary. In that sense, having a better understanding of online English language teachers is crucial because it seems that online teaching keeps being part of education. That is why, teacher education programs should take teachers' online identities into consideration, and they need to redesign their curriculum based on the factors affecting their online teacher identity as well as their teacher identity as Han (2016) states that teachers' professional identity and its meaning system contributes developing a comprehensive

and feasible curriculum. In that sense, one of the aims of the curriculum should be to equip English language teacher candidates with the necessary knowledge and skills for both face-to-face and online teaching contexts. The current study revealed teachers' concerns and negative feelings when they first started teaching online, and it was basically because of a lack of training about teaching online. Thus, teacher education programs should provide a great deal of knowledge about effective teaching in online teaching environments. In that sense, they are supposed to be trained about lesson planning, delivering, and evaluating online instruction. Also, as the study found, teacher candidates should be aware of a wide variety of online tools and applications, classroom and time management, engaging students in the online lessons, and giving feedback. In order to facilitate the confident online teacher identity of the student teachers, teacher education programs and curriculum developers consider the challenges that online teachers face and their negative emotions, which had been influential on their online teacher identity development.

Moreover, the study offers many valuable implications in terms of in-service teacher training. As Richardson and Alsup (2015) propose, seeking teachers' online identity is crucial to prepare online teachers who can develop their quality of practices by developing a productive. In this sense, in-service teacher training opportunities need to be reconsidered in the light of teachers' online identities. Since the study indicated that online English language teachers benefited from the webinars and enriched their knowledge about online teaching, it can be said that institutions should offer a variety of webinars or seminars that helps teachers to develop emotionally and professionally. Also, as the current study asserted the significance of the supervising teachers' feedback on online teachers' identity construction, English language teachers should receive feedback about their performance in the online teaching context. Finally, the institution could provide a language teacher learning community where they can share their own experiences and learn from each other because it was unveiled in the study that teachers increased their knowledge on teaching online and supported each other emotionally as well.

5.2.2 Implications for Further Research

For further research on investigating the online professional identity of the teacher, several recommendations could be made as follows. First of all, the current study collected data mainly with semi-structured interviews with teachers, observers and teacher lesson plans. researcher's field trips, observations of online lessons, teachers' self-reflections could be used to collect data. It would provide a deeper insight in order to understand teachers' online identities comprehensively.

Also, hearing other significant people's voices on the issue of online teachers' identity construction would be valuable to gain a better understanding. The current study provided insights of English language teachers and observer teachers, so further studies could include administrators' and students' points of view, other important stakeholders.

What is more, in this study, transition to online teaching was necessary because of the pandemic, so it was an emergency online teaching for the English language teachers who participated in the study. However, utilizing the same study in a context where the transition to online teaching starts voluntarily instead of emergency remote teaching might show unique results.

Besides, the current study was designed as a case study, and a prestigious private school context was chosen to analyze. Therefore, the same study might be applied in other private schools or state schools for supporting the findings or finding out more specific results on online teacher identity. Furthermore, the study was only limited to English language teachers working in a secondary school. Further studies could also investigate the online teacher identity of the teachers working in other levels like primary school, high school, or universities. It might offer different insights into the literature.

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APPENDICES

A. FIRST INTERVIEW QUESTIONS WITH THE TEACHERS IN TURKISH

1. Görüşme Soruları (Öğretmen Kimliği/ Çevrimiçi Öncesi)

1. Kendinizi kısaca tanıtır mısınız? (yaş, mezun olduğu okul, mesleki tecrübesi, medeni hali, çocuk vb.)
2. Öğretmen olmaya nasıl karar verdiniz?
3. Sizce öğretmenlik mesleğinin en çekici özellikleri nelerdir? Bu meslekte sizi en çok tatmin eden etmenler nelerdir? Örnek verebilir misiniz?
4. Sizce bir öğretmenin en önemli görev ve sorumlulukları nelerdir?
5. Başarılı öğretmeni nasıl tanımlarsınız? Bugüne kadar tanıdığınız öğretmenler arasında başarılı olduğunu düşündüğünüz öğretmen(ler) var mı? O öğretmeni başarılı bulmanızı sağlayan özelliklerinden söz edebilir misiniz?
6. Sizce iyi/başarılı/yetkin bir İngilizce öğretmeni nasıl olmalıdır?
7. Bir öğretmen olarak kendinizi nasıl betimlersiniz?
 - a. Bir öğretmen olarak mesleğinizde güçlü olduğunuzu düşündüğünüz özellikleriniz neler?
 - b. Mesleki olarak kendinizi zayıf/yetersiz olarak gördüğünüz alanlar var mı? Varsa neler?
8. Mesleğinizi sürdürürken yaşadığınız deneyimler mesleğe yönelik tutumunuzu nasıl etkiledi? Sizin için bir dönüm/kırılma noktası sayılabilecek bir deneyiminiz oldu mu?
9. Bugünkü öğretim yöntemlerinizin oluşmasında ve öğretmenliğinizin şekillenmesinde ne gibi etmenler etkili oldu sizce?
10. Öğretmenlik mesleğine başladıktan sonra mesleki gelişiminizle ilgili katıldığınız (varsa) çalışmalardan söz edebilir misiniz? (hizmet içi eğitim, seminer, kurs, kongre vs.) Bu çalışmalara katılmaya nasıl karar verdiniz? Bu çalışmalardan beklentileriniz nelerdi? Beklentileriniz karşılandı mı?

Konuştuklarımız dışında eklemek istediğiniz bir şey var mı?

B. FIRST INTERVIEW QUESTIONS WITH THE TEACHERS IN ENGLISH

1. Interview Questions (Teacher Identity / Before Online)

1. Can you briefly introduce yourself? (Age, educational background, professional experience, marital status, etc.)
2. How did you decide to be a teacher?
3. What are the most attractive aspects of the teaching profession? What are the factors that satisfy you most in the profession? Can you give examples?
4. What do you think the most important duties and responsibilities of a teacher are?
5. How would you describe a successful teacher? Are there any teacher(s) you think are successful among the teachers you have known so far? Can you talk about the characteristics that make you find that teacher successful?
6. How do you think a good/successful/competent English teacher should be?
7. How would you describe yourself as a teacher?
 - a. What qualities do you think you are good at in your profession as a teacher?
 - b. Are there any areas where you see yourself as weak/incompetent professionally? If so, what?
8. How did your experiences while practicing your job affect your attitude towards the profession?
9. What factors do you think were influential in the formation of your present teaching methods and shaping your teaching?
10. Can you talk about the studies you participated in (if any) related to your professional development after starting the teaching profession? (in-service training, seminar, course, congress, etc.) How did you decide to participate in these studies? What were your expectations from these studies? Have your expectations been met?

Is there anything else you would like to add besides what we talked about?

C. SECOND INTERVIEW QUESTIONS WITH THE TEACHERS IN TURKISH

2. Görüşme Soruları (Çevrimiçi Öğretmen Kimliği)

1. Pandemi süreciyle birlikte okul binalarının kapanması ve çevrim içi eğitim-öğretime geçiş sürecinizi biraz anlatabilir mısınız?
 - a. Salgından önce internet ve bilgisayar kullanma alışkanlıklarınız nasıldı? (Teknoloji ile aranız nasıldır? Teknoloji kullanımında kendinizi yeterli görüyor musunuz?)
 - b. Salgından önce çevrim içi ortamlarda öğretim konusunda herhangi bir tecrübeniz var mıydı? (Varsa) biraz bahsedebilir misiniz? Çevrim içi öğretim araçlarını daha önce duymuş/kullanmış mıydınız?
 - c. Çevrim içi eğitime geçileceğini ilk duyduğunuzda neler hissettiniz? Çevrim içi eğitim ile ilgili kaygılarınız, endişeleriniz nelerdi?
2. Şu anda uyguladığımız çevrim içi eğitim-öğretim etkinliklerinden biraz bahsedebilir misiniz?
 - a. Haftalık kaç saat dersiniz var? Hangi sınıf seviyelerinde ders veriyorsunuz?
 - b. Haftalık girdiğiniz çevrim içi derslere ek olarak hangi görev ve sorumluluklarınız var? (derse hazırlık, ders dışı öğrencilere geri bildirim verme, değerlendirme, veli /zümre/idari toplantılar) Bunlara ne kadar zaman ayırıyorsunuz? Yüz yüze eğitim ile karşılaştırdığınızda çevrim içi eğitimde iş yükünüzde bir değişim oldu mu?
 - c. Nasıl bir ortamda çevrim içi derslerinizi yapıyorsunuz? (Ev, teknik aletler, bilgisayar ve internet) Bu ortamın çevrim içi derslerinize yansımalarından bahsedebilir misiniz?
3. Pandemi sürecinin başında nasıl bir çevrim-içi öğretmen olmayı istediniz? Amaçladınız?
4. Kendinizde çevrim-içi öğretime ilk başladığınız günden şimdiye kadar mesleki anlamda ne gibi değişiklikler gözlemliyorsunuz?
5. Yüz yüze eğitimdeki X öğretmenle çevrim-içi X öğretmen arasında farklılıklar var mı? Neler? Neden?
6. Şu anda mesleki anlamda kendinizi nasıl hissediyorsunuz?
7. Çevrim içi eğitim sürecinde yaşadığınız mesleki tecrübeler eğitim-öğretim ve öğretmenlik mesleği ile ilgili duygu ve düşüncelerinizi nasıl etkiledi? Örneklendirebilir misiniz?

8. Sizce iyi/etkin bir çevrim içi eğitim öğretim verebilmek için bir İngilizce öğretmeninde bulunması gereken nitelikler nelerdir?
9. Derslerinizde çevrim içi sınıf ortamını nasıl düzenliyorsunuz? İngilizceyi etkili biçimde öğretebilmek için çevrim içi sınıf ortamı nasıl olmalıdır? (öğretmen öğrenci iletişimi, sınıf yönetimi vb.)
10. Sizce çevrim-içi eğitim araçları dil eğitimi için yeterli mi/uygun mu? Neden? (Bu öğretmen olarak sizi nasıl etkiliyor?)
11. Çevrim içi derslerinizden istediğiniz verimi alabiliyor musunuz? (Alamıyorsanız, bunun nedenleri nelerdir?) Çevrim-içi eğitim-öğretim araçlarını kullanmada kendinizi ne derecede yeterli görüyorsunuz?
12. Bir İngilizce öğretmenin çevrim-içi eğitimde başarılı/etkin olduğunun göstergeleri nelerdir?
13. Kendinizi nasıl bir çevrim-içi dil eğitimi veren bir öğretmen olarak tanımlarsınız? Çevrim-içi eğitimde başarılı bir öğretmen olduğunuzu düşünüyor musunuz? Sizce iyi bir çevrim-içi öğretmen olduğunuzun göstergesi nedir? (güçlü ve zayıf yönler)
14. Sizi ve öğrencilerinizi en çok tatmin eden /en verimli geçtiğini düşündüğünüz bir dersinizi anlatabilir misiniz? Hangi yöntem ve teknikleri kullandınız? O dersi iyi yapan özellikler nelerdi?
15. Sizin ve öğrencilerinizi en sıkıcı/en verimsiz geçen bir dersinizi anlatabilir misiniz? Hangi yöntem ve teknikleri kullandınız? O dersi etkisiz yapan etkenler nelerdi? O etkenleri ortadan kaldırmak için neler yaptınız?
16. Çevrim-içi öğretmenlik tecrübenizde zorluklar ile karşılaştınız mı? Örnek verebilir misiniz? Nasıl başa çıktığınızı anlatabilir misiniz? (ders, uygulama, teknik vb.)
17. Çevrim içi eğitimde olası zorlukların üstesinden gelmede öğretmen olarak kendinize olan güveninizi nasıl değerlendirirsiniz? (süreç içerisinde)
18. Çalıştığınız kurumun çevrim içi eğitime yönelik tutumundan biraz bahsedebilir misiniz?
 - a. Kurumunuz çevrim içi eğitime yönelik alt yapı olanaklarını ve teknik desteği sağladı mı?
 - b. Karşılaştığınız zorlukları aşmada kim(ler)den/nasıl destek aldınız?
 - c. Çevrim içi süreçte kurum yöneticilerinin sizden beklentileri nelerdi? Bu beklentileri karşılayabildiğinizi düşünüyor musunuz? (Hayırsa neden?)
19. Çevrim içi öğretimde kim(ler)den ve ne tür destek aldınız? (okuldan aldığımız destek, mesleki gelişim seminerleri, zümre paylaşımları, arkadaş paylaşımları) En çok hangisinin faydasını gördünüz? Neden?

- 20.** Çevrim içi eğitim sürecinde zümre arkadaşlarınız ile iletişiminizden söz eder misiniz? Bu iletişim şekli öğretmen olarak sizi nasıl etkiledi? (İletişimin sıklığı, içeriği, şekli vb.)
- 21.** Çevrim içi eğitim sürecinde velilerin rolü hakkında ne düşünüyorsunuz? Sizinle iletişimleri nasıldı? (İletişimin sıklığı, içeriği, şekli vb.) Bu iletişim şekli öğretmen olarak sizi nasıl etkiledi?
- 22.** Çevrim içi eğitim öğretmenliği sevdiniz mi? Devam etmek ister misiniz?

Konuştuklarımız dışında eklemek istediğiniz bir şey var mı?

**D. SECOND INTERVIEW QUESTIONS WITH THE TEACHERS IN
ENGLISH**

1. Can you talk about your transition period to online education after the school buildings were closed because of the pandemic?
 - a. How were your internet and computer usage habits before the epidemic? (How is your relationship with technology? Do you consider yourself competent in using technology?)
 - b. Did you have any experience teaching online before the pandemic? Can you talk a little bit (if any)? Have you heard/used online teaching tools before?
 - c. How did you feel when you first heard about the transition to online training? What were your concerns and concerns about online education?
2. Can you talk about the online education practices that you implement nowadays?
 - a. How many hours of classes do you have per week? What grade levels do you teach?
 - b. What duties and responsibilities do you have in addition to the online classes you take weekly? (preparation for the lesson, giving feedback to extracurricular students, evaluation, parent/group/administrative meetings) How much time do you spend on these? Has your workload changed with online training compared to face-to-face training?
 - c. In what environment do you conduct your online courses? (Household, technical equipment, computer and internet) Can you talk about the reflections of this environment on your online lessons?
3. What kind of online teacher did you want /aim to be at the beginning of the pandemic process?
4. What kind of professional changes have you observed in yourself from the first day you started online teaching until now?
5. Are there any differences between teacher ... as a face-to-face teacher and as an online teacher? If yes, what are these?
6. How do you feel professionally at the moment?
7. How did your professional experiences during the online education process affect your feelings and thoughts about education and teaching profession? Can you give an example?
8. In your opinion, what are the qualifications that an English teacher should have in order to provide good/effective online education?
9. How do you organize the online classroom environment in your lessons? How should the online classroom environment be in order to teach English effectively? (teacher student communication, classroom management, etc.)

- 10.** Do you think online education tools are sufficient/appropriate for language education? Why? (How does this affect you as a teacher?)
- 11.** Can you get the desired efficiency from your online courses? (If you can't, what are the reasons for this?) To what extent do you consider yourself competent in using online educational tools?
- 12.** What are the indicators that an English teacher is successful/effective in online education?
- 13.** How would you describe yourself as an online language teacher? Do you think you are a successful teacher in online education? What do you think is the indicator of being a good online teacher? (strengths and weaknesses)
- 14.** Can you tell us about a lesson that you and your students thought was most satisfying / most productive? What methods and techniques did you use? What were the qualities that made that lesson good?
- 15.** Can you tell us about your most boring/most unproductive lesson for you and your students? What methods and techniques did you use? What were the factors that made that lesson ineffective? What did you do to eliminate those factors?
- 16.** Have you encountered any difficulties in your online teaching experience? Can you give an example? Can you tell me how you dealt with this? (course, practice, technique, etc.)
- 17.** How do you find your self-confidence as a teacher in overcoming potential difficulties in online education? (in process)
- 18.** Can you talk a little bit about the attitude of your institution towards online education?
- a. Has your institution provided infrastructure and technical support for online education?
 - b. From whom/how did you get support in overcoming the difficulties you encountered?
 - c. What were the expectations of the administrators of the institution from you in the online process? Do you think you can meet these expectations? (If no why?)
- 19.** From whom and what kind of support did you receive in online teaching? (support from school, professional development seminars, group sharing, friend sharing) Which one did you find most beneficial? Why?
- 20.** Can you tell us about your communication with your colleagues during the online training process? How did this form of communication affect you as a teacher? (Frequency, content, form of communication, etc.)

21. What do you think about the role of parents in the online education process? How was their communication with you? (Frequency, content, form of communication, etc.) How did this form of communication affect you as a teacher?

22. Do you like teaching online? Would you like to continue? Is there anything else you would like to add besides what we talked about?

Is there anything else you would like to add besides what we talked about?

E. INTERVIEW QUESTIONS WITH THE OBSERVERS IN TURKISH

Gözlemci Görüşme Soruları

1. Kendinizden kısaca bahseder misiniz? (Mesleki tecrübesi, pandemi öncesi çevrim içi tecrübesi)
2. Uyguladığınız çevrimiçi ders/öğretmen gözlemi etkinliklerinden bahsedebilir misiniz? (Amaç, içerik, yöntem, sıklık, beklenti)
3. Bir gözlemci olarak kendinizi çevrimiçi ortamlarda ders gözlemi yapmaya nasıl hazırladınız?
4. Çevrim içi eğitime geçiş sürecini nasıl değerlendiriyorsunuz? Kurumunuz sürece nasıl hazırlandı? Sizce bu öğretmenleri etkiledi mi? Evet ise nasıl?
5. Öğretmenlerin özgüvenleri ve hazır bulunuşluklarına ilişkin gözlemleriniz nelerdir? Öğretmenlerin özgüvenlerine ve hazır bulunuşluklarına ilişkin gözlemleriniz pandemi sürecinde değişikliğe uğradı mı? Nasıl? Örnek verebilir misiniz?
6. Öğretmenlerin çevrim içi eğitime ilişkin inanç ve tutumlarını dair gözlemleriniz neler? Sizce öğretmenlerin çevrim içi eğitime ilişkin inanç ve tutumları süreç içinde değişti mi? Nasıl? Neden?
7. Gözlemlediğiniz öğretmenlerin çevrim içi eğitimde yaşadığı olumlu tecrübeler oldu mu? Örnek verebilir misiniz? Bu sizce öğretmenleri nasıl etkiledi?
8. Çevrim içi eğitim öğretim sırasında öğretmenlerin yaşadığı zorluklar gözlemlediniz mi? Neler? Öğretmenler bu zorlukları aşmak için eyleme geçtiler mi? Evet ise örnek verebilir misiniz?
9. Gözlemlediğiniz öğretmenlerin çevrim içi eğitimde yaşadığı olumsuz tecrübeler oldu mu? Örnek verebilir misiniz? Bu sizce öğretmenleri nasıl etkiledi?
10. Öğretmenlerin çevrim içi eğitime ilişkin motivasyonlarına dair gözlemleriniz neler? Sizce öğretmenlerin çevrim içi eğitime ilişkin motivasyonları süreç içinde değişti mi? Nasıl? Neden?
11. Çevrim içi eğitimde süreç içerisinde öğretmenlerin mesleki beceri ve tutumlarında herhangi bir değişiklik gözlemlediniz mi? Örnek verebilir misiniz? Sizce bu değişikliğin sebebi neydi? (Motivasyon, ders planlama, tutum, sınıf yönetimi, iletişim, duygu değişimi, öz güven, zorlukların üstesinden gelme)

12. Öğretmenlerin (varsa) çevrim içi eğitim konusunda katıldıkları mesleki gelişim seminerlerine ilişkin görüşleriniz nelerdir? Sınıf içi gözlemlerinizde bu seminerlerin öğretmenlerin mesleki becerilerini ve tutumlarını etkilediğini gözlemlediniz mi? Nasıl? Örnek verir misiniz?
13. Öğretmenlerin zümre/meslektaş paylaşımlarına ilişkin görüşleriniz nelerdir? Sınıf içi gözlemlerinizde bu paylaşımların öğretmenlerin mesleki becerilerini etkilediğini gözlemlediniz mi? Nasıl? Örnek verir misiniz?
14. Öğretmenlerin kurumsal olarak yapılan uygulamalara karşı tutumlarına ilişkin görüşleriniz nelerdir? Sınıf içi gözlemlerinizde bu uygulamaların öğretmenlerin mesleki becerilerini etkilediğini gözlemlediniz mi? Nasıl? Örnek verir misiniz?
15. Çevrim içi eğitimde İngilizce öğretmenlerinin öğretmenliğinin şekillenmesinde ve mesleki gelişiminde ne gibi etmenler etkili oldu?
16. Sizce hangi özelliklere sahip öğretmenler bu süreci daha iyi yönetti? Kendini daha çok geliştirdi? Neden? Örnek verir misiniz?

Konuştuklarımız dışında eklemek istediğiniz durumlar var mı?

F. INTERVIEW QUESTIONS WITH THE OBSERVERS IN ENGLISH

- 1.** Could you briefly tell about yourself? (Professional experience, pre-pandemic online experience)
- 2.** Can you talk about the online course/teacher observation activities you have implemented? (Purpose, content, method, frequency, expectation)
- 3.** As an observer, how did you prepare yourself to observe lessons online?
- 4.** How do you evaluate the transition process to online education? How is your institution prepared for the process? Do you think this affected the teachers? If yes, how?
- 5.** What are your observations on teachers' self-confidence and readiness? Have your observations of teachers' self-confidence and readiness changed during the pandemic? How? Can you give an example?
- 6.** What are your observations about teachers' beliefs and attitudes towards online education? Do you think teachers' beliefs and attitudes towards online education have changed in the process? How? Why?
- 7.** Have the teachers you observed had positive experiences with online education? Can you give an example? How do you think this affected the teachers?
- 8.** Have you observed the difficulties experienced by teachers during online education? What? Have teachers taken action to overcome these challenges? If yes, can you give an example?
- 9.** Have any of the teachers you observed had negative experiences with online education? Can you give an example? How do you think this affected the teachers?
- 10.** What are your observations on teachers' motivations for online education? Do you think teachers' motivations regarding online education have changed in the process? How? Why?
- 11.** Have you observed any changes in the professional skills and attitudes of teachers during the online training process? Can you give an example? What do you think was the reason for this change? (Motivation, lesson planning, attitude, classroom management, communication, emotion change, self-confidence, overcoming difficulties)

- 12.** What are your views on the professional development seminars that teachers attend (if any) on online education? In your classroom observations, have you observed that these seminars affect teachers' professional skills and attitudes? How? Can you give an example?
- 13.** What are your views on teachers' group/colleague sharing? In your classroom observations, have you observed that these sharing affect the professional skills of the teachers? How? Can you give an example?
- 14.** What are your views on teachers' attitudes towards institutional practices? In your classroom observations, have you observed that these practices affect teachers' professional skills? How? Can you give an example?
- 15.** What factors have been effective in shaping the teaching and professional development of English teachers in online education?
- 16.** Which characteristics do you think teachers with better management of this process? developed themselves more? Why? Can you give an example?

Are there any situations you would like to add other than what we talked about?

G. CODE BOOK

Code	Description	In vivo description
Teachers' readiness for online teaching	Participants describe their lack of experience in online teaching.	Yani benim bununla ilgili önceden yaptığım bir şey yoktu. Hayatımda ilk defa girmişim online derse. Ne yapacağımı kestiremedim. Doğal olarak bu kendime hiç güvenmedim en başta.
Teacher readiness for online teaching	Participants describe their level of readiness for online teaching	Her öğretmenin hazırbulunuşluğunun aynı olduğunu düşünmüyorum. Dedim ya sudan çıkmış balık gibi hop girdik işe bir kere.
Abrupt transition	Participants describe the process of abrupt transition to online due to covid-19.	Çok ani ve hızlı bir süreci biliyorsun. O kadar hızlı adapte olabileceğimizi beklememiştik ama biraz da zorunda kaldık. Ne yapalım mecbur böyle devam diye.
Teachers' technological competency	Participants describe their feelings related to lack of self-efficacy for educational technology	Mesela çocuğun karşısında online derste ne bileyim ben bir şey atıyorum paylaşamadığımız. O esnada ya da yani bir şeyler olabiliyor teknik olabiliyor veya o anda bir şey kitleniyor. Ekran donuyor bir şey yapamıyorsun. Tabii orada ben kendimi çok daha gergin hissediyorum ve ben yeni nesil gibi böyle olaylara çok vakıf değilim yani açıkçası.
Teachers' technological competency	Participants describe their feelings related to lack of self-efficacy for educational technology	Neden bir ikincisi kendime çok güvendiğim bir alan değil teknoloji ve sürekli online teaching üzerine sürekli yeni uygulamalar yeni gelişmeler işte şu program var şöyle oluyor böyle oluyor bunlara yetişemedik veya teknolojik açıdan.
Change in self efficacy	Participants describe the increase in their self-efficacy in teaching online.	Yani kesinlikle daha güveniyorum kendime. Geliştirdim çünkü. Olaya daha hakimim. Hani gir şu an şu dersi yap deseler hem bir şeyler düşünüp yaparım.

Change in self efficacy	Participants describe the increase in their self-efficacy in teaching online.	Şimdi daha iyi hissediyorum. Daha rahatım diyebilirim. Başlardaki tedirginlik gitti sayılır. Ne olabileceğini biliyorum yaşanacak sıkıntıyı da derste beni ne beklediğini de.
Limited communication	Participants describe their limited communication with the students in online teaching.	...şimdi yüz yüze eğitim de çocukları bir kere göz göze bakıyorsunuz orada bir temas var yani o çocukla bir iletişim var ne online'da çocuk kamerasını açıyor kapatıyor bir müddet sonra bakıyorsun boşluğa bakıyorsun, ulaşmaya çalışıyorsun, ulaşamıyorsan çocuklardan bir tepki alamıyorsun. Ama öbür türlü olduğu zaman ben bir bakışında, bir kaş oynatmam da bile o çocuğu hizaya sokmayı biliyordum veya ona anlatabiliyordum derdimi mutlu olduğumu memnuiyetimi ve hoşlanmadığımı her an ulaşabiliyordum ona.
Reaching out to students through online communication	Participants describe the affordance of online tools in terms of building close and sincere communication with the students in need.	Online da biraz daha samimi olabiliyorsunuz bazı öğrencilerinizle neden hissediyorsunuz çocukta bir sıkıntı var diyorsunuz ki ben akşam seni arayacağım hani böyle bir arkadaş gibi bir dost gibi bir öğretmen gibi. Arıyorsunuz onu, onunla sohbet ediyorsunuz onu bir sıkıntısı oluyor o farklı bir şey iletiyor size farklı açıdan düşünmenizi sağlıyor. Hani ilişkilerimiz bazı öğrencilerimizle çok iyi oldu bazı öğrencileri gerçekten kurtardık toparladık bazı öğrenciler mesela aslında o sessizliğin ve geri kaçmasının ardında başka sıkıntıları olduğunu öğreniyorsunuz. Yani şu anda dediğim gibi beni okul kapıyor gidiyorsun evine. Âmâ şimdi bu teamsle birlikte çocuğa her istediğiniz saatte ulaşabiliyorsunuz, o da size ulaşabiliyor o yüzden bazı öğrenciler ile ilişkiniz daha güçlü oluyor bazıları size daha

		yakın hissediyor ve açılma İhtiyacı duyuyor
Colleagues support	Participants describe their support they got from their colleagues during online teaching process.	İşte diğer zümre arkadaşlarımı arıyordum alt zümre arkadaşlarımı birlikte karşılıklı denemelerimiz oluyordu. Birbirimizi eğittik. Yani birbirimize eğittik bilenler bilmeyenlere anlattılar.
Communication with parents	Participants describe different their communication ways with the parents and its effect on them.	Veli profili daha var bahsetmek istediğim çocuğuna toz kondurmayan veli profili yani yapmadığı etmedi deyince sürekli bir bahaneyle gelen yani aile bahaneyle gelirse zaten çocuk da bahaneye sığınır. Ee çocuğu aşırı koruyup ve sonucunda çocuğun hiçbir şey yapmaması ile sonuçlanan bir durum. A: Sizi nasıl etkiliyor bu durum? K: Beni çok kötü etkiliyor ben ne yapacağımı bilemiyorum. Çünkü veliye ulaşıyorsun sorumlu kişi veli olmalı denetleyici kişi orada. Ama velide toz kondurmuyor o durumda çocuk zaten veliden güç alıyor o durumda çocuğa bir şey dediğinde bak ailenle iletişime geçeceğim dediğinde zaten hiçbir önemi yok çocuk için. Zaten veli ile iletişime geçtiğinde de zaten hiç umurlarında olmadığı için öğretmenin elindeki aslında bir gücü alıyorlar elinden bence. O yüzden hiç hoş değil. Olumsuz benim için baya.
Parents' cooperation	Participants describe the necessity of parents' cooperation more in online education process.	Aile faktörü çok önemli. Ben şimdi gidip evde çocuğu sınıftaki gibi kontrol edemem. Bilgisayar başına oturmuş mu, çalışıyor mu falan diye. Ama aile bunu çocuğa bir şekilde aşılacak bize yardımcı olacak. Bu bizi çok rahatlatan bir şey.
Designing appealing activities	Participants describe their need for designing appealing activities by	İngilizce öğretmenleri bazında düşündüğünüz zaman da şöyle ki mesela bizim aktivitelerimiz

	using different online tools.	her zaman zaten çok çeşitliydi hani eskiden de öyle. Şimdi online'a baktığımız zaman da öğrencilerin bizden beklentileri de yine bu şekilde artmış durumda. Yani onları bir işte quiz oyunu yani artık o kadar etkilemeyebiliyor ya da ilgilerini çekmeyebiliyor. O yüzden İngilizce öğretmenlerinin aslında şu an dikkat etmesi gereken şeylerden biri de çok çeşitli tool'lar kullanabiliyor olması, öğrencilerini her zaman şaşırtabiliyor olması, içeriğe göre kendini farklılaştırmaya yönlendirmesi birazcık da. Bunlar aslında daha çok şu an etkili diyebilirim hani ne kadar çok tool kullanıyorsa ne kadar çok farklılık getiriyorsa dersine o kadar onun için iyi oluyor.
Tailor-made course design for Ss' profile	Participants describe the effect of students' profile in terms of planning and delivery of online lessons.	O yüzden bunu alıyorum her hazırlanan planları her sınıfa göre revize ediyorum. Çünkü her sınıfta farklı şeyler olabiliyor çocukların algısı potansiyeli her şeyi öğrenme becerileri çok farklı oluyor e onların üzerinde oynamalar yapıyorum ihtiyaç doğrultusunda ve ona göre o şekilde hani sınıfta etkili bir şekilde sunmaya çalışıyorum.
Being more planned all the time	Participants describe the necessity of being more planned in terms of the lessons that they are teaching.	Ders planlarının alt level arkadaşlarımla hazırlıyoruz. Ama ben de derse girmeden önce mutlaka bir bakıp değişikliklerimi adaptasyonlarımı yapıyorum. Plansız gitmez çünkü online da. Önceden bir hazırlık yapman lazım. Yani online materyal hazırlaman gerekiyor. Padlet Kahoot u hep hazırlaman gerekiyor ki kullanabilesin derste. Tahtaya çıkıp bir şey anlatmanın ötesinde bu.
Positive classroom environment	Participants describe their aim of creating a positive classroom	Çünkü ortam online yani ben bile başta çok gerildiğim için hani başta aslında amacım buydu onları daha rahat

	atmosphere in online context.	hissettirmek yani yanlış bir şey söyleseler bile hani bunun çok normal olabileceğini oturtmak istiyordum başlarda hep buna yönelik çalıştım ona rahatlatmaktı amacım. Yani sınıf ortamı gibi bir ortam oluşturmaya çalıştım. Her ne kadar online da olsa hani sınıftaki gibi gülüp şakalaşp eğlenebileceğimiz bir ortam olmasını istedim. Bu şekilde ve pratik olmaya çalıştım.
Students' active involvement	Participants describe their their desire to enable students' active involvement in the lesson and lesson activities.	Kesinlikle ve kesinlikle normalde de olduğu gibi online da da çocukları sürekli olarak interaktif şeylerin içine tutabilmek çok önemli bence çünkü dil dediğimiz şey tamamen interaktif şeylerle öğrettiğimiz aktivitelerle öğrettiğimiz bir şey grup çalışmaları pair workler bir şekilde bunu sürekli uygulayabiliyor olmamız lazım. Gerçekten bir insanın sadece ders anlatırken dinlemek odaklanarak çok zor bir şey bilgisayar başında. O yüzden sürekli araya bir aktivite bir questioning dediğimiz şeyler. Çocukları böyle eğlendirecek minik minik şeyler. 2-3 dakikada bir böyle bir şeyleri onlara yöneltmek bence bunu yapabilmek çok önemli çünkü yeri geliyor kaptırıyorsun gidiyorsun. Anlatıyorsun da anlatıyorsun. Şu an mesela düşünüyorum şu anki yaptığım şeyi sınıfta yapıyor olsam çocuklar bayılırdı gerçekten en önemlisi bence bu çocukları aktif bir şekilde sürekli engage edebilmek ve sürekli o interaktifliği kaybettirmemek.
Time management	Participants describe their inability in managing the time in online lessons.	Onlineda daha zor time management. Aktiveler çok uzuyor bazen. Yetiştirmen gereken bir plan program var fakat gerisinde kaldığımı

		hissediyorum. Bu konuda gelişime açığım diyebilirim.
Classroom management	Participants describe the advantages and the difficulties they face in online lesson in terms of classroom management.	Çok iyi classroom management çok iyi yapabiliyorum okul içerisinde de dersin dışında da öğretmenlik mesleği öğretmenlik dersin dışında da. Ama tabi şimdi onlinea ile geçtiğimiz süreçte müthiş bir fark oldu. Zor bir durum yarattı. classroom management online da zaten çok zor bir olay çocukları yakalamak o ayrı bir boyutlarda
Giving feedback	Participants describe the advantages and disadvantages of giving feedback to students in online context.	Öğrenciye zamanında feedback de vermen geliyor. Benim kağıt işi azaldı kolayca feedback veriyorum. Mesla aynı hatayı yapan kişilere özel bir comment yazıp onları copy paste yapıp zaman kazanıyorum onlineda.
Group-pair work	Participants describe using and managing group - pair work activities.	Grup ve pair work yönetimi onlineda daha da zorlaştı. Sınıfta dolaşırken bakabiliyordum kim ne yapıyor nasıl davranıyor diye. Online da aynı anda göremiyorum grupların ne yaptığını. Dolaşıyorum grupları tek tek ama zaman alıyor bu ve ben çıkınca o gruptan ne yaptıklarını bilemiyorum maalesef. O açıdan bir management problem var bende.
Trial and error	Participants describe their learning about online education through trial and error method with their experiences.	Valla aslında şöyle bir şey var. Baktık güzel bir uygulama gibi gittik sınıfta uyguladık. Sonra bunun avantajını dezavantajına baktık. Olmuyorsa da zorlamadık. Değiştirdik. Yani en azından denedik dedik. Başka bir şeyi çok beğendik onu daha iyi nasıl yaparım diye düşünüp kullandım.
Lesson Observation feedback	Participants describe the effect of the feedback after their lesson observation.	Zümre başkanımızın ders gözleminden sonra verdiği feedback bana yardımcı oldu. Başka bir gözden nasıl gözüküyorum? İyi yapıyor muyum? Ne eksik? Bunları hep görebildim. Sonra eksik alanlarda tekrar çalıştık.

Learning through internet searching	Participants describe their learning about teaching online through internet searching	Bir ikincisi verilen ortak hazırladığımız ders planlarında herkes bir bölüm hazırlıyor zaten onu çocukların ilgisini çekecek verimini artıracak en etkin şekilde nasıl hazırlayabilirim bunun araştırmasını yapıyorum. Onun araştırmasını yaptıktan sonra da sağdan soldan bakıyorum. Elimizin altında internet var inanılmaz bir şey.
Webinars	Participants describe the webinars that they voluntarily participated in for developing themselves.	Katıldığım seminerler pardon webinarlar oldu bir sürü onlar da etkili oldu. Çünkü yeni denenmiş bir şeyleri kısa yoldan aktarıyorlar. Bilgiyi araştırmadan buluyorsun.
Workload	Participants describe the increase in their workload and difficulty in finding spare time for themselves.	Şöyle söyleyeyim zamanımın neredeyse ki çoğunu buraya ayırmak zorunda kalıyorum yani kendime ait bir zamanım yok kendime ait zamanım ve belki gün içerisinde maksimum 40 dakikadır.
Limited communication	Participants describe their limited communication with the students in online teaching.	Öğrenci kamerasını kapattığı an onunla iletişimi kaybediyorum. Ulaşamıyorum. Ya da biliyorsunuz weak olan öğrenciler de var. Online da kaybolmuş durumdalar. Sınıfta olsa tenefüste bile ben ona bilmediğini öğretim iki dakikada ama bu online da çocuk istemese imkânsız. Yani herkese ulaşabildiğimden emin değilim.
Feeling the comfort at home	Participants describe their pleasure of being comfortable in their houses while teaching online.	Oturarak ders anlattığım için rahat diyebilirim. Bir de yani lavabo 2 adım ötede bir kahve içmek istesen mutfak hemen yanda. Yani bunlar ciddi anlamda enerjimi koruyan şeyler. Konforlu yani.
Feeling successful	Participants describe their feeling of success as an online teacher.	Gerçekten bir yandan çok güzel bir şey çünkü gencim daha. Çünkü birçok öğretmen insan tanıyorum ve gerçekten birçoğundan iyi olduğumu hissediyorum başka okullarda gördüğüm arkadaşlarım gördüğüm insanlar. Yani

		gerçekten kalifiye hissediyorum ama dediğim gibi.
Enjoyment of the online lessons	Participants describe their enjoyment of the lessons as an online teacher.	Online 'da daha neşeli olduğumu fark ediyorum. Herkesi aynı anda görebilmek, herkesin çalışmasını aynı anda görebilmek beni çok rahatlatıyor. Örnek olarak söylüyorum writing yaparken çocukları mesela arada dolaşsan aynı anda iki çocuğunun görebilirsin ama tablete yazın herkes paragrafını yazsın dediğimde onlar yazmaya uğraşırken ben bir taraftan feedback vermeye başlayıp hani orada çok iyi bir zaman kazanabiliyorum ya da şakalaşabiliyorum çocuklarla. Hemen yazılı oradan bir şeyler yapıp etkileşim kurabiliyorum. Onu da çok şey buluyorum... O yüzden neşeli ve daha enerjik olduğumu hissediyorum açıkçası.
Concerns about teaching online for the first time	Participants describe their anxiousness about teaching in online context	İlk başta aşırı strese girdim yani nasıl olacak yapabilecek miyiz teknik açıdan özel ve teknolojik açıdan teknik açıdan bir sıkıntı olabilecek mi. İkinci etapta da çocukları online nasıl ulaşabileceğim online dan çocuklara verimli bir eğitim sağlayabilecek miyim? İnanılmaz kaygılar yaşadım hem teknik açıdan hem eğitsel açıdan.
Feeling like a novice teacher	Participants describe their feeling like a novice teacher.	Tecrübeli bir öğretmen sayılıyım baktığımda ama yeniden başlıyorum gibi hissettim mesleğe.
Negative effect of teaching at home	Participant describe the negative effects on teaching from their homes.	Sabah kalkıyorsun hala pjama altın üstünde. Makyaj falan yapmıyorsun tabii evde olunca. Kahvaltıyı erteleyip uykuya devam ediyorsun. Yani ben bir moda giremiyorum özellikle sabahları öğretmen olarak.

Negative effect of teaching at home	Participants describe the inferences that they encounter in the lesson teaching online at home.	Evden ders anlatmak kaygılarımı daha çok arttırıyor. İşte eşim genelde o da oluyor ama okula gidiyor o daha çok. Okuldan katılıyor online derslerine. Hani mümkün olduğu kadar tabii ki oğlanı da tembih ediyorum ben dersteiken kapı çalarsa muhakkak sen koş bazen şöyle ekstrem durumlarda oluyor tam dersin ortasında bakıyorum işte oğlum gitmiş durumda kapı çalıyor bir şey oluyor o beni çok strese sokuyor
Less satisfaction with the lessons	Participants describe their satisfaction about the online lesson when it is compared to face to face lessons.	Hayır, istediğim verimi alamıyorum yüz yüze derslere göre. Belli bir yere kadar iyi gitse de genel verimliğinden emin değilim.
Feeling mentally tired	Participants describe the feeling of tired mentally rather than physically.	Mental olarak yıpratıcı bir şey. Okulda fiziksel yorgunluk öne geçiyordu. Şimdi psikolojik olarak daha yoruluyorsun. Her şey beyinde.
Effect of pandemic	Participants describe the negative effect of pandemic on their motivation or teaching.	Aşırı stres oldum bir kere. Zaten pandeminin verdiği bir stres vardı üstümüzde öyle bir salgın ne oluyor ülkece travmadaydık dünyaca travmadaydı herkes ve hani sudan çıkmış balık gibiydi herkes.
Teacher workload	Participants describe their increase in their work because of online and the idea of being available all the time.	Şöyle bir anlayış oluştu. Sanki biz 7-27 bilgisayar başında oturmak zorundayım ve sürekli iş yamam gerekiyor gibi bir anlayış. Yani öğrenciler Teams'den sürekli mesaj atıyorlar ya da iş çıkışlarında toplantılar. Bu durum biraz sıkmaya başlıyor.

H. SAMPLE OF AN ONLINE LESSON PLAN

<p><u>GRADE 6 UNIT 2 ONLINE LESSON PLAN</u></p> <p>READING: (4X 40 mins) OBJECTIVES:</p> <ul style="list-style-type: none"> R.6.1. develop an understanding of texts R.6.2. develop a response to texts (texts of appropriately complex for grade 6) R.6.1. identifying main ideas (using skimming - to get the gist of the text) R.6.1. identifying specific information (using scanning) R.6.1. identifying supporting details R.6.1. identifying what words refer to R.6.1. guessing the meaning of unknown words using context clues R.6.1. making inferences R.6.2. summarizing information (by distinguishing important from unimportant) R.6.2. selecting relevant textual evidence to support a response R.6.2. supporting points of inference with evidence from the text R.6.2. making connections between the text and outside knowledge by drawing on personal experience and attitudes <p>LESSON 1: <u>BEFORE READING:</u></p> <p>Lead In: Show Slide 1 and ask students to write their answers in the chat box.</p> <p>Slide 3: Ask Ss to guess the words by looking at the pictures and have them read the reading strategy.</p> <p>Slides 4-5: Dictionary challenge: Have Ss look up the words ‘monitor and clarify’ in the dictionary and check their answers with the help of slide 5.</p> <p>Slides 6-7: Review the reading strategy.</p> <p>Slides 8-9: Have students look at the picture and elicit ‘sloth’. Have Ss try to guess if the statements are True or False. Have them read the text and check their answers. Then, ask them if they have applied the reading strategy while reading.</p> <p>Slide 10: Padlet-Exit Ticket Write three things you should do before you read a text. Write two new words you learnt in this lesson. Write one question you still have in your mind.</p>	<p>Student-Centered</p> <p>Student-Centered</p> <p>Student-Centered</p> <p>Student-Centered</p> <p>Student-Centered</p> <p>Online Tools</p>
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<p>LESSON 2:</p> <p><u>WHILE READING</u> <u>BOOKS CLOSED:</u></p> <p>Lead In: Show Slide 1 and do the geography quiz about the Himalayas in Pollev.</p> <p>Optional: *** If you want, you can use the breakout rooms and assign one paragraph to each group. you may tell them to find the main idea of the paragraph they are assigned and share, or you can go on with the ppt:</p> <p>Slides 2-3: Have Ss read the text about the Himalayas and answer the questions. (question 1: the best answers: humid, mild, green, full of trees)</p> <p>Slide 4: Have Ss read the second paragraph and answer the questions.</p> <p><u>BOOKS OPEN:</u></p> <p><u>Slides 5:</u> Ss choose one of the cards and fill in the information by reading the texts about Jim Corbett on p.19.</p> <p>Slides 6-7: Show Ss the video (until 3.00) about Jim Corbett national park and take short notes on a piece of paper. Then show slide 7 and let them read the paragraph and learn more about the national park. Have them find the main idea. https://www.youtube.com/watch?v=ilz_HxVh4BU&t=160s</p> <p>Slides 8: Stick the link in the chat box and have Ss prepare a Canva about Jim Corbett National Park. They will prepare a one-minute talk about it (towards the end of the classes, 2-3 Ss may present it)</p> <p>LESSON 3: **HW CHECK CANVA: Have 2-3 Ss present their Canva at the beginning or towards the end of the lessons.</p> <p><u>WHILE READING (Last paragraph & Preview)</u></p> <p>Slide 1: Have Ss try to fill in the blanks. Then show them the video and let them check their answers. https://www.youtube.com/watch?v=8OmRW4em_vA</p> <p>Slide 2: Have Ss read the paragraph and find the main idea.</p> <p>Slide 3: Have Ss do Parts A and B in SB p. 20.</p> <p>Slides 4-5: (Preview Part): Have Ss match the headings with the sentences. Then in slide 5, elicit what a 'Biography' is and have Ss tell</p>	<p>Online Tools/ Appealing Activity</p> <p>Group Work /Different tasks Student-Centered</p> <p>Student-Centered</p> <p>Appealing Activity/ Different tasks</p> <p>Appealing Activity/ Different tasks</p> <p>Online Tools/ Appealing Activity</p> <p>Student-Centered/ Appealing Activity</p> <p>Student-Centered</p>
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you the biographical text among the three texts. You can also ask them to tell you what kind of texts the other two are.

Slide 6: Assignment: WB pp. 12-13

LESSON 4:

AFTER READING: (WORDS TO STUDY & AFTER READING QUESTIONS: APP 5)

HW check: WB pp. 12-13

TARGET WORDS:

- Injury
- Mission
- Accompany

Slides 2-3-4: Study the words and have Ss answer the questions on the slides.

Slide 5: Have Ss match the words with the definitions. Then they will add the words to their vocab journals.

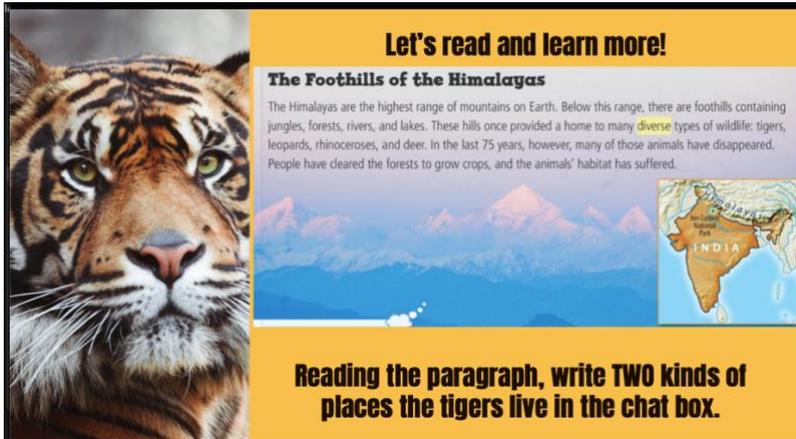
Slide 6: Have Ss complete Part C in SB p. 20.

Slide 7: Pollev : The questions are the ones in App. 5-Handout. Instead of giving the handout, do it on poll.

Student-Centered

Online Tools/

Sample Slides

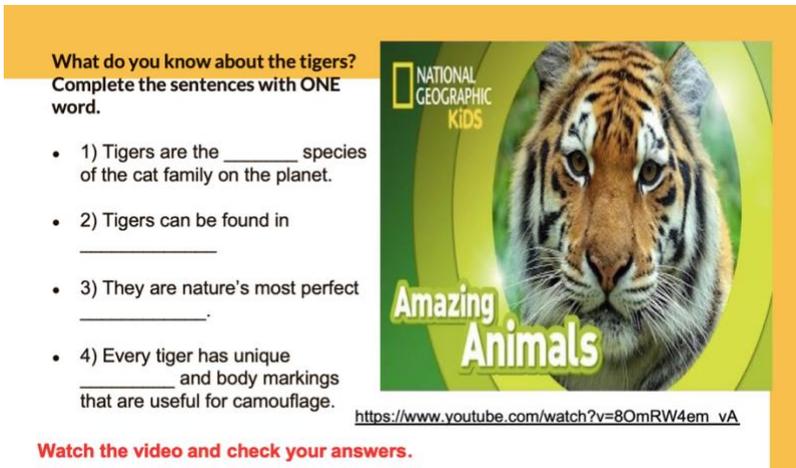


Let's read and learn more!

The Foothills of the Himalayas

The Himalayas are the highest range of mountains on Earth. Below this range, there are foothills containing jungles, forests, rivers, and lakes. These hills once provided a home to many diverse types of wildlife: tigers, leopards, rhinoceroses, and deer. In the last 75 years, however, many of those animals have disappeared. People have cleared the forests to grow crops, and the animals' habitat has suffered.

Reading the paragraph, write TWO kinds of places the tigers live in the chat box.



What do you know about the tigers?
Complete the sentences with **ONE** word.

- 1) Tigers are the _____ species of the cat family on the planet.
- 2) Tigers can be found in _____
- 3) They are nature's most perfect _____.
- 4) Every tiger has unique _____ and body markings that are useful for camouflage.

NATIONAL GEOGRAPHIC KIDS

Amazing Animals

https://www.youtube.com/watch?v=8OmRW4em_vA

Watch the video and check your answers.

I. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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27 EKİM 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Nur AKKUŞ ÇAKIR

Danışmanlığımı yürüttüğünüz Cansu KAÇAKOĞLU'nun "An Investigation of How Language Teachers Develop Their Online Teacher Identity" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 412-ODTU-2021 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY
İAEK Başkanı

J. INFORMED CONCENT FORM

Bu araştırma, ODTÜ Eğitim Programları ve Öğretim Anabilim Dalı Yüksek Lisans öğrencisi Cansu Kaçakoğlu tarafından Yrd. Doç. Dr. Nur Akkuş-Çakır danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, çevrim içi öğretme sürecinde İngilizce öğretmenlerinin mesleki kimlik gelişimlerini nasıl oluşturduklarını araştırmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden yaklaşık yarımşar saat süren iki farklı görüşmeye katılmanız planlanmaktadır. Görüşmelerde öğretmenlik tecrübeleriniz ve eğitim öğretim süreçleri hakkında sorulan sorulara yanıt vermeniz istenmektedir. Daha sonra içerik analizi ile değerlendirilmek üzere görüşmelerimizin ses kaydı alınacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında herhangi bir sebep ile kendinizi rahatsız hissederseniz çalışmayı yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemeniz yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığımız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Bilimler öğretim üyelerinden Yrd. Doç. Dr. Nur Akkuş-Çakır (E-posta: nakkus@metu.edu.tr) ya da yüksek lisans öğrencisi Cansu Kaçakoğlu (E-posta: cansu.kacakoglu@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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K. TURKISH SUMMARY/ TÜRKÇE ÖZET

Giriş

Öğretmen kimliği kavramı, son yıllarda eğitim araştırmaları alanında büyük ilgi görmüştür. Kimlik, öğretmenlerin bilişlerini ve mesleki uygulamalarını şekillendirir (Beauchamp & Thomas, 2009). Öğretmen kimliği, öğretmenlerin öğretim, içerik ve öğrencilerle olan ilişkileri konusundaki kararları hakkında bilgi verir (Beijaard vd., 2004).

Öğretmen kimliğiyle ilgili araştırmalara ilişkin literatür, üzerinde uzlaşılan bazı noktaları göstermektedir. Örneğin, öğretmen kimliğinin doğası akışkan, çok yönlü, dinamik ve sürekli gelişen bir yapıya sahiptir (Miller, 2009; Olsen, 2008; Rodgers & Scott, 2008; Varghese vd., 2005). Öğretmenlerin “Şu anda ben kimim?” ve “Kim olmak istiyorum?” sorularına verdikleri cevaplar öğretmen kimliğinin dinamik ve sürekli değişen doğasının altını çizmektedir (Beijaard vd., 2004). Ayrıca öğretmen kimliği sosyal bağlamlarda etkileşimle şekillenmekte ve yeniden şekillenmektedir (Akkerman & Meijer, 2011; Beijaard vd., 2004; Beauchamp & Thomas, 2009; Olsen, 2008; Varghese vd., 2005; Yazan, 2018). Öğretmenlerin öğrencilerle etkileşimleri, meslekteki statülerine ilişkin algıları, çevrenin etkisi ve bunlar arasındaki etkileşim arasındaki ilişki öğretmen kimliği açısından önemlidir (Beijaard vd., 2004). Öğretmen kimliği, öğretmenlerin katılımı ve mesleğe yaptıkları yatırımla oluşturulmaktadır (Akkerman & Meijer, 2011; Yazan, 2018).

Özellikle, dil öğretmeni kimliği kavramı, belirli bir konu alanında öğretmen kimliğini keşfetmek amacıyla son yıllarda araştırılmaktadır (Kanno & Stuart, 2011; Miller, 2009; Tsui, 2007; Varghese vd., 2005; Yazan, 2018). İngilizcenin dünyadaki farklı bağlamlardaki doğası ve öğretmenlerin kendilerini kurumsal ve kültürel bağlamlarda konumlandıkları farklılıklar nedeniyle İngilizce öğretmeni kimliğinin araştırılması gerektiği araştırmacılar tarafından destekleniyor (Gu & Benson, 2014; Miller, 2009;

Tsui, 2007). Arařtırmalar, dil retmeni kimliđinin sabit, istikrarlı veya niter deđil, oklu olduđunu gsteriyor ve dil retmeni kimliđi retmenlerin deneyimleriyle inřa edildiđi , yeniden yapılandırıldıđını ve kimliđin inřa edildiđi sosyal, kltrel ve politik bađlama bađlı olduđunu gsteriyor (Barkhuizen, 2017; Duff & Uchida, 1997; Miller, 2009; Varghese vd., 2005; Yazan, 2018).

Yazan (2018), ilgili faktrleri ve temel yapıları aıklayarak ve tanımlayarak dil retmeni kimliđi iin kapsamlı bir kavramsal ereve nermektedir: 1) retmek iin retmen eđitimine vurgu yapan retmen renimi 2) retmenlerin inanlarının, bilgilerinin ve beklentilerinin nemini gsteren retmen biliři ve tutumlar 3) retmenlerin bir retim topluluđuna yeliđini vurgulayan topluluklara retmenlerin katılımı 4) mikro ve makro dzeyde retmenlerin kimlik geliřimini etkileyen bađlamsal faktrler 5) retmenlerin kiřisel konularına odaklanan retmen biyografileri 6) kimlik inřasında retmenlerin tepkilerini, inanlarını ve deđerlerini řekillendiren retmen duyguları.

Bir retim bađlamı olarak evrimii, mevcut iletiřim ve teknoloji dnyamızda deđer kazanmıřtır (Baxter 2012; Comas-Quinn, 2011; Engeness, 2021; Nazari & Seyri, 2021; Richardson & Alsup, 2015, del Rosal vd., 2017). zellikle, COVID-19 olarak adlandırılan koronavirsn pandemi olarak ilan edilmesinden sonra (WHO, 2020), tm dnyada yz yze eđitimden evrimii retim ve renmeye hızlı bir geiř olmuřtur (Paudel, 2021; Xie vd., 2020). evrimii rencilerin, sınıfların ve retmenlerin sayısı artmaya devam ettike, karmařık, oklu ve bireysel olan retmenlerin kimlik inřasını aynı zamanda evrimii retim bađlamında arařtırmak ok nemli hale gelmiřtir. Aslında evrimii retmen kimliđi kavramı derinlemesine arařtırılmamıř, tanımını net olarak ortaya konmamıřtır. Yine de evrimii bađlamlarda retmen kimliđinin inřası ve geliřimi zerine yapılmıř az sayıda alıřma bulunmaktadır. Bunlar temelde retmenlerin kimlik deđiřimlerine (Aboud; 2020; Johnson vd., 2014; Thanaraj, 2016), evrimii retmen kimliđini oluřturan yapılar ve faktrlere (Richardson & Alsup, 2015), retmenlerin mesleki geliřimine (Comas-Quinn, 2011) ve retmenlerin karřılařtıđı zorluklara (Baxter, 2012) odaklanmıřtır.

Covid-19 Pandemisi sırasında birçok öğretmenin çevrimiçi öğretime başladığı ve çevrimiçi öğretimin pandemi sonrası kullanılmaya devam edeceği (Hodges vd., 2020) göz önüne alındığında, çevrimiçi dil öğretmeninin kimlik yapısı ve gelişimi hakkında daha fazla bilgi edinmek gereklidir.

Mevcut çalışma, İngilizce öğretmenlerinin çevrimiçi dil öğretmeni kimliklerini nasıl geliştirdiklerini daha iyi anlamak için tasarlanmıştır. Özellikle, kendilerini çevrimiçi dil öğretmeni olarak tanımladıkları süreçleri keşfederek, dil öğretmenlerinin çevrimiçi bağlamda profesyonel öğretmen kimliği inşasına odaklanmıştır. Bu doğrultuda araştırmaya yön veren şu sorular olmuştur;

- 1) İngilizce öğretmenleri kendilerini nasıl tanımlıyor?
- 2) İngilizce öğretmenleri kendilerini çevrimiçi öğretmen olarak nasıl tanımlıyor?
- 3) İngilizce öğretmenleri çevrimiçi öğretmen kimliklerini nasıl geliştiriyor?

Araştırmanın Önemi

Mevcut çalışma bazı önemli katkılar sağlamaktadır. İlk olarak, özellikle çevrimiçi öğretmen kimliği ve çevrimiçi dil öğretmeni kimliğinin geliştirilmesi konusunda çalışmalar biraz sınırlıdır (Aboud, 2020; Baxter, 2012; del Rosal vd., 2017; Comas-Quinn, 2011; Johnson vd., 2014; Richardson & Alsup, 2015; Thanaraj, 2016). Bu nedenle, öğretmenlerin çevrimiçi kimlik gelişimi hakkında daha derin bir kavrayış elde etmek için daha fazla çalışmaya ihtiyaç vardır.

İkincisi, teknoloji, öğretme ve öğrenmenin anlamına ilişkin anlayışımızı değiştirmiştir (White, 2007). Özellikle COVID-19 ve pandeminin yayılmasından sonra dünya çapında çevrimiçi eğitime hızlı bir geçiş olmuştur. Dünyadaki birçok öğretmen, çevrimiçi bağlamlarda aynı anda birdenbire öğretmeye başlamak zorunda kalmıştır. Yüz yüze öğretimden çevrimiçi öğretime geçiş, öğretmenlerden yeni gereksinimler talep etmektedir (Baxter, 2012; Comas-Quinn, 2011; White, 2007). Bu nedenle, öğretmenlerin çevrimiçi öğretmen kimliği gelişimini etkileyen ortak bakış açılarını belirlemek ve çevrimiçi öğretmen kimliğinin yapılarını bulmak, öğretmenleri anlamak için çok önemlidir.

Daha dar bir kapsamda, bu çalışma aynı zamanda katılımcıların çevrimiçi ve yüz yüze öğretmenler olarak kendileri hakkında yorum yapmalarını sağlayarak kimlik gelişimine katkıda bulunmaktadır. Çalışma hem katılımcı hem de çevrimiçi bağlamlarda ders veren diğer öğretmenler arasında çevrimiçi öğretmen kimliğinin önemi hakkında farkındalık yaratmaktadır.

Dahası, çevrimiçi eğitim ve çevrimiçi bağlamlarda öğretim, şimdi olduğu gibi hayatımızın vazgeçilmez bir parçası olacağından (Xie vd., 2020), çevrimiçi profesyonel öğretmen kimliği gelişimini keşfetmek, yüksek kaliteli çevrimiçi öğretmenlerin ihtiyacını karşılamak için esastır. Bu çalışmanın bulguları ve çıkarımları ışığında, öğretme ve öğrenmeye dahil olan paydaşlar, öğretmenlerin çevrimiçi öğretmen kimlikleriyle ilgili olarak çevrimiçi öğretim yolculukları boyunca neler deneyimlediklerini daha iyi anlayabilirler.

Son olarak, daha geniş bir perspektiften, çalışmanın sonuçları politika yapıcıları ve müfredat tasarımcılarını da bilgilendirecektir. Çalışma, pandemi sonrası dünya çapında nispeten yaygın olan çevrimiçi öğretim alanına ışık tutmuştur. Bu anlamda, müfredat geliştiriciler ve politika yapıcılar hem yüz yüze hem de çevrimiçi ortamlarda daha iyi bir eğitim sistemine sahip olmak için tüm müfredatı revize ederken çalışmanın bulgularını dikkate almalıdır.

Yöntem

Nitel araştırma desenlerinden biri olan durum çalışması, bir duruma bağlı olayların zengin ve canlı tasvirlerine odaklanır (Cohen ve diğerleri, 2007). Yin (2003), durum çalışmasını “çağdaş bir fenomeni gerçek yaşam bağlamıyla, özellikle de fenomen ve bağlam arasındaki sınırların açıkça belirgin olmadığı durumlarda araştıran deneysel bir araştırma” olarak tanımlar (s.13). Ayrıca vaka çalışmalarının, araştırmacıların bireysel yaşam döngüleri, organizasyonel süreçler ve mahalle değişimi gibi gerçek yaşam olaylarının bütünsel ve anlamlı bir özelliğini anlamalarına izin verdiğini vurgular.

Cohen et al. (2007), vaka çalışmalarının “gerçek durumlarda gerçek insanların benzersiz örneklerini sunarak, okuyucuların fikirleri soyut teoriler veya ilkelerle sunmaktan daha net bir şekilde anlamalarını sağladığını” vurgulamaktadır (s.253). Ayrıca vaka çalışmalarının istatistiksel olmaktan çok analitik olduğunu ve bunun araştırmacıların bir teori geliştirerek diğer benzer vakaları veya durumları anlamalarını sağlayabileceğini ifade ederler. Yin (2009), vaka çalışmalarının çoğunlukla nasıl veya neden soruları sorulduğunda, araştırmacının olaylar üzerinde çok az kontrolü olduğunda ve vurgunun bazı gerçek yaşam bağlamında güncel bir olay üzerinde olduğu durumlarda seçildiğini belirtir.

Araştırma Ankara ilinde bulunan özel bir ortaokulda gerçekleştirilmiştir. Mevcut araştırma ortaokulda aktif olarak görev yapan İngilizce öğretmenlerinin gönüllü katılımı ile gerçekleştirilmiştir. Bu çalışma için katılımcıların seçiminde amaçlı örnekleme stratejisi uygulanmıştır. Çalışmaya 10 İngilizce öğretmeni katılmıştır. Tüm katılımcılar hafta içi her gün, pandemi başladığından ve okul binaları kapatıldığı nisan ayından itibaren çevrimiçi ortamlarda İngilizce dersi veriyorlardı.

Bu çalışmada, ana veri kaynağı, katılımcılardan deneyimlerini keşfetmek ve deneyimlerinin anlamları üzerinde düşünmeye teşvik etmek için derinlemesine bilgi toplamayı amaçlayan iki farklı yarı yapılandırılmış görüşme yoluyla toplanmıştır. Sorular hazırlanırken literatür üç açıdan kapsamlı bir şekilde gözden geçirilmiştir: profesyonel öğretmen kimliği, dil öğretmeni kimliği ve çevrimiçi öğretmen kimliği. Bu şekilde araştırmacı, araştırma konusunu, çalışmayla ilgili diğer tüm noktalarla birlikte geniş bir perspektiften ele almayı amaçlamıştır. Verileri desteklemek ve vakayı daha iyi anlayabilmek için kurumda çevrimiçi derslerinde katılımcıları gözlemleyen iki İngilizce öğretmeninden veri almak üzere başka bir yarı yapılandırılmış görüşme tasarlanmıştır. Son veri toplama aracı olarak öğretmenlerin çevrimiçi dersleri için hazırladıkları ders materyalleri ile ders planlarıdır.

Tüm verilerin transkripsiyonu yapıldıktan sonra, veriler Braun ve Clarke (2006) tarafından önerilen tematik analiz yaklaşımına dayalı olarak analiz edilmiştir. Nitel veriler kodlanırken MAXQDA programı kullanılmıştır. Geçerliliği sağlamak için katılımcı teyidi, uzman incelemesi, üçgenleme, araştırmacı refleksivitesi, üye kontrolü, ayrıntılı betimleme yöntemleri uygulanmıştır. Güvenirliği sağlamak ve

çalışmada bulunan kod ve temalara son şeklini vermek için kodlayıcılar arası güvenilirlik oranı kullanılmıştır.

Bulgular

Araştırmanın bulguları araştırma sorularına dayalı olarak üç ana bölümde sunulmuştur. Birinci araştırma sorusuna yanıt verebilmek için katılımcılara profesyonel öğretmen kimliğinin bileşenlerine ilişkin inançları ve kişisel deneyimleri sorulmuştur. Bejiard vd.'nin (2000) çerçevesinden bu araştırma sorusunu anlamak için yararlanılmıştır. Bulgular, öğretmen olmanın alan uzmanı, pedagojik uzman ve didaktik uzman olmanın mükemmel bir birleşimi olduğunu ortaya koymuştur. Ayrıca öğretmenlerin bazı ortak özellikleri, özellikleri ve belirli rolleri de bu uzmanlık alanları üzerinde oldukça etkili olduğu bulunmuştur.

Katılımcılar, öğretimin ilk adımının kendi konularıyla ilgili derinlemesine bilgi sahibi olmak olduğunu ifade etmişlerdir. Bu durumda konu uzmanı olma açısından dil bilgisi, kültür bilgisi ve yaşam boyu öğrenme üzerinde durmuşlardır. Ayrıca katılımcılar öğretmen olmayı aynı zamanda pedagojik uzman olarak görmüşlerdir. İyi bir sınıf ortamı oluşturmak, öğrencilerle ihtiyaç ve sorunları hakkında iyi iletişim kurmak, öğrencilere rol model olarak sosyal gelişimlerini desteklemek ve öğrencilere dili sevdirmek konularında ortak bir bakış açısına sahip olmuşlardır. Katılımcıların tamamı mesleki kimliklerinin bir unsuru olarak pedagojik uzman olmakla ilgili bazı olayları bir şekilde belirtmiş ve örneklendirmiştir. Son olarak, bulgular katılımcıların kendilerini didaktik uzmanlar da olarak gördüklerini ortaya koymuştur. Yani, öğrenme etkinliklerinin planlanmasını ve düzenlenmesini büyük ölçüde önemsediklerinden bahsetmişlerdir. İletişimsel dil öğretimi, farklılaştırılmış öğretim, geri bildirim verme, zaman ve sınıf yönetimi konuları üzerinde durulmuştur.

Öğretmenlerin kendilerini çevrimiçi dil öğretmeni olarak nasıl gördüklerini araştırmayı amaçlayan ikinci araştırma sorusu, birinci araştırma sorusu ile aynı bulgularını sunmuştur. İngilizce öğretmenlerinin kendilerini konu uzmanı, pedagojik uzman ve çevrimiçi öğretmen olarak didaktik uzmanın bir kombinasyonu olarak gördükleri tespit edilmiştir. Bulgular, öğretmenlerin çevrimiçi öğretim sürecinde daha çok pedagojik uzman ve didaktik uzman olmaya odaklandıklarını ortaya koymuştur.

Katılımcılar, öğrettikleri dil hakkındaki bilgilerinin çevrimiçi dil öğretmenleri olarak kendilerini ilgilendiren bir konu olduğunu belirtmişler ve çoğunlukla telaffuz ve konuşma becerilerine odaklanmışlardır. Akıcı bir İngilizce konuşmacısı olmak ve sesleri doğru telaffuz etmek katılımcılar tarafından dikkate alınmıştır. Bununla birlikte katılımcılar kendilerini çevrimiçi öğretim sürecinde pedagojik uzman olarak da tanımlamışlardır. Öğretmenler bu anlamda çevrimiçi öğretmenler olarak ortak bakış açılarını paylaşmışlardır. Tüm öğretmenler yüz yüze öğretim ortamı için anlattıkları gibi öğrencilerle iyi iletişim kurmaya, olumlu bir çevrimiçi ortam oluşturmaya ve öğrencileri duygusal olarak desteklemeye özellikle dikkat ettiklerini ifade etmişlerdir. Son olarak, katılımcıların tamamı ağırlıklı olarak çevrimiçi öğretim ortamında pedagojik uzman olma konusu üzerinde durmuşlardır. Çevrimiçi öğretmen olmak için dersleri planlamanın ve öğretim sürecini organize etmenin çok önemli olduğunu belirtmişlerdir. Bu nedenle, çevrimiçi öğretmenler için çevrimiçi öğretim ve değerlendirme araçlarından yararlanmanın ve öğrencilerin katılımını sağlayacak etkinlikler tasarlanmasının gerekli olduğu vurgulanmıştır. Örneğin, çevrimiçi araçları kullanarak entegre ederek çevrimiçi dersleri planlamanın aynı zamanda zor ve zevkli olduğu belirtilmiştir. Öğrencilerin çevrimiçi derslere aktif katılımı desteklenmiş ve bunlara dayalı materyaller hazırlanmıştır.

İngilizce öğretmenlerinin çevrimiçi kimliklerini nasıl geliştirdiklerini araştıran son araştırma sorusu, beş temel tema üzerinden yanıtlanmıştır: çevrimiçi öğretim bağlamında öğretmenlerin öz yeterlikleri, öğretmenlerin çevrimiçi öğretim sürecinde öğrenmeleri, öğretmenlerin başkalarıyla etkileşimi, öğretmenlerin çevrimiçi bağlamda öğretim deneyimi, öğretmenlerin duyguları.

Sonuçlar, öğretmenlerin çevrimiçi öğretim bağlamlarında öz yeterliklerinin, öğretmenlerin çevrimiçi dil öğretmeni olarak kimlik geliştirmeleri üzerinde önemli bir etkisi olduğunu ortaya koymuştur. Bu çalışmada, İngilizce öğretmenlerinin algılanan öz-yeterlik inançları, çevrimiçi dil öğretmenleri olarak işlerini ne kadar iyi yaptıklarına ve çevrimiçi öğretim bağlamlarında olası zorluklar veya zorluklarla ne kadar iyi başa çıkabileceklerine olan güvenleri olarak görülmüştür. Araştırmaya katılan dil öğretmenlerinin tamamı önceden çevrimiçi öğretim konusunda herhangi bir deneyime sahip olmadıklarından, çevrimiçi öğretim ortamındaki yeni deneyimler yardımıyla

çevrimiçi öğretmen kimliklerini yapılandırma ihtiyacı duymuşlardır. çevrimiçi dil öğretmeni kimlik gelişimini ve özgüvenleri arasındaki ilişkiyi anlamak için üç ana alan çok önemli bulunmuştur. Bunlar, öğretmenlerin çevrimiçi öğretim için hazır bulunuşlukları ve acil durumlara hazırlıklı olmaları, teknolojiye ilişkin öz yeterlikleri ve çevrimiçi öğretim sürecinde öğretmenlerin öz yeterliklerindeki değişimdir. İlk olarak öğretmenlerin çevrimiçi öğretim için hazır bulunuşlukları ve acil durumlara hazırlıklı olmaları, öğretmenlerin yeterlik ve kimlik gelişimini etkilemiştir. Katılımcılar, çevrimiçi öğretim konusunda bilgi ve uzmanlık eksikliğine sahip olduklarını ima etmişlerdir. Bu nedenle katılımcılar online eğitime başladıklarında aslında hazır olmadıkları için kendilerine güvenmediklerini söylemişlerdir. Öğretmenlerin çevrimiçi bağlamda öz yeterliklerinin bir diğer önemli yönü, teknolojiyle ilgili öz yeterliklerinin keşfedilmesidir. Öğretmenlerin yeni öğretim bağlamı, teknolojiden yararlanmayı gerektiren sanal bir dünyada olduğundan, çevrimiçi öğretmen kimliğinin teknolojiden bahsetmeden kavranamayacağı bulunmuştur. Bu nedenle, teknoloji ile ilgili yeterlilikleri ve öz-yeterlilikleri, çevrimiçi öğretim bağlamlarında kimlik geliştirmeleri açısından çok önemli bulunmuştur. Profesyonel kimlikler, öğretmenlerin kendi inançları, değerleri ve deneyimlerinin yorumlanması ve yeniden yorumlanmasıyla zaman içinde inşa edildiğinden ve yeniden yapılandırıldığından, öğretmenlerin kimliğinde bir değişiklik son derece normaldir ve öğretmenler çevrimiçi öğretmen olarak zaman içinde daha fazla deneyim kazandıkça, kimlikleri çevrimiçi öğretim süreci boyunca diğer birçok faktörün müdahalesiyle şekillenmeye devam etmiştir. Bu anlamda öğretmenlerin kendilerine olan güveni noktasında bir değişiklik kaçınılmazdır. Katılımcıların tümü, başlangıçtaki inançlarını, tutumlarını, yeteneklerini ve başarılı deneyimlerini ve onlara değer verdikleri anlamı karşılaştırmış ve sonuç olarak, tüm öğretmenlerin özgüvenlerinde olumlu bir değişim geçirdiği bulunmuştur.

Çevrimiçi dil öğretmeni kimliğini geliştirmede önemli bulunan bir diğer tema ise öğretmenlerin çevrimiçi öğretim sürecinde öğrenmesidir. Bu çalışmaya katılan öğretmenler, çevrimiçi İngilizce öğretmeni olarak çevrimiçi öğretim bağlamlarında nasıl etkili bir şekilde öğretebilecekleri konusundaki bilgilerini artırdıklarını ve bunun çevrimiçi dil öğretmeni kimlik gelişimlerini yakından etkilediğini vurgulamışlardır. Bulgular, katılımcıların öğrenmeleri açısından çevrimiçi öğretmen kimliklerini neyin

etkilediğine ilişkin algılarının çoğunlukla üç alanda odaklandığını ortaya koydu: çevrimiçi arama/araştırma yoluyla öğrenme, gönüllü olarak mesleki gelişim web seminerlerine katılma ve kurum tarafından desteklenen mesleki öğrenme. Katılımcılar, çevrimiçi öğretmen olmak için acil uzaktan eğitim sırasında internette bilgi aramak için çok zaman harcadıklarını vurgulamışlardır. Öğretmenler ağırlıklı olarak ders etkinliklerinde çevrim içi araçlardan yararlanmayı, teknolojik imkanları kullanmayı ve çevrim içi öğretim yaparken karşılaştıkları bir soruna çözüm bulmayı araştırmışlardır. Öğretmenlerin öğrenmesinde çok önemli görülen bir diğer nokta da öğretmenlerin web seminerlerine gönüllü katılımıydı. Katılımcıların tümü, çevrimiçi bağlamlarda öğretim hakkında daha fazla bilgi edinmenin oldukça faydalı olduğu düşünüldüğünden, acil uzaktan öğretim sürecinde web seminerlerine katılmanın önemi hakkında yorumda bulunmuşlardır. İngilizce öğretmenleri daha önce online dil öğretmeni olma konusunda herhangi bir eğitim almadıkları için bu süreçte web seminerlerden yararlandıklarını belirtmişlerdir. Ayrıca, pandemi başlamadan önce çevrimiçi bağlamlarda herhangi bir öğretim deneyimi olmadığı için, web seminerlerinin öğrenmeleri ve çevrimiçi öğretmen kimliği gelişimleri üzerinde de önemli bir etkisi olduğu bulunmuştur. Uzaktan öğretim sürecinde öğretmenlerin öğrenmeleri ile ilgili olarak çevrimiçi dersin gözlemlenmesi ve geri bildirim almanın çevrimiçi öğretim sürecinde öğretmenlerin öğrenmelerine katkı sağladığı görülmüştür. Geribildirim sayesinde öğretmenler kendilerini farklı bir perspektiften görme fırsatı bulmuş, güçlü ve zayıf yönlerini fark edebilmişlerdir. Katılımcılar geribildirimden çok yararlandıklarını ve çevrimiçi dil öğretmeni olarak daha iyi olmaları gereken alanlar üzerinde çalışmaya başladıklarını belirtmişlerdir.

Araştırmanın sonuçları, öğretmenlerin çevrimiçi öğretmen kimliklerini nasıl geliştirdiklerini anlamak için çevrimiçi öğretim sürecinde başkalarıyla etkileşimlerinin gerekli olduğunu göstermiştir. Öğretmenler, çevrimiçi öğretmen kimlik gelişimi ile ilgili acil çevrimiçi öğretim bağlamında üç merkezi diğer benlik etkileşiminin çok önemli olduğunu bildirmiştir: öğretmenlerin öğrenciler, meslektaşları ve velilerle etkileşimi. İlk olarak, katılımcılar öğrencileriyle etkileşimlerine özel önem verdiklerini paylaştılar. Bu çalışmadaki her katılımcı, öğrencileriyle olan etkileşimlerini kapsamlı bir şekilde detaylandırdı ve odak noktaları her zaman öğrenciler oldu. Çevrimiçi ortamda öğrencilerle sınırlı iletişim konusundaki endişelerini paylaştılar ve

öğrencilere çevrimiçi olarak ulaşmanın zorluğuna özellikle vurgu yapıyorlar. Ayrıca öğretmenler, meslektaşları ile iletişimlerini ve çevrimiçi öğretim bağlamlarında gelişimlerine katkısından özellikle bahsettiler. Her katılımcı, acil uzaktan eğitim sürecinde meslektaşlarının teknik, duygusal ve profesyonel desteğine dikkat çekti. Çevrimiçi öğretim sürecinde her zaman birbirlerine destek olduklarını ve bundan nasıl yararlandıklarını ifade edildi. Son olarak, çalışmaya katılanlar, öğrencilerin ebeveynleri ile etkileşimleri üzerinde durdu. Pandemi etkisi altında online eğitimin gerekliliği nedeniyle katılımcılar velilerle daha fazla iş birliğine ihtiyaç duyduklarını ve bu nedenle onlarla farklı şekillerde iletişim kurduklarını belirtmişlerdir.

Önemli bulunan bir diğer tema ise öğretmenlerin öğretmenlik deneyimiydi. Sonuçlar, pandeminin ortaya çıkması sırasında çevrimiçi bağlamlarda ders vermeye başlayan İngilizce öğretmenlerinin çevrimiçi dil öğretmeni olarak çeşitli yeni deneyimler yaşadığını ortaya koydu. Bu deneyimlerin yeni bilgiler, yeni beceriler ve yeni roller de gerektirdiği belirtildi. Bu noktada çevrimiçi ortamdaki deneyimlerinin çevrimiçi dil öğretmeni kimliklerinin inşasında ve gelişmesinde etkisi yadsınamaz bir durum olarak değerlendirildi. Öğretmenler yeni sınıf ortamlarında daha fazla deneyim kazandıkça, kendilerini çevrimiçi öğretmen olarak algılamaları gelişmeye devam ettiği bulundu. Bu çalışmanın sonuçları, öğretmenlerin çevrimiçi öğretimde özellikle deneme yanılma deneyiminin ve çevrimiçi öğretim için ders planlama ve uygulama deneyiminin önemine işaret etmiştir. Katılımcı öğretmenlerin tamamı çevrimiçi kimliklerini oluştururken, deneme yanılma yöntemini kullanarak çevrimiçi derslerini işlediklerini ifade ettiler. Bu yöntem sayesinde kendi yollarını bulduklarına değindiler. Ayrıca öğretmenler, çevrimiçi öğretim yolculukları boyunca sabırlı ve yenilikçi olarak deneme yanılma tecrübelerinin onların gelişimine ışık tuttuğunu söylediler. Çevrim içi dersler için ders planı hazırlanması ve dersin uygulanması noktasında öğrenci merkezli öğretim yaklaşımına dayalı bir anlayış tüm katılımcılar tarafından belirtildi. Bu yaklaşımla öğrencilerin öğrenme sürecini teşvik ederek çevrimiçi derslere aktif katılımlarını sağlamayı amaçlandığı vurgulanmıştır. Çevrimiçi bağlamlar için ders planlaması ile ilgili olarak, katılımcılar, öğrencilerin derslerde keyifli zaman geçirerek dil pratiği yapmalarını sağlayacak çeşitli aktivitelerin ve çevrim içi öğretim araçlarının etkili bir şekilde entegre edilmesine özellikle dikkat ettiklerini ifade ettiler. Ayrıca çevrim içi derslerin uygulanma ve öğrencinin aktif katılımı noktasında öğrencilere

ulaşmanın ve sınıf yönetimini sağlamanın çevrimiçi bir ortamda yüz yüze öğretme ortamına göre benzerlik ve farklılıklarına değinildi.

Son olarak, öğretmenlerin uzaktan öğretim sürecinde çevrimiçi dil öğretmeni olarak kimlik gelişimini etkileyen faktörlerden biri, öğretmenlerin duygularıydı. Öğretmenler, benlik imajlarını duygularına ve belirli durumlarda nasıl hissettiklerine göre yapılandırdılar ve bu durum kimlik gelişimlerine farklı şekillerde katkıda bulundu. Katılımcılar, görüşmelerde diğer insanlarla deneyimleri, inançları ve varsayımları hakkında konuşurken her zaman çevrimiçi dil öğretmenleri olarak duygularından ve duygularındaki değişimden söz etmişlerdir. Araştırmanın sonuçları, katılımcıların çevrimiçi öğretim ortamlarında öğretmenlik yapan öğretmenler olarak tutum, davranış, inanç ve benlik imajlarını etkileyen hem olumlu hem de olumsuz bazı duygular yaşadıklarını ortaya koymuştur. Bu çalışmaya katılan İngilizce öğretmenleri birkaç olumlu duygu durumu belirtmişlerdir. Tüm bu duygusal durumlar, çevrimiçi öğretmen kimliklerinin inşasında ve yeniden yapılandırılmasında çok önemli bir rol oynadığı bulunmuştur. Örneğin, öğretmenler acil öğretim döneminde kendilerini evlerinde rahat hissettiklerini ve bunun kendilerini rahat hissettirdiğini belirtmişlerdir. Ayrıca katılımcılar, acil uzaktan öğretim sürecinde çevrimiçi dil öğretmenleri olarak kendilerini başarılı hissettiklerini vurguladılar. Başarılı hissetmek, kendilerini çevrimiçi dil öğretmenleri olarak nasıl gördüklerini ve kendilerine olan özgüvenleri geniş çapta destekledi. Pandeminin etkisiyle nispeten zorlu koşullarda bile çevrimiçi ortamlarda öğrenmekten ve öğretmekten vazgeçemediklerini ve bu açıdan kendileriyle gurur duyduklarını belirttiler. Birçok zorlukla karşılaşsalar da ellerinden geldiğince üstesinden gelmeye çalıştığını ifade eden öğretmenler kendilerini çevrimiçi eğitim veren başarılı bir dil öğretmeni olarak gördüler. Aynı zamansa acil uzaktan öğretim sırasındaki olumlu duygular açısından, bazı katılımcılar çevrimiçi öğretmen olmaktan keyif aldıklarını ve daha sonra çevrimiçi bağlamda öğretmeye devam etmek istediklerini belirtmişlerdir. Bununla birlikte, öğretmenler ayrıca etkileşimlerinden, varsayımlarından, inançlarından veya bağlamlarından kaynaklanan olumsuz duygusal durumlar yaşadıkları tespit edildi. Bu nedenle, çevrimiçi öğretmenler olarak kendileri hakkındaki algıları, olumsuz duygularından da oldukça etkilenmiştir. Katılımcılar, özellikle çevrimiçi öğretim fikrini ilk duyduklarında, çevrimiçi öğretimle ilgili endişelerini dile getirdiler. Bu noktada, tüm katılımcılar, kendileri için tamamen yeni

olan yabancı bir ortamda öğretim konusunda endişelerini dile getirdiler. İlk duyguları şu şekilde sayılabilir: gergin, paniklemiş, stresli. Bazı katılımcılar, çevrimiçi öğretim bağlamlarında ne öğretme deneyimine ne de bu konuda yeterli bilgiye sahip olmadıkları için acemi bir öğretmen gibi hissettiklerini ima ettiler. Bu, katılımcıların kendilerini öğretmenlik kariyerlerinin ilk yıllarında gibi hissettirdi. Bazı katılımcılar, yüz yüze dersle karşılaştırdıklarında derslerinden daha az tatmin olduklarını da paylaştılar. Ayrıca katılımcılar, acil uzaktan öğretim sürecinde iş yüklerinde bir değişiklik olduğunu, bunun da duygusal durumlarını ve motivasyonlarını olumsuz etkilediğini paylaştılar. Her katılımcı, yüz yüze ortamda olduğu gibi standartlarını karşılayabilmek için özel hayatlarından çok zaman ayırmaları gerektiğini vurguladı. Ayrıca çevrimiçi ortamda ders vermeye başladıktan sonra iş yüklerinin artmasından da şikâyet ettiler.

Tartışma

Bu çalışmada İngilizce öğretmenlerinin hem çevrimiçi hem de yüz yüze mesleki kimliklerini üç uzmanlık alanının iyi bir kombinasyonu olarak algıladıkları ortaya çıktı: konu uzmanları, pedagojik uzmanlar ve didaktik uzmanlar. Bu bulgu Bejiaard vd. (2000) tarafından öğretmen kimliğinin bu üç uzmanlık alanının birleşimi olarak görülmesiyle desteklendi.

İlk olarak, çevrimiçi öğretmen kimliğine ilişkin temalardan biri çevrimiçi öğretim bağlamında öğretmenlerin özyeterliliğidir. Bu çalışmanın sonuçları, çevrimiçi öğretim bağlamlarında öğretmenlerin öz yeterliklerinin, öğretmenlerin çevrimiçi dil öğretmeni olarak kimlik geliştirmeleri üzerinde önemli bir etkisi olduğunu ortaya çıkarmıştır. Değerli literatürde belirtildiği gibi, öğretmenlerin algıladıkları öz-yeterlik inançları, kimliklerin gelişimi üzerinde önemlidir (Day, 2002; Day ve diğerleri, 2005; Beauchamp ve Thomas, 2009). Alışılmadık bir öğretim bağlamındaki yeni deneyimlerin yardımıyla, çevrimiçi öğretim yapacağını belirten İngilizce öğretmenleri, öğretmenlerin çevrimiçi kimlik gelişimlerini etkileyen acil uzaktan öğretim sürecinin başında ve boyunca bazı farklılıklar göstermiştir. Bu bulgu, yüz yüze ortamdaki çevrimiçi ortama geçiş sürecinde öz-yeterlik inançları ile öğretmenlerin profesyonel kimliği arasındaki ilişkiyi de vurgulayan önceki çalışmalarla tutarlıdır (Hiver & Whitehead, 2018; Ruohotie-Lyhty, 2013; Thanaraj, 2016; Trent, 2014).

Çevrimiçi öğretmen kimliğinin geliştirilmesinde önemli bulunan bir diğer tema ise öğretmenlerin çevrimiçi öğretim sürecinde öğrenmesidir. Bu çalışmada, öğretmenlerin çevrimiçi öğretim sırasında öğrenmeleri temasına ilişkin sonuçlar, öncelikle İngilizce öğretmenlerinin İnternet'te bilgi aramalarına odaklanmıştır. Bu, esas olarak, onlar için nispeten yeni olan çevrimiçi öğretim ortamlarında etkili dersler tasarlama konusundaki kişisel isteklerinden kaynaklandı. Öğrencilerini çevrimiçi derslere dahil etmek için çevrimiçi araçlar ve ders planı etkinlikleri, öğretmenlerin bilgi aramada temel kaygısıydı. Çevrimiçi öğretme ve öğrenme hakkında daha fazla öğrendikçe, bilgiyi kendi inançlarına dayalı olarak derslere daha fazla uyguladılar. Bu bulgu, öğretmenlerin öğrenmesi kavramının öğretmen kimliğine katkısıyla ilişkili olarak araştırılması gerektiği anlamında önceki alan yazınla örtüşmektedir (Burns & Richards, 2009).

Çevrimiçi öğretim ortamında kimlik gelişimi ile ilgili bir diğer önemli tema, mevcut çalışmada öğretmenlerin başkalarıyla etkileşimidir. Bu anlamda öğretmenlerin en büyük endişesi öğrencilerle, meslektaşlarıyla ve ebeveynlerle olan etkileşimleriydi. Bu bulgu Yazan (2018) tarafından dil öğretmeni kimlik gelişimini etkileyen önemli etkileşim türleri olması açısından desteklenmiştir. Çalışma, çevrimiçi dil öğretmenlerinin temel endişesinin, öğrencilerle çevrimiçi bağlamda etkileşimleri olduğunu vurguladı. Öğrencilere istedikleri zaman çevrimiçi olarak ulaşma kısıtlamasından etkilendikleri bulundu. Bu sonuç ışığında öğrencilerle çevrimiçi ortamda etkili iletişim kurmanın öğretmenlerin çevrimiçi öğretmen kimliğinin gerekli bir parçası olduğu ortaya çıkmıştır. Bu nedenle, çevrimiçi dil öğretmenlerinin öğrencileriyle iyi iletişim kurma isteği vurgulandı. Bu açıdan araştırma sonuçları, öğretmenlerin öğrencileriyle çevrimiçi iletişimlerine özel bir önem verdikleri ifade edilen diğer araştırmalarla (Richardson & Alsup,2015; Ruohotie-Lyhty, 2013) paralellik göstermektedir.

Çalışma ayrıca öğretmenlerin çevrimiçi öğretim deneyimlerinin, çevrimiçi öğretim bağlamlarında kimlik gelişimlerini oldukça etkilediğini ortaya koymuştur. Bu deneyimler ders öncesi hazırlık, ders işlenirken ve ders sonrası yaşananları kapsar. Sachs'ın (2005) vurguladığı gibi “öğretmen kimliği sabit veya dayatılan bir şey

değildir; daha ziyade deneyim ve bu deneyimden yapılan anlam aracılığıyla müzakere edilir” (s.15). Ayrıca Yazan' ın (2018) belirttiği gibi, bu çalışma öğretmenlerin konu, materyal ve eğitimsel etkinliklere ilişkin inançlarının, bilgilerinin, teorilerinin, tutumlarının ve varsayımlarının sınıf içinde ve dışında bir öğretmen olarak kendilerini ifade etmeleri için bir temel oluşturduğunu göstermiştir. Bu nedenle, öğretmenlerin ders planlama ve ders verme konusundaki deneyimleri, çevrimiçi kimliklerini anlamak için önemli görülmüştür.

Son olarak, çevrimiçi öğretim bağlamlarında öğretmenlerin mesleki kimlik gelişimini anlamak için duygu temasının hayati olduğu düşünülmüştür. Öğretmenler öğretim deneyimlerini, etkileşimlerini ve öz-yeterlik inançlarını ifade ederken duygularından da çok bahsettiler. Dolayısıyla olumlu ya da olumsuz duygu durumları çevrimiçi öğretmen kimliklerinin göstergesi olmuştur. Bu doğrultuda literatür de öğretmen duygularının dil öğretmenlerinin kimliklerini anlamak için önemli faktörlerden biri olarak kabul edildiğini ve öğretmenlerin inançları hakkında ipuçları verdiğini ve kimliklerini oluşturmaya değer verdiğini göstermiştir (Farrell, 2011; Rodgers & Scott, 2008; Yazan, 2018).

Öneriler

Her şeyden önce, çalışmanın bulguları öğretmen eğitimi program geliştiricilerine değerli bakış açısı sağlayabilir. Çevrimiçi İngilizce öğretmenleri hakkında daha iyi bir anlayışa sahip olmak çok önemlidir çünkü çevrimiçi öğretimin eğitimin bir parçası olmaya devam edeceği görülmüyor. Bu nedenle öğretmen yetiştirme programları öğretmenlerin çevrimiçi kimliklerini dikkate almalı ve öğretim programlarını hem çevrimiçi öğretmen kimliklerini hem de öğretmen kimliklerini etkileyen faktörlere göre yeniden tasarlamaları gerekmektedir. Bu anlamda, müfredatın amaçlarından biri, İngilizce öğretmeni adaylarını hem yüz yüze hem de çevrimiçi öğretim ortamları için gerekli bilgi ve becerilerle donatmak olmalıdır. Mevcut çalışma, öğretmenlerin çevrimiçi öğretime ilk başladıklarında kaygılarını ve olumsuz duygularını ortaya çıkarmıştır. Bunun temel nedeni çevrimiçi öğretim konusunda eğitim eksikliğidir. Bu nedenle, öğretmen yetiştirme programları çevrimiçi öğretim ortamlarında etkili öğretim hakkında çok fazla bilgi sağlamalıdır. Bu anlamda çevrimiçi öğretimi planlama, uygulama ve değerlendirme konularında eğitilmeleri gerekmektedir.

Ayrıca çalışma, hizmet içi öğretmen eğitimi açısından birçok değerli çıkarım sunmaktadır. Hizmet içi öğretmen yetiştirme fırsatları, öğretmenlerin çevrimiçi kimlikleri ışığında yeniden ele alınmalıdır. Çalışma, çevrimiçi İngilizce öğretmenlerinin web seminerlerinden yararlandığını ve çevrimiçi öğretim konusundaki bilgilerini zenginleştirdiğini gösterdiğinden, kurumların öğretmenlerin duygusal ve profesyonel olarak gelişmesine yardımcı olacak çeşitli web seminerleri veya seminerler sunması gerektiği söylenebilir. Ayrıca, mevcut çalışma, denetleyici öğretmenlerin çevrimiçi öğretmenlerin kimlik oluşturma konusundaki geri bildirimlerinin önemini ortaya koyduğundan, İngilizce öğretmenleri çevrimiçi öğretim bağlamındaki performansları hakkında geri bildirim almalıdır. Son olarak, kurum kendi deneyimlerini paylaşabilecekleri ve birbirlerinden öğrenebilecekleri bir dil öğretmeni öğrenme topluluğu sağlayabilir, çünkü çalışmada öğretmenlerin çevrimiçi öğretim konusunda bilgilerini artırdıkları ve duygusal olarak da birbirlerini destekledikleri ortaya çıkmıştır.

Öğretmenin çevrimiçi mesleki kimliğinin araştırılmasına yönelik daha fazla araştırma için çeşitli önerilerde bulunulabilir. Her şeyden önce, mevcut çalışma esas olarak öğretmenler, gözlemciler ve öğretmen ders planları ile yarı yapılandırılmış görüşmeler yoluyla veri toplamıştır. Araştırmacının saha gezileri, çevrimiçi ders gözlemleri, öğretmenlerin öz yansımaları da veri toplamak için kullanılabilir. Bu, öğretmenlerin kimliklerini kapsamlı bir şekilde anlamak için daha derin bir anlayış sağlayacaktır. Ayrıca, çevrimiçi öğretmenlerin kimlik inşası konusunda diğer önemli kişilerin seslerini duymak, daha iyi bir anlayış kazanmak için değerli olacaktır. Ayrıca aynı çalışmayı acil uzaktan öğretim yerine çevrimiçi öğretime geçişin gönüllü olarak başladığı bir bağlamda kullanmak farkı sonuçlar gösterebilir.

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