

T.R.
ORDU UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF
ENGLISH LANGUAGE AND LITERATURE



**REVISITING EFL TEACHERS' IDENTITY (RE)CONSTRUCTION
DURING EMERGENCY REMOTE TEACHING: A NARRATIVE INQUIRY**

AYNUR DEMİR

YÜKSEK LISANS TEZİ

ADVISOR

Assoc. Prof. Dr. Turgay HAN

CO-ADVISOR

Assoc. Prof. Dr. Servet ÇELİK

ORDU- 2023

TEZ KABUL SAYFASI

Aynur DEMİR tarafından hazırlanan “Revisiting EFL teachers’ identity (re)construction during emergency remote teaching: A narrative inquiry” başlıklı bu çalışma, 13.01.2023 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak, jürimiz tarafından **YÜKSEK LİSANS tezi** olarak kabul edilmiştir.

Başkan	Doç. Dr. Turgay HAN (Danışman) Ordu Üniversitesi / Fen Edebiyat Fakültesi	İmza
Üye	Doç. Dr. Servet ÇELİK (2. Danışman) Trabzon Üniversitesi / Eğitim Fakültesi	İmza
Üye	Dr. Öğr. Üyesi Bilal KARACA Trabzon Üniversitesi / Eğitim Fakültesi	İmza
Üye	Dr. Öğr. Üyesi Cüneyt ÖZATA Ordu Üniversitesi / Fen Edebiyat Fakültesi	İmza
Üye	Dr. Öğr. Üyesi Nilüfer AYBİRDİ Ordu Üniversitesi / Fen Edebiyat Fakültesi	İmza

ETHICS STATEMENT

In the thesis study, which I prepared in accordance with the thesis writing rules, I obtained the data, information, and documents within the framework of academic and ethical rules. I presented all information, documents, evaluations and results in accordance with scientific ethics and morals. I cited all the works I have benefited from in the thesis by making appropriate references. I did not made any falsification of the data used. I declared that the study I presented in this thesis was original, otherwise I accepted all the loss of rights that may arise against me.

Aynur DEMİR

ÖZET

İNGİLİZ DİLİ VE EDEBİYATI

ACİL UZAKTAN ÖĞRETİM SÜRECİNDE İNGİLİZCE ÖĞRETMENLERİNİN KİMLİKLERİNİN (YENİDEN) İNŞAASININ GÖZDEN GEÇİRİLMESİ: BİR ANLATI ARAŞTIRMASI

Aynur DEMİR

Bu çalışma, COVID-19 sürecinde acil uzaktan öğretimi uygulama çabalarında ilkökul İngilizce öğretmenlerinin mesleki kimliğinin (yeniden) inşasını araştırmayı amaçlamaktadır. Mesleki kimlik (yeniden) inşa sürecini etkileyen faktörler, gerilimler ve müzakereler çalışmanın odak noktası olmuştur. Çalışmanın katılımcıları, Türkiye'nin bir ilinden beş farklı ilkökul İngilizce öğretmenidir. Çalışmada, öğretmenlerin acil uzaktan öğretim bağlamındaki deneyimlerine ilişkin daha derin bir anlayış ve daha net içgörüler elde etmek için anlatısal sorgulama yaklaşımı kullanılmıştır. Veriler kişisel veri formları, anlatı görüşmeleri, yazışmalar ve alan notları yoluyla toplanmıştır. Yazıya dökülen veriler tematik analiz kullanılarak analiz edilmiş, yorumlama ve anlam oluşturma aracılığıyla yeniden anlatılmıştır. Çalışmanın sonuçları, ilkökul İngilizce öğretmenlerinin acil uzaktan öğretim bağlamında kimliklerinin (yeniden) inşa sürecine ilişkin iç görüşleri ortaya koymuştur. Öğrenci katılımının azalması, elektrik kesintileri, internet bağlantısının kesilmesi, teknolojik cihaz sorunları ve uzaktan sınıf deneyimi gibi çeşitli bağlamsal faktörler, mesleki kimliklerinin şekillenmesinde önemli bir rol oynamıştır. Öğretmenlerin müzakere ettiği en belirgin gerilimler, öğretmen eğitimi ihtiyaçları, iş-yaşam dengesi kurma baskısı, velilerin aşırı müdahaleci davranışları, uzaktan sınıf yönetimi ve öğrenci değerlendirmesi olmuştur. Geçmişte yaşadıkları olumlu deneyimleri yansıtmaları, mesleki kimliklerini (yeniden) inşa ederek bu kritik süreci tamamlamalarına önemli katkı sağlamıştır. Çalışma ayrıca, ilkökul İngilizce öğretmenlerinin seslerini duyurmaya ve acil uzaktan öğretim sürecinde önerilerini, ihtiyaçlarını ve beklentilerini anlamaya odaklanmıştır. Çalışmanın bulguları, eğitimsel iyileştirme ihtiyacını değerlendirmek, hizmet öncesi ve hizmet içi ilkökul İngilizce öğretmenlerini başka bir acil durum bağlamına hazırlamak, acil durum eğitimi uygulamasını planlamak ve tasarlamak için kullanılabilir. Gelecekte dikkate alınmak üzere farklı uygulamalarda başarılı katılımın önünü açmak için güçlü bir mesleki kimlik duygusuna sahip olmaya özel bir vurgu yapılmaktadır.

Anahtar Kelimeler: Öğretmen mesleki kimliği, İlkokul İngilizce öğretmeni, Acil uzaktan öğretim, COVID-19

ABSTRACT

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

REVISITING EFL TEACHERS' IDENTITY (RE)CONSTRUCTION DURING EMERGENCY REMOTE TEACHING: A NARRATIVE INQUIRY

Aynur DEMİR

This study aims to explore the (re)construction of elementary school EFL teachers' professional identity in their efforts to implement ERT (Emergency Remote Teaching) during the COVID-19 process. The study focused on the factors, tensions, and negotiations that influenced the process of professional identity (re)construction. The participants of the study were five different elementary school EFL teachers from a city in Turkey. The study used a narrative inquiry approach to gain a deeper understanding and clearer insights into teachers' experiences in the context of ERT. Data were collected through personal data forms, narrative interviews, correspondence, and field notes. The transcribed data were analysed using thematic analysis and renarrated through interpretation and meaning-making. The results of the study revealed insights into elementary school EFL teachers' identity (re)construction process in the context of ERT. Various contextual factors, including reduced student attendance, power cuts, internet disconnects, technological device problems and remote classroom experience played crucial roles in shaping their professional identity. The most prominent tensions that teachers negotiated were teacher training needs, the pressure to establish a work-life balance, overly intrusive behaviour of parents, remote classroom management and pupil assessment. Reflecting on their positive experiences they had in the past contributed significantly to complete this critical process by (re)constructing their professional identities. The study also focused on making the voices of elementary school EFL teachers heard and understanding their suggestions, needs, and expectations during ERT process. The findings of the study can be used for assessing the need for educational recovery, preparing pre-service and in-service elementary school EFL teachers for another emergency context, and planning and designing an emergency educational implementation. Special emphasis is placed on having a strong sense of professional identity to pave the way for successful involvement in different implementations for future consideration.

Key Words: Teacher professional identity, Elementary school EFL teacher, Emergency remote teaching, COVID-19

ACKNOWLEDGEMENT

I would like to express my profound appreciation to my advisor, Assoc. Prof. Dr. Turgay HAN, for guiding and encouraging me throughout this research. I feel very lucky to benefit from his valuable experiences. Moreover, I wish to express my sincere thanks for introducing me to my co-advisor, Assoc. Prof. Dr. Servet ÇELİK. I am grateful to him for giving direction to my research, providing me insightful feedback, and helping me to gain new perspectives on my research. I feel a deep sense of gratitude and appreciation for my master's degree jury members for their supportive attitude, valuable comments, and suggestions. I would also like to express my sincere thanks to the faculty members of the Department of English Language and Literature at Ordu University, especially Asst. Prof. Dr. Cüneyt ÖZATA for his valuable support. I would also like to thank everyone whose names I have not mentioned for their cooperation and assistance in completing my study. I wish to express my sincere gratitude to my colleagues and school principal, Murat BAHTİYAR for their heart-warming support and encouragement. I would like to thank Hilal ŞAHİN, my colleague and friend, who made this difficult process easier for me with her support, encouragement, and guidance. In particular, I wish to express my special thanks to the elementary school ELT teachers who participated in my study. They sincerely shared their stories with me and made an invaluable contribution to my study.

I also owe special thanks to my husband, Özgür Ulaş, and my daughter and son, İrem and Kerem, for their understanding and standing by my side every moment of my life.

Aynur DEMİR

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ABBREVIATIONS

CEFR	: Common European Framework of Reference for Languages
CoHE	: Council of Higher Education
EBA	: Educational Informatics Network in Turkey
EFL	: English as a Foreign Language
ERT	: Emergency Remote Teaching
ICT	: Information and Communication Technology
L2	: Second Language
MoNE	: Ministry of National Education
TED	: Teacher Education
TEYL	: Teaching English to Young Learners

1. INTRODUCTION

1.1. Conceptual Framework

Considering that teachers' sense of professional identity is not stable and undergoes significant changes over time according to the changing context, the value of revisiting teacher identity emerges to reveal how our past teacher selves relate to our present and future teacher identities. Teacher identity, which is also affected by mass changes, is a structure that can be constructed, reinforced, shifted and reconstructed with experience. The impact of the COVID-19 pandemic process has been felt in all aspects of life as it is a specific point in time that affects people's lives. The transition to ERT (Emergency Remote Teaching) was quite sudden, and teachers, like all other people, were caught unprepared, inexperienced, and unaware of this massive change. Teacher identity, shaped by the positive or negative changes experienced during the pandemic, need to be taken into account in various aspects.

Identity in general answers the question “Who am I?” (Beijaard et al., 2004). Professional identity is considered a process, not a stable, fixed, or unitary concept (Coldron & Smith, 1999). Identity development is an ongoing process that occurs at a particular moment in people's lives through personal interpretation, and it is described as a recognized presence in the given context (Beijaard et al., 2000; Flores & Day, 2006; Gee, 2000; Mockler, 2011; Rus et al., 2013). There are several terms to describe identity development in the literature, the shaping of identity (Connelly & Clandinin, 1999; Flores & Day, 2006), development of identity (Alspup, 2004; Golombek & Johnson, 2017; Oruç, 2013), construction of identity (Anwar, 2020; Brown & Heck, 2018; Hamiloğlu, 2013), identity formation (Aslan, 2016; Cheng, 2016; Tsui, 2007), and others. Kerby (1991) defined identity development as the process involving multiple interpretations of experiences. According to Wenger (1998), identity formation is explained as the process of making sense of and reflecting on our experiences.

The impact of contextual factors on the teachers' professional identities can also lead to positive or negative attitudes (Beijaard et al., 2004; Day et al., 2005). Teacher identity is a major influencer and a key agent in many different areas such as motivation, self-efficacy, commitment, job satisfaction, and effectiveness, so it is necessary to investigate the contexts in which they occur, and their positive and negative consequences (Day et

al., 2006; Day & Kington, 2008; Moslemi & Habibi, 2019; Ostad et al., 2019). In this regard, Day et al. (2006) emphasized the understanding of teacher professional identity development to improve and sustain the standards and the quality of teaching. As the construction and (re)construction of professional identity is closely related to the process of professional learning and improving the quality of education, it would be appropriate to examine all factors in this context.

How teachers negotiate their professional identities influenced by these different internal and external contextual factors in constant change has been of interest to researchers (Beijaard et al., 2000; Douglas Fir Group, 2016; Flores & Day, 2006; Gee, 2000). Flores and Day (2006) summarizes these various factors, which have an interrelated and interactive structure, as influences on teacher identity formation. Past influences, pre-teaching identity, contexts of teaching, and reshaped identity are effective in the formation and development of teacher identity.

Through self-evaluation, the identity is constantly preformed, formed, and reformed as individuals evolve over time and through interaction with others (Cooper & Olson, 1996). Carter and Doyle (1996) emphasize the construction and (re)construction of identity through a biographical perspective, adaptation of personal understandings and ideals to corporate realities, and expressions in classroom activities. Researchers who emphasize the personal dimension of teaching are particularly interested in the interaction between teachers' past personal life experiences and their professional lives (Clandinin, 1986; Elbaz, 1983; Goodson, 1992).

Sachs (2001) describes a process-oriented definition with multiple professional identities of teachers. This view of identity also points to the multifaceted nature of identity, the significance of ongoing identity development, and negotiation through experiences. In the empirical study of Brown and Heck (2018), investigating the construction of teacher identity in an alternative school setting, the teachers were found to construct multiple identities as teachers, co-learners, and administrators. It was a social process that occurred through teachers' interaction with contextual factors, particularly in institutional settings (Varghese et al., 2005). Furthermore, identity studies link role identities with behavioural and emotional consequences and inform that some identities were owned more than others. Therefore, people with the same role identity may behave differently in a given context due to differences in identity clarity (Callero, 1985; Thoits, 1991). Cooper and

Olson (1996) expressed that professional identity was versatile and that psychological, historical, sociological, and cultural factors affected teacher identity development.

Personal experiences are formed through the interaction of social, cultural, and corporate environment in daily life, and these interactions establish a relationship between personal, social, and professional identities by providing motivation, job satisfaction, and organizational commitment (Day et al., 2005). However, one of these three dimensions of identity (or more) may become dominant at a given time or in certain scenarios, thus challenging the relative stability of existing identities (Day & Kington, 2008). This can affect the perceptions of commitment, job satisfaction, flexibility, self-efficacy, and effectiveness. According to Wenger (1998), when teachers better understand their identities, they can better understand teaching and learning. Moreover, to understand teaching and learning better, it is necessary to have a clearer sense of who the teachers are from different perspectives such as personal, professional, social, cultural, political, and beyond (Beijaard, 1995; Gill, 2020). Teachers' professional identity can be regarded as the core of the teaching profession, and an effective indicator of understanding what it means to be a teacher (Day, 2011). Understanding teachers' own self is an essential component in helping teachers to construct their own identities, and associate with their professional practices, professional development, and educational change (Beijaard et al., 2004; Kelchtermans & Vandenberghe, 1994).

Reynolds (1996) examined the workplace scenes about teacher identity within cultural scenarios and wrote about teachers' thoughts and memories at school. It was found that environmental expectations and personal thoughts played a major role in the formation of teachers' professional identity. The interaction and bond with people, especially pupils, teachers, administrators, and parents, affect teachers' perceptions of the working climate and their professional identity over time (Beijaard, 1995). The people around an individual, their expectations of the individual, and the influence of personal thoughts on the individual affect teacher identity. Since teachers' working environment is very broad, demanding, and restrictive "landscape", teacher identity is strongly influenced by the environmental conditions (Reynolds, 1996). Especially, elementary school teachers' work has become more intense, and their roles have become more diverse (Osborn et al., 1996). Teachers' professional identities include both their own and others' perceptions but also reflect teachers' personal backgrounds and experiences in their professional work (Tickle, 2000). In this respect, it has been observed in recent years that teachers are active and

reflective practitioners, not just passive transmitters in the classroom (Beijaard et al., 2000). In addition, teachers' perceptions of their own professional identities affect their activities, professional development, and attempts to cope with educational change, and their ability and willingness to implement innovations in their own teaching practices (Beijaard et al., 2000). Changing contextual factors of the COVID-19 pandemic process also affected the developmental process of teacher identity.

Research on teachers' professional identity has a special focus on personal critical or dramatic events affecting personal and professional life under certain conditions and within a certain period (Beijaard, 1995; Kagan, 1992). Critical incidents at certain stages of teachers' careers, and major or key experiences may force teachers to make decisions, and this may positively or negatively influence their professional identity development which allows us to gain insights into their professional identity. Huberman (1993) concludes that when teachers had their own children, their tolerance towards pupils increased. This can be interpreted as a personal life experience affecting professional life. Many teachers tend to lose motivation and commitment as they get older (Bloom & Jorde-Bloom, 1987). After years of serving pupils, teachers may lose their dedication and take their pupils less seriously. This situation indicates the effect of age on the teacher's professional identity. Knowles (1992), in his biographical case studies, states that teacher role models in childhood or people who are significant in a person's life have a significant impact on professional experiences. For example, a former teacher may be seen as a role model, or a teacher who was raised in a very authoritarian way in family life may be tolerant of his pupils as a counter-reaction. In the process of professional orientation, the presence of a teacher in the family, acquaintances, and openness to learning and teaching have a crucial effect. Similarly, the critical process experienced during the COVID-19 period pushed teachers to renew and improve themselves through more research (Peasani, 2020; Trikoilis & Papanastasiou, 2020; Trust & Whalen, 2020; Watson, 2020).

To deal with the new demands of pedagogy and new educational technologies that have developed over time in professional settings, the necessity for teachers to deconstruct and (re)construct their professional identities have been revealed (Xu, 2014). In the context of this study, investigating the professional identity of Turkish elementary school EFL (English as a Foreign Language) teachers helps to understand the quality of foreign language teaching in state elementary schools in Turkey, too. As Varghese et al. (2005, p. 22) mentioned, "in order to understand language teaching and learning, we need to

understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are”. However, considering the narrative research context of elementary school EFL teachers, little attention has been paid to this topic (Fajardo-Castaneda, 2011; Leigh, 2019). This study aims to conduct an in-depth study using narrative inquiry while addressing Turkish elementary school EFL teachers' identity (re)construction in the transition to COVID-19 ERT. It attempts to offer insights into being an elementary school EFL teacher, how they perceive themselves, their motivation, the tensions they face, and how they negotiate by addressing the factors that shape their professional identity. Teachers' concerns, needs, expectations, and recommendations for the future are also considered. It aims to shed light on future research as it can contribute to filling the gap in the aforementioned context.

1.2. TEYL (Teaching English to Young Learners) and Teacher Identity

To better understand the professional identities of elementary school EFL teachers, it is necessary to better understand their teaching practices and contexts. Lowering the starting age of English instruction has been an outstanding renovation in the field of EFL teaching. TEYL has become an outstanding phenomenon since in many European countries and worldwide EFL teaching was introduced in elementary schools (Scott & Ytreberg, 1990). The term “young learners” is identified as pupils in elementary and lower secondary schools, aged between five and twelve (Ellis, 2014; Garton & Copland, 2019). Creating a confident, relaxed, and positive atmosphere at the beginning of the EFL teaching is the first thing to do (Gordon, 2006; Nikolov, 2009). Creating positive attitudes at the beginning of their L2 (Second Language) learning process is essential, and it is the duty of EFL teachers with strong teacher identities to ensure this. It is evident that positive professional commitments and practices have a positive impact on professional identities in terms of giving the necessary attention to the crucial educational and pedagogical aspects of TEYL as a part of EFL teaching. To understand the professional identities of elementary school EFL teachers, it is necessary to understand their teaching practices and contexts better.

The differences between young and adult learners in teaching and learning a foreign language are generally obvious (Gordon, 2006; Scott & Ytreberg, 1990). Children are considered kinaesthetic or tactile learners, they are more energetic, optimistic, and they prefer to be active rather than quiet (Bardakçı, 2011; Imaniah, & Nargis, 2017). Action

songs, gamification, crafts, and hands-on activities are preferred as suggested activities or tasks in the curriculum of elementary school English language classrooms (MoNE, 2018). Promoting fun and interesting activities such as cartoons, picture dictionaries, using realia, or authentic materials is essential to visualize and actively construct meaning (İşpınar, 2005; Tabors, 1997). EFL learning should be strengthened by teachers focus on the quantity and quality of language experiences with an emphasis on productive skills (Graton & Copland, 2018). In this regard, EFL teachers of young learners need to be more dynamic and investigative to stay up-to-date.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), which provides a common standardized L2 base across Europe, aims to adapt the content of language curricula to the age, interests and needs of learners. The CEFR provides a basis for analyzing what learners do and need in the real world to meet these needs in digitally enhanced, action-oriented learning scenarios, emphasizing language use in real-life situations with everyday interactions (CoHE, 2018). In line with the CEFR, emphasis is placed on adapting communicative competence to classroom interactions in an action-oriented and communicative approach with drama (role-play, stimulation, pantomime) activities (MoNE, 2018). Krashen and Biber (1988) also argue that language input has to be relevant, interesting, and comprehensible, and building a transition from known or familiar to unknown or unfamiliar helps learners to recognize new terms. Themes from daily life issues which are familiar to young learners are also integrated into the curriculum such as family, friends, animals, leisure activities and so on (MoNE, 2018). Handling self-culture first and then target culture with a positive attitude creates a more optimal learning environment for learners and intercultural awareness (Elyıldırım & Ashton-Hayes, 2006; Moon, 2005; Myles, 2017; Nikolov, 2009). In the early stages of language learning, supporting learners and helping them to make a connection between their mother tongue and foreign languages is essential (Gordon, 2006; İşpınar, 2005; Nikolov, 2009). Therefore, learners are more encouraged to involve in the learning process under the guidance of their teachers. TEYL teachers need to be more guiding, facilitating, supportive, and helpful, rather than coercive or insistent.

Although early EFL instruction may lead to a positive effect, all other aspects should also be considered such as the number of hours, class size, different characteristics of learners, language teaching methods, classroom activities, teaching materials, teacher

qualifications, and so on (Çelik & Karaca, 2014). The Eurydice Report (2017) defines the number of hours devoted to foreign language learning in the curriculum as “modest”. In classes of young learners, there are pupils who enjoy but do not learn their tasks (Cameron, 2001). Despite being learner-centred, focusing on a learning-centred approach may help to achieve learning goals (Garton & Copland, 2019). Learning should be enhanced by teachers who focus on the quantity and quality of language experiences in and out of class (Imaniah & Nargis, 2017). Efficient classroom management (maximising pupil participation and reducing disruptive behaviour) paves the way for optimal learning (Garton & Copland, 2019). From this perspective, EFL teachers need to be well-equipped, versatile with a strong professional identity.

As parents become more aware of the significance of English language learning in terms of educational and employment opportunities, their desire to start their children’s learning English at an early age has increased (Bardakçı, 2011; Myles, 2017). Communication and collaboration between EFL teachers and parents create a positive environment for the development of L2 learning (Rich, 2014). While parents' English proficiency promotes the move to TEYL, it also raises expectations from EFL teachers (Bardakçı, 2011). With the increasing trend towards TEYL, more demand for fee-paying English courses, private schools offering more English classes, or study abroad programmes, the the job of EFL teachers has become more demanding and challenging.

In many societies, TEYL is perceived as a simpler and easier task than teaching older age groups since the language instruction for young learners is easy (Cameron, 2001; Nguyen et al., 2022). However, EFL teachers must be aware of the physical and psychological needs and interests of children to provide both the necessary care, motivating and engaging instruction according to their developmental stages (İşpınar, 2005; Linse, 2005). In many contexts, EFL teachers face difficulties in adapting their skills to young learners as there is still a lack of adequate TED (Teacher Education) in the case of TEYL (Cameron, 2003; Copland et al., 2014; Emery, 2012; Moon, 2005). In the Turkish context, it has been revealed that the in-service training received by elementary school EFL teachers is not suitable for their needs, not interactive, and not effective because it is not provided by experts in the field (Koç, 2016). TED which is prepared according to the learners’ needs and teachers’ professional needs affects the overall quality of education (Fahd Al Malihi, 2015; Kabilan & Veratharaju, 2013; Zein, 2016). It can be concluded that the pre-service and in-service training received by elementary school EFL teachers

is insufficient, which may lead to unsuccessful curriculum implementation. Without the essential pedagogical and linguistic skills of TEYL, EFL teachers are assigned to elementary or pre-elementary schools, which may lead to a lack of confidence, skills, and proficiency among teachers and a negative attitude towards foreign language learning among young learners (Emery, 2012; Rich, 2014). Teachers try to bridge this gap through online training workshops, which are a popular form of formal or informal in-service training (Copland & Garton, 2014; Garton & Copland, 2019). This study also aims to empower TEYL teachers, whose teaching initiative is not highly valued in many contexts.

1.3. Online Foreign Language Teaching to Young Learners before COVID-19

Moving forwards in the world of the digital era, the use of technology has had a major impact in the field of TEYL as in other fields (Gordon, 2006). Using technology in the classrooms, such as web 2.0 tools, digital storytelling, game-based learning, augmented reality, and flipped classrooms, helps to attract attention, increase their interest, generate excitement, engage and motivate pupils (Blake, 2013; Evans, 2009; Lotherington, 2017). It has been reported that online communication tools are widely used in foreign language education and their effects are positive as they are supposed to be intercultural, communicative, collaborative, and learner-centred (O'Dowd, 2009). Appropriate pedagogical and professional implementations of online L2 teaching can be carried out by teachers who are professionally trained and have a strong teacher identity. Non-pedagogical or non-professional use of technology does not ensure the desired learning outcomes (Oblinger & Oblinger, 2005).

In Turkey, EFL teachers have undergraduate courses in Information Technologies, Instructional Technologies, and elective courses in New Approaches to English Language Teaching, Open and Distance Learning during pre-service training (CoHE, 2007). Teachers also have access to government-sponsored and private online courses for in-service professional development. Yurkofsky et al. (2019) revealed that teachers can easily put themselves into pupils' shoes after attending in an international online training. They could rethink their own teaching practices, have new relationships, and be more open to new ideas in the context of online teaching. K-12 teachers described their in-service online professional development experience as valuable and impactful in the study.

Since young learners are identified as “digital natives” nowadays and they are more likely

to be accustomed to today's new technology from the very beginning of their lives, online language learning can be even more effective with several multi-sensory web activities (Garton & Copland, 2019; Oblinger & Oblinger, 2005; Prensky, 2001). On the other hand, teachers need to check their pupils' knowledge of ICT (Information and Communication Technology) before starting the class and they may also need additional pre-teaching sessions to prepare their pupils to use technology properly (Gordon, 2006). While adult learners are more likely to have this pre-skill for the course, younger learners may need further explanation if they have little or no experience with ICT (Lotherington, 2017).

Torsani (2016) reveals that technology not only provides alternative materials for EFL classrooms in terms of quantity and variety but also contributes significantly to the content, method, and overall quality of the course. The usage of digital games in language learning, also called digital game-based or game-enhanced language learning, is one of the most popular methods for both having fun and learning (Copland & Garton, 2014; Cornillie et al., 2012; Garton & Copland, 2019). Moreover, if young language learners use technology that is appropriate to their skills, level, and knowledge, they can be better prepared for real everyday life, of which technology is an integral part (Copland & Garton, 2014; Rich, 2014).

Although there are many advantages of online teaching and learning, there are also many risks and limitations. The implementation of technology in the learning process requires careful planning, clear instructions, and monitoring of teachers, pupils, and parents (Oblinger & Oblinger, 2005; Teeler & Gray, 2000). On the other hand, pupils may have health problems due to excessive screen exposure, negative social and psychological effects, or even privacy issues when pupils share their personal information (Lotherington, 2017). Young learners generally want to use the technology just for fun unrelated to their course (Garton & Copland, 2019). Combining the fun they want with the instructions to be learned in a well-organized online context is the best way for young learners. Proper implementation can also avoid excessive or infrequent use of technology (Evans, 2009). Teachers may also face the undeniable reality that power may go off, the technological device may break down, the activity to be used may be incompatible with the device, the internet connection may be interrupted, or even some pupils may not have the device or the internet connection at all (Evans, 2009). Inequality of access to the internet is one of the main issues with this new technology and this may cause loss of time in online education (Gordon, 2006). In face-to-face education, teachers

may have an alternative activity without the use of technology according to the curriculum.

White and Ding (2009) express that most of the studies on online language education are about challenges, what it means to be a teacher or teacher identity has not been explored much. Defining online and face-to-face education as two very different teaching worlds, White (2016) examines the comments and opinions of language teachers. They explained how they encouraged their pupils despite the difficulties and limitations of distance language learning environments, and also bridged distance education with face-to-face communication through feedback. Shelley et al. (2013) reveals that the online teacher learning experience has a contextually dynamic structure. It has been pointed out how language teachers constantly develop themselves professionally and shape their identities with an autonomous and critical perspective. In the teacher identity study of White (2007), which was conducted to deepen our understanding of online language learning and teaching, it was discussed that the identities of teachers who encountered distance education were challenged, and their experiences were transformed through collaboration with colleagues and critical reflection on practice.

1.4. Teacher Identity Issues during the COVID-19 Pandemic Process

Education has moved beyond the classroom to both synchronous and asynchronous teaching and learning platforms with a rapid transition. Even though technology provided many conveniences, it has also brought many obstacles to deal with amid the COVID-19 outbreak (Hassan, 2021). Christensen et al. (2022) investigated teacher identity in their study and asserted that teacher identities were affected by the changing teaching contexts during the COVID-19 pandemic. It was revealed that teachers' motivation and job satisfaction could be damaged, and the significance of teachers' ability to adapt their teaching practices was emphasized. It was suggested that careful consideration should be given to how to develop coherent, sustainable, and adaptable teacher identities. The fact that teacher identities are sensitive to change was highlighted.

Considering teachers' experiences during the time of COVID-19, the importance of pedagogical competence and physical contact was most emphasized (Addimando et al., 2021; Carrillo & Flores, 2020). The emotional bond between pupils and teachers became more prominent, especially for younger learners (Daniel, 2020). The value of physical contact with the teacher (such as patting the head, holding a hand, or hugging), which was

especially valued by younger learners, better understood in the days of the pandemic (Addimando et al., 2021). EFL teachers also needed to prepare themselves pedagogically different for TEYL.

Gudmundsdottir and Hathaway (2020) indicate that from the teachers' perspectives, the teacher agency is very effective, despite their unpreparedness and technical problems. It was emphasized that the teacher identity should be open to learning. Özdemir (2021) reveals that teachers' perceptions of their professional identity have an impact on their ability to attempt professional development and make changes in their teaching practices. The sharing of educational experiences among teachers and teacher educators was also used to address challenges, and it became vital to improve teachers' professional growth (Carrillo & Flores, 2020).

With the reopening of the schools at the beginning of the 2020-2021 academic year, the blended learning model was introduced especially for young learners (Orakci & Gelişli, 2021). In a study on the experiences and identities of teachers during the process of reopening schools, it was revealed that teachers were concerned about uncertainties (Kim et al., 2021). The need to develop an autonomous and competent professional identity, which was closely related to teachers' commitment to the profession, was emphasized. Pondelíková and Tökölyová (2022) mentioned lecturers who used innovative teaching methods and shaped digital identity during the COVID-19 pandemic process. In another study investigating the impact of online teaching, the participating teachers claimed that they had started to develop an online teacher identity (Bayram, 2021).

Many different terms have been used to describe the transformation process of education during the pandemic period. Some of them are ERT (Hodges et al., 2020; Pondelíková & Tökölyová, 2022; Trust & Whalen, 2020), distance teaching (Klapproth et al., 2020; Koçoğlu & Tekdal, 2020), online teaching (Carrillo & Flores, 2020; Nurkhamidah, 2021; Paesani, 2020), and hybrid teaching (Bayram, 2021). During the pandemic, online education or part-time online part-time face-to-face education was preferred depending on the number of cases. In this study, the term ERT has been used, because the process of adaptation to remote courses has been discussed, which was applied for the first time in public schools during COVID-19.

1.5. Rationale of the Study

Previous studies on the professional identity developmental process of elementary school L2 teachers have revealed the following research gaps:

1. When addressing L2 teacher identity, researchers frequently focused on pre-service or novice EFL teachers' identity construction (Alspup, 2004; Bekereci, 2016; Fajardo-Castaneda, 2011; Karataş, 2015).
2. Some other studies have focused on tertiary-level L2 lecturers' identity (Anwar, 2020; Cheng, 2016; Eryılmaz, 2020; Meng, 2014).
3. Several studies have investigated L2 teachers' perceptions of professional identity (Kazımlar, 2019; Keskin, 2020; Soydaş, 2020; Uzunöner-Aydın, 2019).
4. In other contexts, very few studies investigated elementary school EFL teachers' professional identity before COVID-19 (Fajardo-Castaneda, 2011; Leigh, 2019; Tsui, 2007).
5. Previous narrative inquiry studies have generally focused on either novice teachers' identity construction (Golombek & Johnson, 2017; Şakar, 2015) or tertiary-level L2 lecturers' identity (re)construction process (Anwar, 2020; Cheng, 2016; Eryılmaz, 2020; Meng, 2014).
6. Most of the studies on remote teaching experiences during the COVID-19 pandemic were quantitative (Gudmundsdottir & Hathaway, 2020; Rawal, 2021; Trust & Whalen, 2020).
7. Limited narrative studies on the teachers' identity (re)construction process during the COVID-19 pandemic were conducted at the tertiary level in the Turkish context (Bayram, 2021; Özdemir, 2021).

As explained above, there is still a research gap in the (re)construction of EFL teachers' professional identities because there is still a limited number of narrative studies both in the Turkish elementary school context and ERT. The current research can contribute to filling the gap in the context of Turkish elementary school EFL teacher identity during COVID-19 ERT. This study aimed to bridge this research gap to shed light on future research.

1.6. Purpose of the Study and Research Questions

The study aims to explore the elementary school Turkish EFL teachers' professional

identity (re)construction process in the context of ERT using a narrative inquiry approach. It attempts to offer insights into how they perceive themselves as elementary school Turkish EFL teacher, and how they negotiate by addressing the factors that shape their professional identity, their motivation, and the tensions they face. Another aim of the study is to facilitate the voices of teachers reflecting this period to be heard by curriculum designers, educational programmers, and decision makers. The sincere and candid tone of narrative research can bring teachers closer to the scientific research field, thus combining the theoretical and practical fields of education. Sharing pedagogical experiences facilitates overcoming challenges and enhances professional development. Providing narratives of teachers to reveal their professional identity may uncover their methodological and pedagogical decisions, too. By reflecting on their unique personal and professional experiences, they contribute to the ongoing process of professional identity development of both their own and other teachers. Reflective and insightful teacher narratives can potentially contribute to the relationship between teachers and teacher educators for exchanging effective teaching practices.

Furthermore, this comprehensive understanding is also expected to raise awareness of the need for more academic research in the field of elementary school EFL teachers. This research may also inform and suggest ideas about future elementary school English language education for teachers, teacher educators, curriculum designers, stakeholders, policy makers, and governments. The need to design and present sustainable pre-service and in-service training programmes in the field of TED, especially for elementary school EFL teachers, has emerged. Considering the identity construction of prospective teachers and the identity (re)construction of the teachers, it is crucial to support all teachers in terms of satisfying professional identity development.

This narrative research can lead to a positive dialogue in the design of future educational policy changes by establishing a meaningful relationship between teachers' practices and the (re)construction of identities as professionals. It can provide an opportunity to benefit from new approaches, by making use of teachers' lived experiences especially in ERT with young learners, taking into account the different needs of teachers and pupils. Another purpose of this study is to contribute to the literature, especially in terms of elementary school EFL teachers' ERT experiences in a narrative form during COVID-19. In light of these purposes, the following major research question and three interrelated minor research questions guiding this inquiry are addressed respectively:

1. How do Turkish elementary school EFL teachers (re)construct their professional identities during the ERT transition period amidst the COVID-19 pandemic?
 - 1.1. What are the past experiences of Turkish elementary school EFL teachers?
 - 1.2. What are the contextual factors that shape the professional identities of Turkish elementary school EFL teachers through the implementation of ERT?
 - 1.3. What tensions do Turkish elementary school EFL teachers negotiate within this teaching context?

1.7. Chapter Summary

This chapter focused on comprehensive information regarding the context of the study. It presented information including the identity development of elementary school Turkish EFL teachers and TEYL in an ERT context. Additionally, it provided details concerning the current context of the study. The rationale, purpose, and research questions of the study were introduced respectively. The next chapter focused on the review of the relevant literature.

2. LITERATURE REVIEW

2.1. Introduction

This chapter focuses on a general review of the relevant literature. The chapter is mainly divided into three parts. The first section introduces the concepts of identity, teachers' professional identity, and in particular EFL teachers' professional identity research studies respectively. The second section deals with the research related to the construction and (re)construction process of EFL teachers' professional identity. After clarifying the concepts, the review continues with the narrative nature of EFL teachers' identity. The third and last section aims to review the studies of COVID times related to this topic. This literature review investigates the construction and (re)construction of EFL teachers' professional identity, and the factors affecting this process within the framework of narrative inquiry during the ERT process. Although several studies have been found on EFL teachers' professional identity, the literature on elementary school EFL teachers is relatively limited (Leigh, 2019; SØreide, 2006; Watson, 2020). Research during the time of COVID-19 has focused more on remote teaching and learning experiences (Addimando et al., 2021; Carrillo & Flores, 2020; Rio Poncela et al., 2021; Trust & Whalen, 2020; Watson, 2020). This research study aims to address this neglected area of research by attempting to understand and describe this viewpoint.

2.2. Conceptualizing Teacher Identity

As a strong teacher professional identity is an integral part of teaching, teachers' professional identity has gained widespread attention from the past to the present (Beijard et al., 2004; Brown & Heck, 2018; Flores & Day, 2006). A few studies investigated teachers' perceptions and opinions about professional identity in the Turkish context (Örnek, 2020; Soydaş, 2020). Most of the studies preferred to present the characteristics of "identity" concept rather than to define it. The definition of "identity" is often perceived as vague. The main reason for this is that the concept of identity has different meanings according to different disciplines and research approaches. Throughout the literature, it has been explained in different aspects, in different ways, and in different disciplines such as psychology, philosophy, anthropology, and education. As teacher identity is dynamic, a multifaceted, ongoing process, and shifts over time due to internal

and external factors; it can be perceived as both a product and a process (Beauchamp & Thomas, 2009). Rus et al. (2013) argued that the concept of teachers' professional identity had three main aspects: characteristics of identity, identity formation, and representation of identity. The study examined teachers' professional identity in terms of core and environmental elements. According to the results of the study, teacher identity was a set of characteristics that influenced their professional performance. Being pleasant, cooperative, sensitive to others, easy to get along with, and having a preference for association with other school members were among the characteristics of a good teacher. The participants in the study had a heterogeneity in terms of having different years of teaching experience and coming from different levels of education (preschool, primary, secondary and high school). It was indicated that personal, professional, and social factors had an impact on teacher identity and that in some cases some characteristics might be more dominant than others. It was observed that the teaching context included various personal, professional, and contextual elements that were in constant change. Considering the multifaceted perspectives of teachers' professional identity, it was necessary to understand the complexity of this problematic nature. Beijaard et al. (2000) summarized this situation by arguing that identity is not fixed but constantly changing and relational phenomenon. In the mixed study, conducted with 80 Dutch secondary school teachers with different subject areas, with at least four years of teaching experience, the current and previous perspectives of teachers regarding their professional identities, and influencing factors were investigated. The aim of the study was to explore how teachers perceived themselves in the past and present as subject experts, didactic experts, and pedagogical experts. Many teachers currently have seen their professional identity as an integration of these specializations. During their careers, many teachers have moved from specialized subject matter expertise to didactic and pedagogical expertise, although their experiences vary. The process of continuous (re)construction and (re)interpretation was intertwined with contextual factors and experiences.

Several researchers and theorists have tried to explain teachers' professional identities by considering their different characteristics and different perspectives. Beijaard et al. (2004) classified 22 studies on teachers' professional identity into three categories;

- 1) Studies in which teachers focus on the formation of professional identity,
- 2) Studies that define the characteristics of teachers' professional identity,

3) Studies in which teachers' professional identity is redefined through the stories teachers tell.

Studies that have focused on the formation of teachers' professional identity have shown that the formation process was involving multiple domains of expertise, such as human relations, pedagogical content knowledge, and field knowledge. It was found that teacher candidates could form their identities depending on their adaptation to different expectations, perspectives, and thoughts of society. In addition, it was observed that although pre-service teachers followed different development paths, they can be equally successful in forming a professional identity. The studies carried out to define the characteristics of teachers' professional identity were also summarized and explained. It was found that there was no significant difference between male teachers and female teachers. It was noticed that teachers' professional identity was influenced by the teaching and learning skills of their lecturers or guidance counsellors, their own professional experiences, and their own personal identity perceptions. In other studies where teacher identity was redefined through the stories told by teachers, it was described as a process of growth and learning through experiences of what teachers valued and what parents and other teachers in the society in which they worked. It was also stated that disagreements between teachers' colleagues contributed to their mutuality and that what teachers cared most, what motivations they were exposed to, and what conditions they applied gave an idea of their professional identity. According to Beijaard et al. (2004), factors such as instability, flexibility, fluidity, continuity, and multiplicity were effective in the process of identity formation. It could be concluded that the teacher identity development was a process in which a teacher found himself or herself individually distinct from others in various personal and professional aspects.

Flores and Day (2006) presented the main findings of a longitudinal study of professional identity conducted with 14 novice teachers from different disciplines (languages, maths, biology, physics, chemistry, physical education, and music) in elementary and secondary schools. The study analyzed the main effects on the formation and reshaping of novice teachers' identities over time. The professional identities of the teachers were shaped in different ways by the interaction of personal, professional, and contextual factors in the first two years of their profession. Teachers' personal and educational backgrounds, pre-service TED, and professional experiences determined the types of professional identities. In this context, the findings on the formation, non-formation, and

(re)construction of identity were generalized under three main headings. These were previous effects (influence of teachers, past experiences or personal characteristics during their education), initial TED and practicum practice (teachers' motivation for the profession and the overall evaluation of the experiences in the practicum as well as the effect on their identity formation), and professional experiences (school culture analysing the socialization process, evaluating professional development including teaching practice, classroom management, and restructuring teachers' identity). It was found that teachers' professional identity was formed in the early years of their career according to their previous educational life and personal characteristics, but later changed with positive and negative experiences. It was seen that teachers (re)constructed their identity with their personal and professional experiences.

Based on previous studies focusing on teachers' professional identity development, Mockler (2011) conducted a comprehensive study to understand the process of teachers' professional identity formation. The teacher identity formation process was presented as a career-long project. Stories of eight teachers from a secondary school in Australia was examined. The findings indicated that teachers' professional identity was a process that was constantly being created and (re)constructed. To understand teachers' professional identities, it was necessary to know that personal space, professional field, and political environment were dynamic and relational processes that proceeded in harmony with each other. Teachers' personal experiences apart from their class, race, and gender, were the most significant factors influencing the school experience because the perceptions derived from the teachers' own experiences influenced the pupils' inferences from their work. Teachers' professional domains were influenced by their professional selves such as professional learning, professional development, and the schools they worked with. Within this sphere of influence, various associations, communication between teachers, and teacher networks were found to be key factors for the success of teachers in their professional careers. It was seen that the externally controlled political spheres of teachers affected their work because of the dominant power and government policies. Some participants stated that the discourses against teachers in the political sphere, and the perceptions created in society or in the media caused emotional destruction.

The impact of teachers' perceptions of professional identity on professional development was explored in the postgraduate study of Soydaş (2020). It was investigated teachers' views on professional identity and professional development. The study, which was

conducted with 16 teachers using the phenomenological research design, one of the qualitative research methods, attempted to uncover how and why the roles attributed to the profession and their perspectives on the teaching profession affected their professional development. The fact that teachers saw professional development as a need, and had a perception of development and change positively affected the perception of professional identity.

In the Master's thesis study in the field of Educational Sciences, an analysis was carried out regarding the process of teachers' professional identity formation (Örnek, 2020). Twenty teachers from different disciplines (Turkish, Maths, Science, Physics, Social Sciences, History, English, Technology Design, Art, and Music) working in state secondary and high schools participated in the qualitative research. Social, personal and professional characteristics were found to have a general impact on teachers' professional identity. It was observed that traditional-cultural influences in the growing style (having a family member being a teacher) were effective in the professional orientation process. Influenced by role models, having interests and talents, wanting to enter the profession quickly and easily, the perception of the ideal profession played a major role in the professional training process. It was determined that personal, environmental, systemic, institutional, and social development factors were effective in the professional life process.

From the perspective of the social approach, an individual's identity was formed and (re)constructed over time through social interaction. This perspective was based on Mead's relational concept of the collaborative self. Accordingly, the construction of teacher identity was a continuous process of making sense of professional experiences and involved negotiations with self and society leading to teacher learning. In social and cultural contexts, the process of identity construction was claimed to take place in the tensions between our engagements in forming affiliations and differences, and our ability to negotiate meaningfully in these contexts (Tsui, 2007). This perspective was particularly relevant to this study as it included the (re)construction of teachers' professional identities in the process of their negotiation during the transition to ERT. In the educational literature, many different aspects have been described when explaining the concept of teachers' professional identities. In this study, as mentioned in the postmodern approach and adapted from Gee (2000), the concept was conceived as a potentially dynamic process involving a continuous, never fully completed

(re)construction throughout life.

2.3. Exploring Professional Identities in L2 Teaching

Compared to the extensive research on professional identities in the educational field, the emphasis on EFL teachers' professional identities was relatively recent (AlHarbi & Ahmad, 2020; Kazımlar, 2019; Keskin, 2020). In the reviewed literature, researchers generally focused on two issues when addressing the professional identity of EFL teachers. The first one was the professional identity construction process of pre-service or novice EFL teachers (Alspup, 2004; Bekereci, 2016; Hamiloğlu, 2013; Karataş, 2015). The second one was the (re)construction process and the context with influencing factors (Bukor, 2015; Uzunöner-Aydın, 2019; Yılmaz, 2011).

Relevant to the first issue, Alspup (2004) conducted a qualitative study investigating the professional identity development of six pre-service secondary school EFL teachers. The early years of teaching were known as critical years in terms of continuing the profession, and the mentors and teacher educators in the practicum had a strong influence on this period. Pre-service teachers who had a strong sense of personal identity could link it to their professional identity and make a successful transition into the profession. In other words, they had a sense of self-fulfilment. The pre-service teachers' use of narrative and reflective writing to support pedagogical decisions contributed to uncovering hidden beliefs and becoming more aware.

Fajardo-Castaneda (2011) explored teacher identity construction in a case study of six pre-service elementary school L2 teachers in Colombia. According to the results of the study, a teacher's identity consisted of personal knowledge and experiences, which were also influenced by ideological, political, and cultural contexts. Economic factors, family and previous teachers' influences were effective in choosing teaching as a profession. They also experienced tensions between the teacher prototype as proposed by the society and their own professional style. The process of teachers' professional identity development is individually structured and socially negotiated. They have experienced conflicts, especially in real classrooms, within the institution and the teacher community.

Similarly, Karataş (2015) conducted a case study on the professional identity, professional development, and challenges of 12 novice L2 teachers. Considering the critical period of entering and continuing the profession, the study indicated the

significance of the school environment. It was suggested that the main factor that complicated or facilitated teachers' adaptation process was school culture. It was also depended on the school culture to create a solid and secure foundation or to cause a loss of idealism in terms of professional identity development. Regardless of whether they began with the dream of becoming a teacher, the school atmosphere had an impact on achieving their dream career. They developed some strategies such as being tolerant, ignorant, and changing the seats of problematic pupils, to overcome the challenges they experienced due to the contradictions between the ideals in their dream classes and the realities they faced. They explained that in the first few weeks they tried to be more disciplined and were more likely to get angry, but later, when they acted more naturally, it was easier to build up a close relationship with the pupils. Regarding the professional development workshops offered, they expressed both their enthusiasm and their disappointment. Besides, the participants were aware of the ever-increasing expectations placed on teachers. It was clear that their professional identities had changed, especially in terms of pedagogical decisions, classroom management, and L2 teaching strategies.

In the same year, Bukor's study (2015) examined the impact of personal and professional experiences on the construction of teacher identity. The beliefs, perceptions, assumptions, and internal interpretations of three language teachers arising from these experiences were investigated. It was indicated that the teacher identity was mainly based on their biography, and shaped by school experiences, pre-service and in-service training. In addition, it was argued that teacher identity was a complex structure that encompassed not only professional experiences but also all life experiences as a human being.

In another study, Bekereci (2016) investigated the professional identity construction of EFL pupil teachers in a dual diploma programme. A case study was conducted with six senior pupils to present their professional identities after experiencing a study-abroad program in the United States. The findings suggested that participating in a dual diploma program was a great opportunity in terms of contributing to personal growth, intercultural experience, and travel opportunities. On the other hand, there was no significant difference in their perceptions of teacher identity due to the insufficient fieldwork and teaching experience. Pupil teachers were unwilling to become teachers in the future because of insufficient feedback, motivation, and support from their practicum supervisor and mentor teachers. They also emphasized the impact of low teacher salaries in Turkey, paper workload, strict curriculum, and classroom management problems.

A case study was conducted to investigate EFL lecturers' perceptions of their professional identity in the Turkish context (Uzunöner-Aydın, 2019). The participants of the study were three EFL lecturers working at state universities in Turkey. The results indicated the main personal and professional factors influencing teachers' professional identities such as prior learning experiences, teaching experiences, and significant others in their lives. Uzunöner-Aydın (2019) suggested that identity formation was a complex and ongoing process, and there was a link between personal and professional factors.

A study by Kazımlar (2019) investigated Turkish EFL lecturers' professional identity perceptions through a mixed-method approach. The study discussed the development levels of subject specialization, didactic specialization, pedagogical specialization, and continuing of professional development, which were the sub-domains of professional identity. It was examined whether there was a significant difference in these development levels in terms of undergraduate education, latest graduation degree, and teaching experience. It was found that participants' professional identities were highly developed, and they showed positive attitudes by focusing on the positive aspects of their professional experience. It was revealed that the professional identity development process was shaped by various factors, especially by educational and professional experiences. Undergraduate education was perceived as the most effective factor in shaping professional identity. It was observed that ELT graduates had a higher level of professional development and a more developed professional identity. The most crucial sub-field of professional identity was perceived as pedagogical expertise.

Ostad et al. (2019) addressed the relationship between EFL teachers' professional identity, job satisfaction, and teaching commitment. When the participating teachers were more committed and satisfied, they improved their teaching knowledge and skills, strategies, and pedagogical competencies, and tried to do their best. It was expressed that participants tried to be adequately qualified for both their pupils and themselves. Professional identity, on the other hand, was constantly influenced by internal and external factors such as experiences, emotions, attitudes, and perceptions of the profession. Teachers, who were more satisfied with their profession, were more committed to their profession and were more effective in shaping their professional identities.

In the same year, Moslemi and Habibi (2019) investigated whether there was a relationship between EFL teachers' professional identity and their self-efficacy and

critical thinking skills. They also investigated whether the professional identity of EFL teachers could predict self-efficacy and critical thinking skills. In this quantitative study in which 75 Iranian EFL teachers participated, the results indicated a positive relationship between two variables, and EFL teachers' professional identity could predict their self-efficacy and critical thinking skills. Since teachers were one of the most significant factors influencing pupil achievement, it was argued that it would be appropriate to examine the teacher identity in-depth first.

The following year, Keskin's (2020) master's thesis investigated the professional identity perceptions of 200 Turkish EFL teachers using the mixed-method approach. The study assessed teachers' perceptions of professional identity in terms of pupils' needs, school issues, and professional development. It was also investigated whether there was a meaningful relationship between teachers' overall perceptions of professional identity and its sub-domains and whether there was a significant difference according to gender, age, type of school they worked in, undergraduate programmes, and years of experience. It was found that teachers had a very strong professional identity, and they were most committed to professional development, then to pupils' needs, and finally to school issues. It was observed that there was a strong and significant positive correlation between their overall perceptions of professional identity and the sub-domains. It was observed that female teachers, teachers under the age of 30, and teachers with one to five years of experience had a stronger perception of professional identity and higher levels of commitment. It was revealed that there was no significant difference in their professional perceptions regardless of the type of school they worked in and their degree programme.

Considering the (re)construction process, Yılmaz (2011) conducted a descriptive case study to examine the experiences of a Turkish teacher aide in an American preschool setting and explored the (re)construction of teacher identity. The study revealed how teacher identity could be reshaped by the society and circumstances in which they lived. Participants shared their experiences through the collectivist Turkish approach and the individualist American approach. It was expressed that the teacher was seen as an authority in Turkey but as a facilitator in America. The findings showed how the surrounding context influenced teachers' thoughts, feelings, experiences, and professional identity development.

On the other hand, Mutlu (2015) explored the identity (re)construction process experienced by five non-native English language teachers in the United States while

teaching their native language, Turkish. In particular, self-image, self-efficacy, and beliefs about teaching and learning were discussed in this qualitative study. It was found that knowing how to teach a language facilitated to teach another language. However, the participants indicated that being a foreign language teacher or a native speaker was not sufficient for L2 teaching. It was emphasized that the contexts of the socialization process with pupils and colleagues were very influential on teacher identity. These contextual circumstances also influenced the shifts they experienced in the (re)construction of identity and the constant change in teacher identity.

AlHarbi and Ahmad (2020) also examined Saudi EFL teachers' professional identities from the emotional regulation perspective. In this literature review study, it was revealed that emotions were at the forefront of many factors that influencing the construction and (re)construction process of teachers' professional identity. It also discussed how emotions affected teachers' professional identity, how Saudi EFL teachers regulated their emotions, and how emotion regulation models were applied. According to the research on teachers' emotions, teachers' general feelings about pupils, the workplace and the profession affected their performance in the classroom. The classroom environment, influenced by socio-economic conditions such as the increase in the number of pupils per class and the decrease in teaching hours, even led teachers to emotional burnout. In terms of the positive emotions that society expected from teachers, teachers were seen as loving and nurturing. For a positive learning environment, teachers needed to monitor and regulate their emotions. More motivated teachers negotiated these teacher identity tensions through reflection. The results of the study showed that the professional identity of the teacher was strongly influenced by their emotions.

This section has focused on research studies about professional identity that specifically addressed EFL teachers. The next part of this section analysed the literature from a narrative inquiry perspective.

2.4. A Look at EFL Teachers' Professional Identities through the Lens of Narrative Inquiry

Identity could also be understood through the teachers' narratives in the field of education (Connelly & Clandinin, 1990). In fact, narrative research seemed to be the main source used to uncover teachers' professional identities recently (Anwar, 2020; Eryılmaz, 2020; Şahin, 2021; Wang, 2020). Teachers' narratives provided an opportunity to explore

identity in discourse. As Gee (2000) argued, when narrative and discourse space came together, the core identity emerged.

Reviewing the literature, three widely discussed themes were identified regarding the narrative inquiry study of EFL teachers' professional identities. The first theme mainly focused on the identity construction process of pre-service and novice EFL teachers (Sarasa, 2017; Scherff, 2008; Şakar, 2015; Wang, 2020). The second theme examined the professional identities of EFL lecturers in different contexts (Anwar, 2020; Cheng, 2016; Eryılmaz, 2020; Meng, 2014). The third theme addressed the multiple identities of EFL teachers (Aslan, 2016; Ortaçtepe, 2015; Şahin, 2021; Tsui, 2007).

Considering the first theme, Scherff (2008) investigated the lived experiences of two novice L2 teachers in the USA and their reasons for quitting teaching. At the end of the 17-month study, it was emphasized that both the working environment and the mentoring programs should be improved. The quality of the interaction with more experienced colleagues was the most influential factor in their decision to stay or not to stay in the profession. Although the issues of support, protection, and assistance needed by novice teachers were well known in theory, it was observed that they were not sufficiently provided in practice.

Hamiloğlu (2013) investigated Turkish pre-service teachers' reflections on the construction and (re)construction of their professional identity. The participants were eight pre-service lecturers from a Turkish state university. A qualitative descriptive approach was used to collect the data through a narrative research methodology. The study highlighted the transformation process from imagined to applied professional identities during the practicum. Personal and professional contextual factors that influenced this period were described. It was also focused on how reflection helped them to construct and (re)construct their professional identities. It was revealed that awareness of the developmental process of identity construction could promote more proactive identity formation in the future.

In the study of Sudtho et al. (2014) which emphasized the appropriateness of using narrative research to investigate teachers' professional identities, the stories of two Thai novice EFL teachers were examined. Considering the teachers' practicum experiences, it was revealed how they had undergone changes and shifted in the identity construction process. It was expressed how identity construction was formed over and over again, due

to changes, needs, and expectations in time. The participants developed themselves professionally through research to create a positive, fun, and comfortable learning environment. It was observed that identity construction and (re)construction took place at a more conscious level with multiple reflections by the teachers.

The following year, Şakar (2015) discussed the professional identity construction of six novice EFL teachers according to three main stages: TED programme, teaching practicum, and teaching practice. It was found that the professional contexts and the interaction with people in these contexts were the main factors affecting the construction of professional identity. It was also found that the construction of professional identity was repeatedly shaped by experiences and could be significantly modified by exposure to many contextual factors, especially in the classroom setting.

A study conducted by Sarasa (2017) explored EFL teachers' identities through narrative inquiry regarding the time investment of pre-service EFL teachers in the university curriculum. Twenty-four undergraduates from an English TED programme at a state university in Argentina participated in the study for 18 months. The results showed that time management was seen as a valuable concept within the sequence of the curriculum. On the contrary, the participants revealed that the time allocated in the curriculum was not always used efficiently in terms of pre-service teachers' performance. They expressed that the emphasis was on theoretical knowledge rather than practice and the devoted time was not always dedicated to becoming an EFL teacher.

Recently, an article investigating the professional identity construction of EFL teachers in their early years highlighted the constraints faced (Wang, 2020). Five Chinese EFL teachers participated in this narrative inquiry. Intense workloads, high numbers of pupils in the classrooms, negative attitudes of supervisors and department heads, uninvited classroom visits, inflexible curriculum, the difference between the demands of the examination system and the need for a pupil-centred interactive communicative approach were identified as constraining factors .

In line with the second theme, Meng's (2014) doctoral dissertation discussed the professional identities of EFL lecturers concerning the changes in society and their impact on the educational field. The study was conducted in the context of Chinese culture with eight Chinese EFL lecturers in their early, mid, and late careers. The study explored the interaction between the changes in the Chinese educational context from 1949 to 2009

and the professional identity development of Chinese lecturers. A life history narrative inquiry was used to gain an in-depth understanding of how traces of history influenced teachers' professional development (becoming a teacher, being a teacher, and future development). The findings indicated that the socio-cultural, historical, and political background of the country in which they lived in was closely related to teachers' professional identity development. Moreover, participants' ages, teaching experience, and employment status strongly influenced their perceptions of professional identity construction.

Cheng (2016) analysed the trajectory of EFL lecturers' identity formation. The study used two sorts of data; first, the EFL teaching histories of three well-known applied linguists, other, a semi-structured interview conducted with three EFL lecturers. The multifaceted nature of their professional identities was clearly evident. The study generally addressed their identities as novice EFL teachers, a PhD / MA pupils, and lecturers, as well as their identities as applied linguists, curriculum designers, and authors. In the professional sense, identity shifts and formations over time were described. It was expressed that multiple professional identities positively influenced each other. The dynamic and multifaceted nature of their professional identities was presented.

Recently, Anwar (2020) conducted a study aiming to explore the professional identity construction of EFL lecturers in Saudi Arabia in the context of curriculum implementation. The study used narrative inquiry through narrative interviews with thematic analysis. The findings showed that lecturers' early life experiences, pupils' demotivation, classroom management, and administrative issues had the greatest impact on the (re)construction of professional identity.

In the same year, Eryılmaz (2020) investigated the professional identity development of seven EFL lecturers/teacher trainers who were also delivering in-service TED. The dissertation examined how the participants who had dual identities as EFL lecturers and teacher trainers, reconstructed and negotiated their identities. It was observed that it was possible to become a trainer through institutional mandates or personal demands. Those lecturers with high levels of participation in professional development and institutional support made the transition to teacher trainers more easily. In the study that emphasized multiple identities, teacher trainers constructed their identities based on their previous teacher knowledge and experience. They also developed themselves more through various supporting activities such as attending seminars, reading and writing scientific

articles, and so on. In terms of negotiating dual identities, it was indicated that the identities of teacher trainers and lecturers were found to be consistent, mutually supportive, and leading to productive identity development. Nevertheless, teacher identities remained more dominant.

The third theme, in the article by SØreide (2006), showed how five Norwegian female elementary school teachers narratively understood and constructed their professional identities. Four identity constructions: “the caring and kind teacher”, “the creative and innovative teacher”, “the professional teacher”, and “the typical teacher”. In addition, more than 30 subject positions were identified in teachers’ narratives. It was indicated that teacher identity in this study had a multifaceted structure. The need for negotiation between multiple identities was emphasized in the results of the study.

Tsui (2007) revealed the complexity of EFL teachers' identity formation process through narrative research. The study described the experience of an EFL teacher living in China during her 6 years of teaching, both as a teacher and as a learner. Struggling with multiple identities, the interaction between reification and the negotiation of meanings, institutional construction, and personal (re)construction of identities were the main themes. It was noted that the learning environments and commitment were central to identity construction. In this respect, the need to provide opportunities, especially to develop novice teachers' professional qualifications and to provide access legitimacy for the recognition of these qualifications, was highlighted.

In another study emphasizing that teacher identity was not static but dynamic, not unitary but multiple and complex, Ortaçtepe (2015) explored how two EFL teachers from Turkey (re)constructed their identities as interculturally competent teachers through language socialization in the United States. Three identity investments, an experienced EFL teacher, an L2 user, and a PhD pupil, were found to be constructively blended. The participants claimed that living and studying in an English-speaking country for a while helped them to teach English better in Turkey. They revealed that meeting people and cultures of different nationalities helped them to gain different perspectives. They stated that the English in books and the English used in everyday life were completely different and that they learned English from the very beginning in the social environment. Meta-linguistic awareness was developed in this process, which helped them to empathize by comparing and relating their own cultures with foreign cultures.

The professional identity development of second-career EFL teachers was analysed by Aslan (2016) to gain a better understanding of the motivations, perceptions, and challenges in teaching practice. The narratives of five second-career EFL teachers working in the School of Foreign Languages at a state university in Turkey were used to reflect the experiences of their professional identities. The main reasons for choosing EFL teaching as a second career were dissatisfaction with their previous job, life-changing events, and personal effects, pragmatic and altruistic reasons. They found connections between their previous and current jobs, and this relationship influenced their teaching practices. They had more optimistic perceptions of their current job and felt a greater sense of belonging. The challenges they faced were mostly the same as the other EFL teachers had, such as classroom management problems, time constraints, and inadequate teaching materials. Apart from these, the lack of knowledge about the discipline was one of the difficulties they faced. It was noted that school administrators and management should have been aware of this group of teachers and considered their motivations, challenges, and needs in teaching.

Yeo et al. (2017) conducted a study exploring the relationship between socio-economic status, university education, and characteristics of the “ideal” language teacher image. The three participating researchers described their experiences of how well they fit the concept of the “ideal” teacher, but described the construct was flawed, destructive, and divisive. They claimed that socio-economic status and university education indirectly affected future job opportunities, salary, and recognition by pupils. The researchers argued that a more diverse perspective was needed to address the inequalities created by the concept of the “ideal” language teacher.

In Golombek and Johnson’s (2017) empirical study, teachers’ narratives were discussed in terms of professional development from a Vygotskian sociocultural perspective. The participants of this study were two novice EFL teachers who were beginning their master's degree in the United States. It emphasized the prominent place of teachers as both participants and researchers. Using the transformative power of narrative inquiry, its mediational, dialogic, and pedagogical effects on teachers were expected to support their professional development. The reflective and pedagogical value of the narratives was also emphasized.

Another study discussed the conceptualization of role identities among twenty-one Iranian EFL teachers through narrative inquiry (Sahragard & Sadeghi, 2017). It was

found that multidimensional perspectives, including managerial, professional, and socio-cultural perspectives, were used to conceptualize role identities. Accordingly, three main role identities including thirteen sub-role identities were identified as managerial, professional, and acculturator.

In Wijaya and Kuswando's (2018) narrative inquiry study, the significance of EFL teachers' recent professional development was highlighted through critical incident reflection. Sharing professional experiences through reflection was shown to be a way of facilitating teachers' professional development. Critical incident theory was used as a suitable framework for the study. As a result of the study, five themes related to teachers' professional development emerged: being a teacher, being a lifelong learner, being a facilitator, having an encouraging learning environment, and having critical incidents. Six participants shared two of their most memorable and unique teaching experiences, one positive and one negative. It was noted that if positive critical incidents were well reflected, they would also contribute positively to the teacher's professional development, and that negative critical incidents should be shared and examined from different perspectives. This allowed participants to make their experiences more meaningful and understand them more deeply.

Using dialogic narrative inquiry as a research method, Loo (2018) investigated the trend of professionalism in Malaysia. The narratives of non-native EFL teachers were analysed in terms of their professional identity. The study highlighted the significance of providing relevant learning materials through appropriate teaching approaches. As a result, the idea that teacher identity was generally multifaceted and dynamic was supported.

Leigh (2019) investigated the professional identities of EFL teachers through narrative inquiry. The participants in the study were eight EFL teachers from other countries who had been working in a Chinese kindergarten or first-grade elementary school for less than eight years. In China, L2 teachers of different nationalities were recruited specifically for these grades. Individual and group semi-structured interviews were used to collect data. According to the results of the study, the participants were found motivated by exploring different cultures, travelling, and the hospitality of the host culture. On the other hand, they were still uncertain about how to proceed with teaching.

In the same year, Fan and de Jong (2019) examined the experiences of a Chinese language teacher on the path to becoming an EFL teacher in the United States. This narrative case

study explored the dual identity of transitioning from a pupil to a professional. The study revealed the critical reflection of an EFL teacher to represent the teacher's professional identity. The study revealed the construction and ongoing negotiation process of the professional identity within a dynamic structure.

Most recently, Şahin's (2021) doctoral dissertation investigated the professional identity construction of five EFL teachers from rural schools. The study focused on the impact of the teaching context on teachers' experiences, practices, and challenges. The researcher also revealed the expectations of rural EFL teachers. In conclusion, the study highlighted the need for training and preparation specifically for rural teachers.

In this section, studies that dealt with EFL teachers' professional identity development through narrative inquiry were reviewed. In the next section, the studies related to the COVID-19 ERT transition period, which was the focus of the research, would be analysed.

2.5. Research into ERT for Young Learners and Teacher Identities

The COVID-19 quarantine period has triggered many educational research publications on ERT, which has entered our lives as a necessity (Carrillo & Flores, 2020; Gudmundsdottir & Hathaway, 2020). Reviewing the studies in the literature on the ERT process that emerged during the COVID-19 epidemic, it was observed that the studies were mostly concerned with the experiences of teachers and pupils (Addimando et al., 2021; Carrillo & Flores, 2020; Rio Poncela et al., 2021; Trust & Whalen, 2020; Watson, 2020). Teachers' anxiety levels, influencing factors and coping strategies were among the other topics discussed in the studies (Klapproth et al., 2020; Nurkhamidah, 2021). The other studies were related to pre-service and in-service teachers' professional development (Paesani, 2020; Trikoilis & Papanastasiou, 2020). Few studies that investigated teacher identity were at the tertiary level in the Turkish context (Bayram, 2021; Özdemir, 2021).

Carrillo and Flores (2020) examined online teaching and learning experiences through a literature review study. One hundred and thirty-four empirical studies, published between 2000 and 2020 when online education became widespread, were discussed. Adapting to the compulsory transition to online education at all levels of education affected by the COVID-19 pandemic was also a context for pupil teachers to keep up. According to the

results of the study, participation and meaningful engagement were also leading educational experiences for online education. Contextual factors that created digital inequality should also be taken into account, such as technology and limited access to the internet, and differences in digital literacy, which affected the quality of the experience. It was emphasized that the pedagogical dimension, which was one of the competencies required for effective teaching, should have been considered more comprehensively with online tools as integrated with technology in remote education.

Trust and Whalen (2020) conducted an online survey of 325 K12 teachers to explore teachers' experiences during the COVID-19 outbreak. Participants were asked about the challenges they experienced in the transition to ERT and the preparations they made for it. It was observed that teachers, who used the technology frequently in their classrooms, had an easier transition. It was noted that these were teachers who had researched, evaluated, and selected digital tools for teaching, communication, and pupil engagement. For in-service and pre-service teacher training, it was emphasized that teachers should have developed their knowledge and skills that could be adapted to all contexts such as online, remote, and blended teaching.

Watson (2020) shared her own teaching experience as a 5th-grade elementary school EFL teacher during the COVID-19 school closure. It was stated that some of the pupils did not have the internet at home during first few weeks and could not complete their courses because they were economically disadvantaged. The school-issued Chromebook and the pupils' previous Google Classroom experience facilitated the transition to ERT. Social and emotional learning was supported through ongoing communication with pupils and parents by phone, e-mail, supportive YouTube videos, and interactive Zoom class meetings. With the curriculum and professional development support provided by the district, it was found that this global crisis could be well managed by learning with the pupils.

Addimando et al. (2021) investigated the experiences of teachers and pupils in an Italian elementary school. A case study was conducted in a research group consisting of one teacher and seventeen pupils. The lack of physical contact, the forced familiarization with digital tools, the limited time, and the limitations of adopting collaborative work were the most frequently mentioned issues. Preparing materials for online courses and checking homework became tasks that required teachers to devote extra time. Intensive online in-service training, school meetings, and even parent meetings also required time and effort.

Similarly, Rio Poncela et al. (2021) explored the experiences of five teachers from different educational levels in Spain. The researchers adopted an interpretive approach to better explain and analyse the topic of the qualitative study. The study focused on the nature of caring in teaching and its effects. Although the caring work of teachers was known before the pandemic, it came to the fore in the educational field during the pandemic. Attention was also drawn to the need for materials and teacher training.

In another study, Gudmundsdottir and Hathaway (2020) investigated the perspectives of 1186 teachers on their experiences during the COVID-19 school closure period. Data were collected through the Teachers' Readiness Online (TRIO) survey internationally. This study, which aimed to determine how teachers' agency was activated, it was revealed that teachers were willing to learn and work despite being unprepared and inexperienced.

Paesani (2020) emphasized the value of creating coherent, systematic, and sustainable professional development related to online language instruction during ERT. In a research-based approach, it was explained that TED should be purposeful, collaborative, experiential, scaffolded, and sustainable. These types of activities were both suitable for effective teaching and could be modified and extending knowledge and teaching experiences in new contexts. In this respect, it was recommended to prepare a research-based professional development programme for remote language education.

Focusing on the need for qualified online education after the COVID-19 pandemic, Trikoilis and Papanastasiou (2020) investigated whether the challenges faced by teachers who were unprepared and isolated at home could be supported by educational research. In this quantitative study, conducted with 377 teachers in Greece, it was found that teachers who felt more isolated improved themselves by participating more in educational research activities. It was emphasized that this had many benefits in terms of professional development and that future teachers should have had knowledge and skills in educational research. The lack of traditional (face-to-face) professional development opportunities and the lack of guidance on the challenges of remote education drew attention to teachers' tendencies to use of educational research. The significance of not only accessing research articles but also actively participating in the process by conducting their own research was also mentioned.

A small-scale exploratory study investigated changes in TED programmes during the COVID-19 global pandemic outbreak (Ellis et al., 2020). Semi-structured interviews

were conducted with 15 leaders of initial TED from Asia, Europe, North America and Oceania. Most of the participants saw this change as an opportunity to rethink practices, conduct research, and implement renewal. This study showed how a crisis can be turned into a critical creative opportunity. According to the results of the study, the change and its impact on TED was classified as an innovation.

Nurkhamidah's (2021) study investigated the online teaching anxiety experienced by EFL lecturers in the sudden transition to ERT and the sources of this anxiety. A semi-structured interview was used in the qualitative descriptive study conducted with five EFL lecturers. It was found that all lecturers experienced anxiety and this was due to six main reasons: workload, pupil factors, pedagogical competence, language skills, supervision, teaching facilities, and resources. It was emphasized that the lecturers themselves were the key to success in remote education. It was recommended that institutions should take action to address this issue.

Klapproth et al. (2020) conducted a study on teachers' stress levels and coping strategies during ERT. A nationwide quantitative study was conducted with an online survey of 380 teachers from different school levels in Germany. It was concluded that the majority of the teachers experienced stress during this period and that, they generally encountered external factors and technical obstacles, but they were able to cope functionally. It was found that female teachers experienced more stress than male teachers and that teachers who spent more time in remote teaching experienced more stress. It was indicated that technical problems such as poor internet connection and lack of sufficient computer equipment were the main obstacles to achieving teaching objectives. The need for teacher training and better technological equipment was also highlighted in the study.

Studies conducted during the COVID-19 ERT transition period revealed that female teachers experienced more work stress (Loziak et al., 2020; Loziak, 2021; Rawal, 2021). Loziak et al. (2020) investigated the sources of work-related stress among 103 female elementary school teachers in a quantitative study. Lengthy preparation of teaching materials, unclear instructions from the school administration, excessive use of computers and other technologies, time management, intensive communication with pupils and their parents were the main factors that increased their stress levels.

The following year, Loziak (2021) compared the work stress of male and female elementary school teachers and examined demographic characteristics. Four hundred and

seventy-three participants, of whom 426 were female, participated in the quantitative study. It was observed that female teachers experienced more stress than male teachers due to their sense of responsibility and perfectionism. In addition, younger and less experienced female participants were exposed to more stress.

Rawal (2021) conducted a quantitative study to investigate the factors that influence work-life balance. Two hundred and fifty-five female teachers from government and private schools at the K-12 level participated in the study. Having work and personal life in the same room and the burden of being available 24x7 made them feel stressed. It was found that the new workplace, where the home and work life were intertwined also presented new challenges for women. It was showed that although women and men spent the same amount of time and effort at work; women were more responsible for housework and childcare. It was recommended that daily activities should be planned to meet both work and family responsibilities; flexible working hours could prevent career breaks and job burnout.

A summary of the reviewed literature was also presented (see Appendix 1). As there has been limited research that has investigated the professional identity (re)construction process of Turkish elementary school EFL teachers conducting narrative research during the COVID-19 transition period to ERT, this research aimed to fill this gap.

3. METHOD

3.1. Introduction

This narrative inquiry study explored Turkish elementary school EFL teachers' identity (re)construction experiences during COVID-19. First, this chapter presented the rationale for choosing the method of narrative inquiry in detail. Second, the research setting was addressed, as the research was specifically conducted with Turkish EFL teachers in state elementary schools during a specific period, COVID-19. Next, the sampling rationale and participants, data collection procedures and instruments, and ethical considerations such as trustworthiness, credibility, transferability, dependability, and confirmability were presented respectively. Finally, the role of the researcher in the study was explained.

3.2. Narrative Inquiry as a Research Method in this Study

Narrative inquiry, one of the qualitative research methods, was used in this study. “Narrative” is etymologically derived from the Latin *narrativus*, meaning “telling a story” (Kim, 2016). As a method, “narrative” explored the natural and reflective experiences of the participants as it was expressed in their lived and told stories (Creswell, 2009; Creswell & Poth, 2007). In educational research, there has been much attention on the teacher identity and person-oriented types such as biography, autobiography, narrative, and anecdote by researchers, administrators, practitioners, and policymakers.

This study aimed to collect the stories of lived experience from the participants and to make them whole as narratives reflecting their identities. It sought to understand and make sense of the stories that were told, relived and retold. As all variables in human life could only be partially understood through their representations, reflections and written narratives of lived experiences, the researcher examined lived experiences by looking at the parts to see the whole. This narrative unity indicated the connection between narrative and life, implying that narrative research provides more informative details about experiences and lives (Clandinin & Connelly, 2000; Hendry, 2007). As in the grand narrative mentioned by Clandinin and Connelly (2000), this study used an analytical structural framework to reduce experiences and stories to full comprehension.

In this study, the researcher aimed to explore Turkish elementary school EFL teachers' professional experiences and identity developments in the context of ERT using a natural,

interpretive, and reflective framework. Consistent with this aim, Clandinin (2013) explained narrative inquiry more broadly by stating that the purpose of narrative research was not only to interpret experiences but also to understand the social, cultural, familial, linguistic, and institutional contexts in which they exist. Aiming to present an organizational construct of lived and teachers' narrated experiences led to making sense of and enhancing reality from a wider perspective (Denzin & Lincoln, 2008; Feldman et al., 2004). The change in the teaching and learning context (e.g., the transition from face-to-face teaching to ERT) had a profound impact on teachers' professional experiences and their identity development. As change and continuity were the features of life, participants' experiences evolved from previous experiences and led to further experiences. In this respect, participants' previous and present experiences were considered as a whole and were handled in the current research context and setting.

Participants were asked to start their stories from the very beginning and consider their professional decisions, their current situation and their thoughts about the future as a whole. The personal and social influences were also taken into account in shaping their professional identities. The researcher emphasized the three-dimensional space (Clandinin & Connelly, 2000) of interaction (e.g., the personal and social), continuity (e.g., past, present, and future), and situation (e.g., place) as one of the basic elements that should be present in the narrative. This framework allowed moving inwards (e.g., interior state, such as emotions, feelings, hopes, and moral inclination), outwards (e.g., occurrences and existing environmental conditions), backwards and forwards (e.g., temporality, strolling around the past, present, and future). Since the data collection process of narrative research would not be complete without these dimensions, the researcher of this study followed them with directions. Whereas other quantitative research methods tended to ignore or under-explain participants' expressions, feelings and experiences, narrative inquiry provided the opportunity to understand participants' and also the researchers' experiences in-depth (Clandinin & Connelly, 2000). The method was chosen to ensure that the research was designed to allow research questions to be investigated optimally.

The present study highlighted the experiences of the participating EFL teachers in the transition to ERT during the COVID-19 pandemic. The tension and negotiations at the boundaries, that were the focal points of this narrative research, were realized through interactions. The researcher predetermined the boundaries of the study and continued the

study constructively. The study highlighted the vivid experiences of individuals within the boundaries, indicating “life at the boundaries”. “Boundaries” was a term that referred to the specific places of an individual’s way of thinking within the intellectual realm, which was one of the core elements of narrative inquiry research (Clandinin & Connelly, 2000).

The researcher of this MA thesis first invited the participants suitable for the study and then obtained narrative data. Second, the researcher conveyed the experiences as both an audience and a researcher while transferring the raw narrative data to the research. The researcher followed to the framework of narrative knowledge in designing the stages of this narrative study. Barkhuizen (2011) described narrative research as consisting of four key components: a) theoretical narrative knowing (knowledging), b) narrative doing (methods and approaches), c) narrative applying (co-construction), and d) narrative feeling (reaction or meaning-making). The Figure 3.1 below shows the narrative knowledging framework revealing the interrelated conditions of the researcher, participants, and research stages.

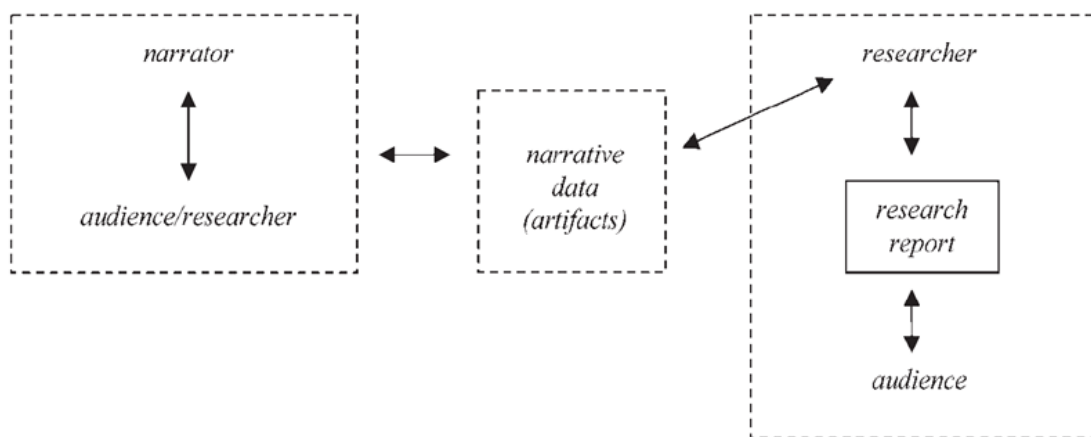


Figure 3.1 Stages and participants in narrative knowledging by Barkhuizen (2011)

The reason why the researcher of this study has preferred narrative inquiry as a research method was the core of the research in investigating the development of teacher identity. Considering the field of research with teachers, narrative research was used to convey personal, social and professional life stories that made teaching more perceptible

(Golombek & Johnson, 2017; Hamiloğlu, 2013; Meng, 2014; Ortaçtepe, 2015; Şakar, 2015). Through narratives, teachers' professional identities were explained and interpreted by understanding and making sense of their experiences in the social and humanities research field (Bell, 2002; Connelly & Clandinin, 1999). The argument of Riessman (2008) promoted this idea claiming that narrative inquiry was the most appropriate way to explain teacher identity as a whole. In addition, Barkhuizen and Wette (2008) reported on the effectiveness of using a narrative framework to investigate the teaching experiences of L2 teachers.

The characteristics of the narrative inquiry method complied with the purpose of this study. The study aimed to understand the narratives of Turkish EFL teachers' teaching experiences during ERT, and their teacher identity (re)construction during this period. It was considered the voices of EFL teachers working in state elementary schools could be heard best through narrative inquiry.

3.3. Research Setting

The study was conducted in the context of a state elementary school during the 2020-2021 academic year in the city of Ordu, Turkey. The researcher preferred the city of residence to have easy access to the participants. Since the research is an in-depth study, a more sincere and reliable data collection setting is preferred.

There were 177 state elementary schools in the city of Ordu at the time of the research. Thirty-four (19.2%) of these schools were located in the city centre, while the other 143 (80.8%) were located in districts or villages. In this study, one of the participants was working in the city centre, two of them in a district close to the centre, and two of them in a district far from the centre. The study examined the research topic from a broader perspective by ensuring that there were participants from the city centre, district, and rural areas where living conditions are different.

The study primarily investigated the (re)construction process of Turkish elementary school EFL teachers' professional identity, and it had a special focus on time, the COVID-19 transition period. In this respect, the participants were selected from elementary school EFL teachers who gave online classes during the COVID-19 process. It was intended to examine the changes in the professional lives of teachers and their professional identities, starting with ERT during COVID-19.

3.3.1. Being an EFL teacher in a Turkish elementary school

Since teachers working in a society were constantly changing in terms of social, economic, and cultural aspects, constant updates and reforms were also made in teacher training programs (Buyruk, 2016). According to the MoNE (2015), Teacher Appointment and Replacement Regulation, graduates who were able to start the teaching profession, must have completed the practicum period, obtained sufficient points in the Public Personnel Selection Examination (Kamu Personeli Seçme Sınavı: KPSS), completed the candidacy period, and obtained sufficient points in the oral examination. EFL teacher candidates, who were successful, could take charge at the elementary, secondary or high school levels.

Specifically for the field of elementary school EFL teaching, the course entitled Foreign Language Teaching to Young Learners was presented in the department of English Language Teaching at the university for two semesters (CoHE, 2018). Those who graduated from other departments and received pedagogical formation training took all the courses applicable to the general level (CoHE, 2021). EFL teachers received the same training regardless of their willingness to work in elementary schools. In many elementary schools, EFL teachers were temporarily transferred from secondary or high schools due to the limited number of teaching hours in Turkey.

To ensure that teachers were well prepared, the Foreign Language Teaching to Young Learners course was presented for two semesters, albeit limited, in pre-service education, but all other courses were not specific to the elementary school level, were applicable to the general level (CoHE, 2018). Although in-service training were attempted to fill this gap, especially in the field of elementary school EFL teaching, teachers were not satisfied with the in-service training, found it partially beneficial or did not meet their needs (Koç, 2016). The training provided was deemed insufficient as it was not prepared only for young learners but for L2 teaching for all age groups, was not interactive and was not provided by experts. Nevertheless, there has been a shortage of both pre-service and in-service education for EFL teachers to meet the needs of young learners worldwide (Fahd Al Malihi, 2015; Kabilan & Veratharaju, 2013; Zein, 2016).

In terms of in-service training, TED training also needed to be interactive, applicable, goal-oriented and collaborative, as our age demands (Paesani, 2020). More reform-oriented training such as professional learning communities, working groups, and

mentoring was preferred to more traditional training such as workshops, conferences, and webinars (MoNE, 2022). However, teachers were found unsure whether the professional development they received improved teacher quality or pupil achievement (Brown, 2013). Therefore, teachers felt that they were not fully involved in the professional development planning process. Nevertheless, teachers were aware that more time should have been devoted to professional development, and they valued it (Emery, 2012; Paesani, 2020).

3.4. Sampling

The research population consisted of all EFL teachers working in Turkish state elementary schools with online teaching experience during the pandemic period. Typical case sampling, one of the purposive sampling methods, was used to select the participants. Purposive sampling was a qualitative approach that allowed the researcher to select the best participants and the best cases appropriate to the research argument. This provided more detailed, in-depth, and rich data (Fraenkel et al., 2012; Patton, 2015). In this sense, using random sampling might have been of little benefit, as participants might have hesitated to share personal and professional issues with the researcher. The purposive sampling strategy helped to select more appropriate samples for the study and to collect more detailed data in this study.

There were 85 female and 15 male EFL teachers working in state elementary schools in Ordu province during the study process. The participants in the study were those who had at least five years of teaching experience and had ERT experience during COVID-19 times in Ordu province, Turkey. There was a prerequisite of at least five years of experience, as the aim of the study was not the construction, but the (re)construction process of the professional identity of the teachers. Participants were selected from those who were more familiar to the researcher to obtain intimate reflections. This study was conducted with five participants to conduct an in-depth research study, as Creswell (2009) suggested that when conducting a qualitative study, it was intended to include no more than five participants to conduct more in-depth inquiries.

In the consent form prepared for the volunteers, it was stated that if they felt uncomfortable for any reason, they could leave the study without explanation. The purpose of the study was also explained in detail. Five out of ten teachers who volunteered for the study could not continue due to personal reasons. They stated that they did not

have enough time for the study. A possible reason for this was the increased workload during the pandemic period (Klapproth et al., 2020). They explained that not only during working hours but also at home, being in constant contact with pupils and parents via the internet and telephone caused free time problems for the participants.

Particularly, the number of participants decreased since all volunteer participants were female and their duties and responsibilities increased both at home and at work during the pandemic process (Rawal, 2021). The participants mentioned that they had tensions because they had to manage their multiple identities such as teacher, mother, and spouse identities at the same time in this process.

Participants' identifying information was not requested in the study to ensure anonymity and confidentiality. Pseudonyms were used to identify the participants throughout the study. In addition, participants' contact information and the names of their schools were also hidden.

The researcher paid attention to ensure that there was no potentially identifiable information in the interview recordings, transcripts, and rewritten teacher narratives. They were kept during the study, and sent them to the participants to check. It was also clearly stated that the responses would not be shared with third parties. All the participants were graduates of Turkish universities. The biographical details of the participants were presented in Table 3.1.

Table 3.1 The profiles of the participants

No	Pseudonym	Educational degree(s)	Years of teaching experience	Marital status	Number of children
1	Hale	B.A. (English Language & Literature)	12	Married	2
2	Ela	B.A. (English Language Teaching)	11	Married	2
3	Duru	B.A. (English Language Teaching)	10	Married	2
4	Ada	B.A. (English Language Teaching)	7	Married	2
5	Naz	B.A. (English Language Teaching)	5	Single	0

Table 3.1 shows that with the exception of one participant (e.g., Naz), the other four (e.g., Hale, Ela, Duru, and Ada) have similar profiles. As mentioned before, all participants are female. The majority of the participants are married and have two children. The years of teaching experience are similar. The current research has participants with up to 12 years of teaching experience.

3.5. Data Collection Instruments

3.5.1. Personal data forms

The personal data form, prepared by the researcher, was applied at the very beginning of the data collection process to gather personal demographic information about the participants. The first part of the data collection was designed to collect general background information about the participants' gender, age, educational qualifications, and experience in the teaching profession (see Appendix 3).

3.5.2. Narrative interviews with L2 teachers

Interviews were the primary data collection tools for this study. Interviews were also an essential source of data for narrative inquiry, which allowed gaining a deeper insight into the experiences and perspectives of the participants (Punch, 2013). Semi-structured interviews were preferred as they provided more flexibility to the researcher (McDonough & McDonough, 1997). In this study, the aim was to obtain in-depth information about participants' experiences on the topic. The researcher elicited more specific and rich responses from the participants through semi-structured interviews. Two in-depth interviews were conducted within the framework of research questions for the planned study (see Appendices 4 and 5). The interview questions to be used were adapted, with permission, from the doctoral thesis written by Aslan (2016). The necessary permission was obtained via e-mail to adapt and use the interview questions (see Appendix 6). The researcher also consulted on the appropriateness of the adaptation. Thus, two of the researcher's colleagues who were studying for their master's degree reviewed the interview questions.

The convenience of the participants was a priority when planning the time and place of the interviews. All of the participants stated that it would be more appropriate to conduct the interviews online due to the ongoing pandemic period. Participants preferred Zoom

online meetings, which were introduced to our lives with ERT, as they offered ease of access in terms of both time and place (see <https://support.zoom.us/hc/en-us/sections/4415034398477-Zoom-Meeting-Features>). In addition, the e-safety measures taken by the researcher were shared with the participants. During the interviews, the participants logged in using their pseudonyms. The meeting ID and recordings were not shared with anyone else. Information was provided about possible disruptions that might occur on the internet platforms. In case of connection or device problems, the participating teachers were informed to hold the meeting at another convenient time.

Before the interviews, the purpose and rationale of the study were explained. The average interview duration was informed to the participants. Meeting invitations were sent to the participants via instant messaging. Ethical consent from the participants was obtained in writing before the interviews, and the content of the consent form was also reminded verbally at the beginning of the interviews (see Appendix 7). Interviews lasted between 40 and 50 minutes.

A pilot study was conducted with two similar participants with similar characteristics to assess the effectiveness of the data collection instruments. The necessary arrangements were made, and the necessary measures were taken. It was assumed that this pilot study, which was conducted to test the method and the interviews, would add credibility and dependability to the study (Malmqvist et al., 2019). After the pilot study, the main interviews with the participating teachers began.

The first interview was conducted in April 2021. It was aimed at getting to know the participants, to establish a sincere relationship with them by sharing their previous personal and professional experiences and current experiences during the COVID period. Changes in the teaching self, teaching strategies, perceptions, and beliefs about the teaching profession before and during ERT were discussed. The focus was on the contextual factors, tensions, and the negotiation process of participants' professional identities.

The interviews were conducted in the participants' mother tongue, as they felt more comfortable and could express themselves more easily. Rubin and Rubin (2011) also suggested that the choice of mother tongue for interviews used in qualitative studies provided an opportunity to increase the proximity of the researcher to the participant.

Before starting the interview, the participants were also asked in which language they would like the interview to be conducted, and they preferred their mother tongue, Turkish.

With the permission of the participants, both audio and video recordings were made during the interviews using Zoom recordings. The recordings were re-watched, transcribed verbatim, and read again for analysis at the end of the interviews. After the interviews were transcribed, they were sent to the participants for review, and they were asked to add, delete or edit any information if they wished.

The second interview was conducted in May 2021. It aimed to revisit the first interview and to expand on how they made sense of their experiences. Their reflections on multifaceted identities, tensions, and negotiations were discussed. At the end of the interviews, the teachers were asked about their future plans, needs and suggestions. This stage helped to provide an analysis of their professional identity (re)construction. These narrative interviews were used both to tell the stories of the participants and to restory the narratives by the researcher.

3.5.3. Correspondence on WhatsApp communications

Considering the unavailability that may be caused by the special issues of the participants, the researcher preferred the correspondence method to communicate with the participants throughout the research process. One of the most popular instant messaging applications (WhatsApp) was preferred as a way of correspondence (see <https://www.whatsapp.com/features>). Instant messaging was used to communicate with the participants throughout the data collection and analysis process of the study. It was preferred to clarify the time of the interview and to immediately ask anything about the study before the narrative interviews. After the narrative interviews, correspondence was also used when necessary if there were issues that the researcher wanted to clarify during the data analysis process.

3.5.4. Field Notes

The researcher aimed to make participant observations while recording the field notes (Connelly & Clandinin, 1990). This revealed the interpretive nature of narrative inquiry. Reflection on experiences, re-storying, and re-telling the stories, which were the main functions of narrative inquiry, were encouraged. Field notes were also repeatedly

reviewed during the analysis of data collected through other data collection instruments throughout the research period.

3.6. Data Collection Procedure

The researcher remained in contact with the participants from the beginning of data collection to the end of interpretation to enrich the field texts. As Clandinin and Connelly (2000) mentioned, the data collection process was a detailed interpretive and intertwined process based on the relational experience established between the researcher and the participant.

Personal data forms, semi-structured interviews, WhatsApp correspondence, and field notes were used to collect the relevant data in the most detailed and easily accessible way. In narrative research, field texts were defined as lived and told experiences, stories and field experiences, and there were different data collection tools. Field notes, self-reports, observations, photographs taken by the researcher or participant, interviews, research journals, documents, autobiographical writings, research diaries, letter writing, oral histories, family stories, and teacher stories were among the various data sources of field texts for narrative inquiry (Connelly & Clandinin, 1990).

While completing the field texts, the researcher also considered the responses given by the participants in various ways, such as posture, movements, gestures, facial expressions, and questions directed to the researcher for clarification. Since the interviews and correspondence were conducted online, it was difficult to catch them compared to face-to-face data collection instruments.

In narrative research, various characteristics such as places, people, things, events, and history were seen as evidence (Clandinin & Connelly, 2000). When small pieces that seemed insignificant at the time, were combined with other field texts to form a whole, they made a significant contribution to the construction of the research (Merriam, 1998). This diversity, like the multifaceted nature of the identities of the people who make up the society, led to a deepening of understanding and provided richer and more diverse perspectives (Clandinin & Connelly, 2000). Using multiple data collection instruments, this study aimed to contribute to a better understanding of the professional identity (re)construction of EFL teachers in state elementary school during COVID-19 in Turkey.

The data collection in this study followed eight steps:

1. A formal application was made for ethical approval to gain access and collect data from participants. Since the participants were working in official public schools, an application for research permission was also made to the MoNE (see Appendix 9).
2. The interview questions were prepared in advance by the researcher to ensure that there were no missing points that were not relevant to the purpose of the study and the research questions. Additional questions were also asked during the interviews to elaborate on topics that were deemed necessary. Participants were also given the opportunity to shape the study, even by forming questions to gain deeper insight for the interview. It was planned to conduct two-stage interviews as the first and final interviews. In the first stage, participants' personal backgrounds, academic and professional experiences, their teaching selves, teaching strategies, and their perceptions and beliefs about the teaching profession were discussed. A second stage was conducted to confirm and elaborate on the information gathered in the first interview. It focused on teachers' personal and professional tensions and negotiations, needs and future plans, and recommendations for teachers, teacher candidates, teacher educators, and policy makers.
3. After the applications were approved, potential participants were contacted via instant messaging using WhatsApp. Initially, ten potential participants were contacted, and five stated that they could not participate in this study due to personal and professional reasons.
4. The purpose of the research, interview procedures and ethical issues were explained to the participants individually. The meeting time and place were arranged according to the convenience of the participants.
5. After testing the applications with two similar participants with similar characteristics as a pilot study, the necessary arrangements were made, and then the main interviews started.
6. Personal data were gathered to obtain vivid and distinctive information about the participants. Due to the pandemic period, it was decided to use online media (Zoom and WhatsApp) during the data collection process together with the researcher and the participants.
7. Participants' attitudes, postures, movements, gestures, facial expressions and tone of voice were taken into consideration by reviewing the Zoom video recordings on the computer. Recordings were kept and detailed transcripts were made, analysed, and interpreted at the end of the interviews.

8. After the interviews and during the analysis, WhatsApp correspondence was used when deemed necessary to ask participants for more detailed information. When the participants also wanted to discuss or add information, they corresponded with the researcher. After the interviews and throughout the data analysis, the researcher remained in contact with the participants related to the study.

3.7. Data Analysis

Clandinin and Connelly (2000) referred to the data analysis process as the transformation of field texts into interim texts in which the narrative structure was formed by the inquirer. While transferring the field texts to the research, the communication between the researcher and the participants continued until the analysis process was completed. To achieve more diverse and deeper meanings, the researcher kept and revised the original records in the data collection process and another researcher's opinion was sought. As Merriam (2009) stated, the data collection and data analysis processes were synchronous and cooperative. The data analysis process was a considerable step as it was the part where participants' narratives were restored by the researcher.

The personal background information collected from the participants using personal data forms was analysed using descriptive analysis. Narrative thematic analysis was used to analyse the interviews in this study to make sense of the data collected from the narratives. Although the participants were somewhat hesitant at the beginning of the first interview, after a few warm-up questions, they seemed relaxed and able to answer sincerely. They were relieved to see someone as a researcher who shared the same profession, was almost the same age and had similar experiences with them. As teachers, they were aware that the sharing of knowledge and experiences was very effective and positive for their own and other colleagues' professional development (Craig, 2011). In the second interview, the participants were more comfortable and more sincere in expressing their inner feelings and thoughts about their personal and professional experiences. The interpretation process began with the interpretations of the participants' voices, experiences, and stories to distinguish narrative research from other thematic analysis methods (Riessman, 2008). The interpretations in narrative thinking could be in different ways with different probabilities and knowing other ways of explanation, the researcher aimed to do the best in the conditions. The main approach to the data analysis was presented in Figure 3.2.

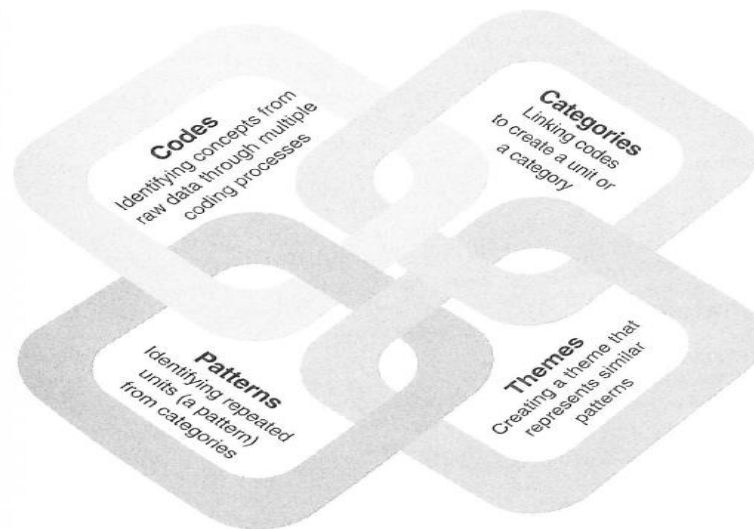


Figure 1.2 Basic elements of qualitative data analysis by Kim (2016)

For the narrative thematic analysis of this study, the data were transcribed verbatim and read several times to become familiar with the data. Following Kim's (2016) basic elements of data analysis, the codes, categories, patterns and themes of the study were determined:

1. **Codes:** Codes were developed using repetitive expressions and checked by another EFL teacher to determine the appropriateness of the extracted codes (For example, supportive family, respected profession, working hours).
2. **Categories:** After the codes were determined, they were combined under nine categories, and examined. Attention was paid to identifying the thematic codes and classifying them into meaningful, relevant, and appropriate categories (For example, administrative policies, collaboration with colleagues, and professional development initiatives).
3. **Patterns:** Patterns were created by determining recurring units from the specified categories. The aim here was to present participants' narratives in a coherent and meaningful way in the light of the collected data respectively (For example, past, now, future).
4. **Themes:** The final step was to draw conclusions from the categorized themes, reveal thematic similarities and differences, and generate general knowledge about the themes. This was mainly about organizing the narrative data in relation to

generalizations (For example, the general main theme was (re)construction of professional identities, and sub-themes were past experiences, contextual factors, tensions and negotiations).

All codes, categories, patterns, and themes obtained as a result of this study were summarized (see Appendix 2). The researcher of this study re-told and restored the narratives within the related codes, categories, patterns, and themes that were recurrent and outstanding according to the research questions. Finally, the data analysis was carefully reviewed to ensure that there was adequate data to illustrate and support it.

The purpose of choosing this type of analysis was a strategy for interpreting narrative data in social and historical contexts. This data analysis was followed to present the collected qualitative data in the most appropriate and meaningful way and to achieve generalization.

3.8. Ethical Considerations

This section discussed the ethical issues that were considered before starting the study. Merriam (2002) revealed that the assumptions determined at the beginning of the study were the starting point of an ethical research process. In this regard, after the assumptions of the study were determined, a thesis proposal was prepared and presented to the research unit at the university. Then, the proposal of the study was submitted to the University's Human Subjects Ethics Committee and ethics committee approval was obtained under the number 2021-50 (see Appendix 8).

Following the determination of the participants, written informed consent form was ensured. The purpose of the study, the method of application, and ethical issues were explained both in writing on the participant consent form and reminded verbally before the interviews. It was explained that the participation was completely voluntary and that the practices did not involve any discomfort, but if they felt uncomfortable with the questions or for any other reason during the participation, they could stop answering. Participants were informed that they had the right to withdraw from participating at any stage of the study. No identifying information was requested in the study as their right to anonymity and confidentiality was respected. The names of their schools were hidden to ensure anonymity. Interview recordings, transcripts, and rewritten teacher narratives were sent back to them in consideration of those who might wish to anonymize any potentially identifiable information, and for further verification. It was clearly explained that the

responses would be kept completely confidential and would only be analysed by the researchers. The data would only be used in the research and would not be shared with third parties.

In summary, ethical issues were a constant concern throughout the narrative inquiry process (Clandinin & Connelly, 2000). Considering these points, it was accepted that participants' rights and confidentiality had to be respected. The researcher was also aware that ambiguity was a situation that led to learning and had to be free from prejudice and bias. Due to ethical issues, limited data might be available during the data collection process, or a study might become completely unaccomplished. On the contrary, it might make a research study unique by distinguishing it from other studies.

3.8.1. Trustworthiness of the narrative research

The researcher tried to prove the trustworthiness of the narrative by providing rich descriptions, details, and justifying interpretations. The lived experiences of the participants were tried to be reflected and conveyed in the narratives optimally. It was suggested that there was a risk of distorted meaning between the participants' experiences and the researcher's retelling, but this risk could be addressed by a member check, that was, respondent validation (Barkhuizen et al., 2013). In this narrative research, all participants were involved in the interpretation process. During the data collection and analysis stages, the validity of the information provided by the participants was questioned and their agreement was sought. Barkhuizen et al. (2013) argued that although narrative research was often criticized for its lack of trustworthiness because it did not provide generalizable informational claims for society, narrative research provided a great deal of information about the realities of individuals' experiences and lives.

This section explained the measures taken to ensure the trustworthiness of the study. To ensure trustworthiness, the concepts of internal validity, external validity, reliability, and objectivity were sought in the research, and in naturalistic inquiry, the concepts of credibility, transferability, dependability, and confirmability were used respectively, each of which provided an opportunity to convey the researcher's truth to the reader (Lincoln & Guba, 1985).

3.8.2. Credibility

Miles and Huberman (1994) revealed that whether or not the study had a counterpart in reality was closely related to the credibility of the study. Whether the findings of the study were logical and reliable to the participants and readers, was considered by the researcher.

Various data collection tools such as personal data form, narrative interviews, WhatsApp correspondence, and field notes were used to ensure the credibility of the current research study. Creswell and Miller (2000) revealed that the diversity of data collection tools was used to increase credibility and enrich the data. Triangulation in data collection was a key factor in establishing credibility (Lincoln & Guba, 1985).

Records of the data collected in this study, transcripts and narrative stories written by the researcher were sent back to the participants for feedback and confirmation of accuracy. Thus, both credibility was tried to be ensured, and the participants had the opportunity to add extra information. The primary aim of narrative analysis was not the accuracy of the explanations, but the understanding of the meaning associated with these experiences (Polkinghorne, 2007).

Since the medium of language used in the interviews was Turkish, a verbatim transcript of the interviews was first written in Turkish and then translated into English. An EFL teacher checked the appropriateness of the translation. To ensure intercoder reliability, the data analysis was reviewed by an academic in the field. The final draft of the study was sent to an EFL teacher studying for a Master's degree at a Turkish university and to an expert working at Ordu provincial R&D (Research and Development) department, an acquaintance of the researcher for peer reading and to increase credibility. Contributions to external control were made by clearly stating the areas that needed to be reviewed. In addition, two advisors from different universities checked all the steps of the study from beginning to end. As Riessman (2008) described, the researcher provided detailed descriptions of the data, careful shreds of evidence, and alternative interpretations of the arguments.

3.8.3. Transferability

This study aimed to construct new knowledge through special cases and rich descriptions, rather than making generalizable claims. It was emphasized the uniqueness of the each participant's experience by prioritizing individuality over generalization. According to

Barkhuizen et al. (2013), while transferability was a matter of dissemination and generalization, whereas applicability and originality of research findings were more remarkable in narrative inquiry.

3.8.4. Dependability

To ensure dependability of this study, all measures were taken to avoid any bias. First, the research questions were carefully determined and framed. Second, they were revised in the light of the relevant literature. Then, the researcher's position in the study was determined and the research method to be used was explained in detail. After determining the selection of the participants, the measures taken to ensure the dependability of the data collection process were described. Pilot interviews were conducted at the beginning of the data collection process to ensure successful results from the study and to predict possible obstacles that might be encountered during the research process. Interview transcripts were sent back to the participants for member checking and respondent validation. The data collection and analysis processes were consistent with the method used in the study.

3.8.5. Confirmability

Each finding of this study was based on the originally collected data and was consistent for the sake of confirmability in research. The interpretations made in the data analysis and the conclusions drawn from the data were logical, coherent, and meaningful with the confirmation from the participants and peer reading. Lincoln and Guba (1985) addressed the issue of whether research could be replicated which was directly related to confirmability. In this study, detailed information was provided on all the steps of the research procedure and every effort was made to describe it in detail. It was evident how data was collected, interpreted, and analysed to arrive at the conclusions.

3.9. The Role of the Researcher

In this study, the researcher used a participatory approach as a methodological perspective. Narrative studies that explore teacher identity formation with personal, social, and cultural aspects also preferred participatory interpretation (Zembylas, 2003). This approach indicated stronger communication and interaction between the researcher

and the participants as Creswell (2009) described. The researcher was both an observer and a participant in this study. Narrative inquirers were not only transmitters or mediators but also participants as a part of the research context with their experiences in a social context (Clandinin & Connelly, 2000; Creswell, 2009). The participants and the researcher had a common professional background in this study. In this respect, it was eventual for the researcher to play an active and multifaceted role throughout the whole study.

The researcher, like the participants, was an EFL teacher working in a Turkish elementary school and had experienced ERT at the time of COVID-19. Clandinin and Connelly (2000) described writing own experiences of the inquirer as placing the inquirer “in the midst”. The researcher was not only a recorder of others' experiences but also had experiences in the past, present, and future experiences, and the experience of the inquiry. Experiencing the experience, (the experiences of the participants) added a dual quality to this study. The researcher became fully involved in the experiences of the participants as part of a whole.

The present study aimed to explore the professional identity (re)construction process of Turkish elementary school EFL teachers in the transition to ERT, so the researcher also investigated and reflected on her own professional identity (re)construction process. While doing this, the researcher might have been affected or influenced by the research process during the interviews and data interpretation. As Pinnegar and Daynes (2007) stated, both the researcher and the participants learned and changed over time throughout the study.

4. FINDINGS

4.1. Introduction

This chapter presented the findings of this narrative research study. This study aimed to explore the professional identity (re)construction of Turkish elementary school EFL teachers during the ERT process. After collecting data and exploring participants' narratives, this section was dedicated to understanding and making sense of Turkish elementary school EFL teachers' experiences in the transition to ERT. It also investigated how teachers' professional identities were shaped by the influence of contextual factors and the tensions they negotiated. Table 4.1 represented a summary of the data sources, analysis procedures, and aims of the analysis, as well as their alignment with the research questions.

Table 4.1 Data, Analysis and the Alignment with Research Questions

Data Sources	Analysis, Procedure, and Aims of Analysis	Alignment with Research Questions
Personal data form, WhatsApp correspondence & field notes	Descriptive analysis was used to collect personal background information about the participants.	What are the past experiences of Turkish elementary school EFL teachers?
First narrative interview, WhatsApp correspondence & field notes	Thematic data analysis was conducted to see which contextual factors affect how.	What are the contextual factors that shape the professional identities of Turkish elementary school EFL teachers through the implementation of ERT?
Final narrative interview, WhatsApp correspondence & field notes	This in-depth analysis aimed to explore the professional identity (re)construction of Turkish elementary school EFL teachers.	What tensions do Turkish elementary school EFL teachers negotiate within this teaching context?

How do Turkish elementary school EFL teachers (re)construct their professional identities during the ERT transition period amidst the COVID-19 pandemic?

The process of interpreting and making sense of teachers' lived experiences was central to this narrative research. The research questions of the study were reviewed, and the chapter was divided into sections accordingly. The narratives of the teacher participants' own thoughts, opinions, expectations, and needs were presented to find answers to the research questions. The narratives of the participants were re-storied in a thematic order and analysed thematically.

4.2. Analysis of Teachers' Narratives

Themes were formed by common patterns, addressing both interview transcripts and retold narratives. By associating the prominent expressions of the participants with the similar expressions of the other participants, the coding process was applied and the themes were created accordingly. The thematic analysis focused more on the interview transcripts to gain a deeper understanding of the rich data. The participants narrated their past personal and educational experiences, how they became teachers, how they perceived themselves as Turkish elementary school EFL teachers, their experiences during the ERT, how contextual factors influenced their professional identities, and how they negotiated with various tensions.

The participants highlighted in detail the narratives and contextual factors of their personal, professional, and social experiences that influenced the shaping of their professional identities. To emphasize the developmental stages of the professional identities of the teachers, attention was paid to the chronological and logical order of the narratives. The findings were expressed around nine themes based on the research questions, with the thematic analysis of the narratives being the main data source. Following the chronological and logical development of a teacher's professional identity, the first theme was the background of becoming an EFL teacher. The next themes were professional identity formation of state elementary school EFL teachers, a new context-digital transformation process, remote classroom management, remote classroom assessment, collaboration with colleagues, professional development initiative, and administrative policies respectively. The last theme was determined as expectations, needs, and suggestions. These themes were presented with relevant research questions.

4.2.1. First sub-research question: What are the past experiences of Turkish elementary school EFL teachers?

4.2.1.1. Background: Becoming an EFL teacher

This section dealt with the participants' past experiences regarding their personal and educational lives. It included the participants' narratives about family life, school life, and motivations for becoming an EFL teacher. It shed light on the participants' past experiences and revealed how their professional identities were constructed. It revealed how personal and contextual factors in the personal and social spheres influenced their lives and their initial identity formation.

Personality traits, childhood experiences, past educational life, former teachers, and significant others formed the background of the participants and provided information about their identity formation. They played an influential role in the formation of professional identities, especially as their effects could also be seen in classroom practice.

Since the teaching profession was seen as a respected profession and working in a government institution was perceived as easier than working in the private sector, parents generally supported their children becoming teachers. The fact that the working hours were fixed in advance and that salaries were paid regularly, made the profession preferable. The majority of the participants shared that they had a supportive family and were well-guided by their teachers. Naz mentioned that her father was like her own teacher and said:

My father told me that before starting my career, whatever I do, touch the lives of those children before I start teaching them. Our lecturers at the university have always taught us that; teach children to be human before teaching English. Touch those children. Everyone who wants to be a teacher has an idol. Surely there is a teacher who has touched their lives. I can say that my secondary school EFL teacher touched my life, too. I follow her as an example. And doors have always been opened to me that way in life.
[Commented by Naz]

Most of the participants were impressed by their previous EFL teachers and described them as *extraordinary* and *inspiring*. Because of their admiration for their previous EFL teachers, they decided to become EFL teachers, too. Further, Ela had a natural inclination to learn English. Her talent and interest in language learning created a positive perception of the profession and paved the way for her to develop a professional identity.

I myself chose to study at a foreign language-based high school, thanks to the positive attitude of our former EFL teacher, but my successful grade in the proficiency exam had a great impact on my further education in the foreign language department. The fact that my teacher said that I believe we will become colleagues in the future, at the parents' meeting held after the exam, helped to make my final decision. [Commented by Ela]

Teacher participants said that the reason why they chose the teaching profession in the early years of their lives was because of their role model EFL teachers. The influence of their former teachers, especially a teacher who made a difference, attracted even more attention. While the participants were talking about their idol teachers, they looked cheerful, they smiled and their eyes sparkled. Ela described her memory of her first EFL teacher as follows:

English classes were starting in secondary school. But I went to the course in the 4th grade. The English classes lasted only a few weeks in the course. Our EFL teacher was a teacher who had just graduated from university. She had not studied in the English teaching department, but she had studied English at the university. She was a petite lady. When she came to the first lesson, she had drawn a flower on the board. That's why the first word I learned was "flower". I still remember that image. Maybe I became an EFL teacher because of her positive attitude. [Commented by Ela]

Similarly, Ada was very impressed by her first EFL teacher. She emphasized how different she was from her other teachers. She mentioned that her first EFL teacher in her secondary school was *marginal, extraordinary, and inspiring*. Her teacher was from a different city with a different style. She stated that there were no coloured picture books and materials at that time, but her teacher tried to make a difference by using coloured chalk. She both loved the English classes and decided to become an EFL teacher due to her great admiration for her teacher. Ada narrated that she would be the first EFL teacher when her pupils were first introduced to English in a state elementary school, and that if her pupils had a good first impression, they would love the English classes and that their interest would continue in the future.

Ela stated that it was not enough to just love and want, it was necessary to work hard. She indicated that one could be successful if worked wholeheartedly. Ela showed us that success was also a key with these words:

In our period, there was a foreign language-oriented high school period. I went there, too. I studied in a preparatory class for one year. We had many EFL teachers. Like reading, speaking, writing... I was mostly inspired by our

teachers there. In the first year of preparation, I decided. I said I wanted to be an EFL teacher, too. When choosing the department, our EFL teachers made a test to identify the more talented ones. According to the conditions of that day, I got a good score in that exam in my opinion. As a result of the exam, our teacher held a parent meeting. He also met with my father. My teacher said that she believed that we would be colleagues in the future. This influenced my choice of the foreign language department. [Commented by Ela]

Differently, Duru and Hale, who mentioned that their first EFL teachers were tougher and more disciplined, followed their later EFL teachers in their educational lives. Duru expressed her feelings about her first EFL teacher as follows:

My EFL teacher in elementary school was a short-term teacher. She was not graduated from an English language teaching department. I noticed this even though I was in fourth grade. She was a cold teacher. Her main occupation was as a lawyer. She was after little things like how to pull us to the beating. And she was doing that, too. She was always late for class. She was acting relaxed because she was the wife of the district governor. In elementary school, our teachers were usually somewhat experienced but tough teachers. I can't say that I started elementary school with love, but in secondary school, I met teachers who were more effective in teaching and were more drama-oriented. In fact, learning is a teacher's approach to you, as I understand it. I loved her very much, but she was a tough lady. [Commented by Duru]

In brief, these findings indicated that early life experiences played a crucial role in participating teachers' later lives and that the first EFL teacher model was effective in their career choices. The participants had a pleasant memory from their early life that prepared them to pursue their personal and professional goals in life.

Hale shared that her high school prep class memories were the most beautiful and enjoyable memories of her life. She stated that she had a lot of fun, especially in the drama activities she prepared with her classmates, she was a successful pupil and knowing this gave her extra self-confidence. She expressed that her parents were very hardworking in their jobs, and maybe that's why she always enjoyed working so much. She said that the EFL teachers at the high school were also very hardworking and did everything they could to help their pupils to receive a better education.

At university, all the participants attended the English Language Teaching Department, except Hale. She attended the English Language and Literature Department because her score on the university entrance exam was insufficient. The reason why she preferred to study in this department instead of taking the university exam again was because of the

advice of her high school teacher. Her teacher had said that she could become a teacher by taking training education while studying in the department, rather than losing a year. She added that since training education could be taken as a course in Turkey, many pupils with insufficient university exam results continued their education by studying other fields in the Foreign Languages Department instead of English Language Teaching. The training education courses were given in a short period of one year instead of four years in the English Language Teaching department. She expressed that she felt the lack of it especially after she started working and that she tried to improve herself professionally for this later.

The participants shared a variety of experiences related to their university life. However, the most prominent common feature was the positive attitude of all participants towards the TEYL courses. Ada said that she loved the classes where she prepared the class plan and the presentation herself. Ela stated that she also saw the benefit of these presentations. She recalled that after she started teaching, she used the class plans of these presentations and even with the same class plan she presented a song to her class. Thinking that she received a very good education at the university, Duru shared that her lecturers at the university behaved like young learners while listening to the presentation and pretended to be like children. Her lecturers taught that she should have prepared classes that would meet the needs and interests of children of today's age. Her teachers advised that they could face many different pupils in the classroom who were hardworking, mischievous, enterprising, and trying to sabotage the class and that they should have been prepared. Duru described, "*All of those crazy pupils had a real-life counterpart*". Naz, on the other hand, stated that she worked in a kindergarten as a part of the university's volunteering project a year before taking these courses, and she explained her experience as follows:

Even though you read the books or take this class from lecturers, we acquire the experience in the classroom. As I made presentations in class, my teacher told me that I engaged with this job well, because I saw how to communicate with children in kindergarten. He said that you learned something from them that you were able to present well in class, too. [Commented by Naz]

Similarly, the participants stated that they had a good time and were positively influenced during the practicum period. It was observed that the pre-service experience prepared them for the in-service professional life. Ada stated that although she only gave one presentation during the practicum, being an observer in a real classroom environment was also very beneficial. She recalled that a teacher during her practicum had prepared

worksheets with her own hands, which impressed her so much that she still had a photocopy of them. Hale complained that the practicum period was beneficial, but the duration was very short.

After graduation, the participants had to take an examination to become state school teachers. Some waited for many years to be successful in this exam and to be appointed. Ada was appointed to a state school after five years, Ela after four years, Hale after two years, Duru after one year, and Naz after seven months. None of the participating teachers seemed frustrated throughout the interviews. They expressed their feelings that they waited for a long time but never thought about breaking the job and never gave up. Ada expressed her gratitude in this regard by saying, *“I have always felt grateful since the day I was appointed”*. Despite the difficulties they faced, they did not deviate from their own path. Participants stated that they had been short-term teachers before started working in state schools. Although the schools where most of the participants first worked were far from the city, and did not have many facilities, they did not give up. Together these findings provided insights into the participants’ early and educational lives. The findings highlighted various challenges that the participants had to face and that guided their path towards the profession of their choice. The next section provided a detailed description of Turkish elementary school EFL teachers’ perceptions and the construction process of their professional identity.

4.2.1.2. Professional Identity Formation of Turkish Elementary School EFL Teachers

All the participants talked candidly and sincerely about their perceptions. The narratives of the participants revealed that the majority of the participants decided to become EFL teachers early in their lives. Most of them graduated from the English Language Teaching Departments of universities and continued their way by choosing to teach English as a profession. The participants had both intrinsic and extrinsic motivations for becoming elementary school EFL teachers. Duru explained her intrinsic motivation as follows:

Is it a job that I can invest in the future and love, yes? The best part is that you can be illuminated as you work. The more you work, the more permanent it becomes. You take as much as you give in English teaching. Then I said, yes, I should be a teacher and make people love the language. I think the choice of a profession should be based on love. I'm already good at communicating with children. Why shouldn't I be of any use to them? Middle

school and high school children can develop themselves more easily. They can do some research and learn. Nevertheless, elementary school children expect more interest and love. They want to be fed by their teacher to learn.
[Commented by Duru]

Similarly, Ada's intrinsic motivation was more evident. She stated that pupils in elementary school were more curious, enthusiastic, and willing to learn English. She excitedly told, "*I think that the happiness in the eyes of the pupils, and the desire to learn, are the things that really motivate us*". She added that especially for the young learners, the parents were supportive, they helped them with their homework, and the parents were also enthusiastic. She expressed her opinion that this support was invaluable, especially at an early age when the foundations for English language learning were being laid. Ada thought that she understood her pupils better, and their communication became stronger, especially after she had a child of her own. She expressed that she liked to have fun and enjoy life, and learning English with pupils while having fun gave her great satisfaction.

These comments above implied that their intrinsic motivation became the starting point for the formation of the EFL teacher's professional identity. Their innate love for the English language, teaching, and young learners led them into the profession. Ada asserted that professional fulfilment was higher in elementary school and that young learners were more receptive. Hale's extrinsic motivation was more dominant. Since she was a graduate of English Language and Literature, she could have gone into other fields such as academia, translation, or tourism. However, she chose to become a teacher at the request of her family. Regular working hours, a regular salary, and the prestige led her to work in a public school. Her parents also thought that working with young learners would be more appealing and comfortable because she was a recent graduate and young.

On the other hand, Naz explained that the reason for choosing the profession was her desire to constantly improve herself and added that there were many opportunities for this in the profession. Describing her first teaching experience and she said, "*At the end of the class I seemed shocked but felt happy and very amused*". She stated that she learned a lot by researching how she could teach more to her pupils and show it in different ways and learned a lot from her pupils. No matter how many years she had been teaching, she said it seemed as if she was always a novice. She indicated that the reason for this was that she constantly learned something new in the profession, and this process was never complete. She explained her feelings and thoughts with these words, "*In fact, novice or*

not, every new class, every new pupil is a fresh start". She emphasized that learning was a lifelong process.

Differently, Ela mentioned that teachers' perception was not fully formed in the first years of her career. She expressed that she was very excited and that her pupils saw her as their older sister rather than their teacher. She also narrated a situation about elementary school EFL teachers often faced, "*Especially in an elementary school, it is as if the class teachers are their teachers, and we are someone who comes to the class to entertain them and to make a difference*".

To conclude, the results indicated that the positive perceptions of the participants influenced professional identity formation as a keystone. Their intrinsic and extrinsic motivations, interests, skills, and desires formed the basis of their professional identity. Various personal and professional contexts played a crucial role in reshaping their identities. The next section dealt with the issue of a new context, the digital transformation process during ERT.

4.2.2. Second sub-research question: What are the contextual factors that shape the professional identities of Turkish elementary school EFL teachers through the implementation of ERT?

4.2.2.1. A new teaching context during COVID-19: Digital transformation process

The ERT process, which was described as a transition to the digital age, affected both the professional and personal lives of teachers. In this new context, it was necessary to acknowledge how their professional identity was affected. It was crucial to monitor their professional experiences and identity development with internal and external factors that motivated and demotivated them professionally. Negotiating the implementation of this new context contributed significantly to the (re)construction of identity.

All of the participants had at least five years' of experience and were teachers who had constructed their professional identity. They had always wanted to be EFL teachers in elementary schools, but had also worked in secondary and high schools for short periods when needed. During the transition to ERT, they (re)constructed their existing professional identities through changes in their experiences. Ada emphasized that before starting remote teaching classes, all the teachers were "*anxious*" as in their novice times. She looked thoughtful and mentioned that they were very curious about how the lessons

would go on and whether they would be back in the classrooms again. She said that they had asked the teachers who had attended the first remote classes to exchange ideas about how the classes had gone. She stated that she had difficulties when the remote classes first started, but as she recently benefited from technology in face-to-face education; her work became easier by diversifying it with the help of the teacher groups on social media. Ela felt that it was a process that could be managed. She did not feel panic. She said, “*Due to our age, we are mingled with the internet and technology*”.

However, Duru stated that she initially felt technologically inadequate, raising her shoulders. The school she worked in was in a district and did not have a smart board at all. She could not benefit much from technology in the classroom because the school did not have the technological facilities. She thought that this transformation energized teachers a little more on this issue. She stated that she had to improve herself more because the classes were purely technological. She participated and learned a lot through the eTwinning projects, which was a collaborative platform to encourage the schools of the European Union or member countries to develop an educational project using ICT. She explained that she tried to do her best by adding Web 2.0 tools to the lesson. She said that with game-based learning, digital or non-digital language learning games children loved the classes more, they learned while playing games without realizing it, and she tried to make them love English more. She mentioned that one of the advantages of ERT was that one could access anything whenever wanted since having the internet. She implied that anyone could access many different resources about language learning on the internet.

Naz mentioned that especially in ERT the class planning part took more time than the class itself. She mentioned that she did more research for class preparation. She expressed that by planning the class in advance, she tried to give much time to communication in the classes. She opined “*It was obvious that interaction was necessary because it was remote education*”. By using the question-and-answer technique, she tried to make her pupils experience that they could learn interactively as in the real classroom atmosphere. She even added that pupils who were embarrassed to speak in the classroom could be more assertive in online classes. She commented that some teachers never opened their cameras for internet safety. She thought that teachers had to risk everything if they wanted to communicate with their pupils.

Hale said that the writing activities during the remote classes took more time, and she sent them out as homework. Thus, the pupils had the opportunity to practice more speaking in the lesson. She also thought it was a great opportunity for the flipped classroom. She said that the pupils studied the topic with the online writing assignment and that she reinforced the topic by showing examples and doing more exercises during the remote classes.

Ada mentioned that not every pupil had the opportunity to have a computer and internet connection, but they obtained it in some way with support from the government or help from other people. She emphasized that everyone was trying to “*take care of themselves*” as the process continued. She realized that the increase in technological opportunities attracted the attention of children, but of course, they also experienced technological disruptions. She explained that the connection could be broken, that the website could be inaccessible, and that even the power could go out. She said that such glitches could always happen, but since the system had been updated compared to the past, these glitches had decreased. Thus, attendance in the classes also increased.

Participants shared that all the teachers could reach all parents and pupils through class WhatsApp groups, and that they were in constant communication. They stated that they used this way of communication to make reminders before the remote classes, to tell the necessary materials, if there was a glitch during the class and to check the homework after the classes. Ela explained that although she had told them the necessary materials before the class, sometimes they forgot, and they wasted time trying to get the materials during the class. She stated that this disrupted the flow of the class and reduced efficacy and efficiency. She said that the pupils loved the activities of drawing, painting, cutting, and pasting, and shared that they liked most to draw and paint “*stay at home*” pictures during the ERT.

Ela said that not being alone with the pupil was one of the troublesome aspects of remote education. She narrated that she wanted them to leave the pupils alone during the classes, but because the pupils were very young, they might sometimes need help of an adult. She expressed that the craft activities, which were done in a much shorter time with the help of their teachers in face-to-face education, took a lot of time in remote education.

Mentioning one of the most positive memories of Ada, she said that she asked them to draw an emoji when studying feelings, and they all drew a happy emoji. She explained

that this made her very happy and that she believed that her pupils were happy, too. While Ada was teaching about possessions in the unit on toys, she expressed that she was very proud to see her pupils unintentionally bringing their toys from home and trying to introduce them as they learned. Hale narrated that one of her pupils had designed an umbrella for the weather conditions and sent in a video about wearing appropriate clothing for the weather conditions. She said she felt very happy to receive the video and even shared it with her other colleagues.

4.2.3. Third sub-research question: What tensions do Turkish elementary school EFL teachers negotiate within this teaching context?

4.2.3.1. Professional development initiative

All of the participants explained that in recent years, more significance had been given to the quality of field-specific in-service training, which had peaked with remote meetings, especially during the pandemic period. Hale continued her words raising her eyebrows, *“This year, I attended more in-service training than I have ever attended in my professional life and I was very glad”*. Stating that she could not attend face-to-face in-service training because there was no one to leave her children at home, Ada noticed she had never had the opportunity to attend in-service training before. Joining hands, she said that although online in-service training was not something new, it was a new concept for her and she was very pleased with it. Hale said that she attended a lot of training that she could not attend if it had been done face-to-face. All of the participants agreed that the increasing number of online meetings made in-service training more accessible. In addition, when training held outside the city, the number of teachers attending were limited and they could not attend the training they wanted. As a teacher working in the district, Duru commented, *“Generally, when there was local training, it was always for teachers in the city centre”*. However, the participants expressed that remote education gave them the opportunity to access training that they could not be able to access in face-to-face education for the rest of their lives. Most of the participants thought that it was an opportunity to meet with an expert academic or a native speaker from very high-quality educational institutions. They said that they were able to learn many different methods and techniques in the ERT process with the help of online in-service training. The participating teachers also stated that with the asynchronous training allowed them to

continue the training without being affected by external factors and that it was very advantageous to have the opportunity to stop, replay and record the training if desired. Therefore, they said they did not miss anything.

Duru narrated that there was no specific in-service training on teaching young learners, but that there were references to it in other training:

For example, there was a training called 'effective feedback', I remember it very well. The trainer had a background in acting. He said, 'Imagine you are on a stage with the pupils there.' I also love to do drama to learn something with the pupils. At that moment, if it was necessary to imitate a lion or to roar, that teacher should be able to do it, he said. He also said that you will look at the camera. Look, I am looking at the camera right now. Frankly, I found him effective in communicating more with the children, even from a distance.
[Commented by Duru]

Except for in-service training, all of the participants stated that they had done research on the internet. They said that especially the teacher practices shared on social media were very useful. All participants were aware that sharing experiences was very effective. Hale said that she followed the English classes on EBA (Educational Informatics Network in Turkey) TV with her children at home. Thus, both her children followed English classes and she got different ideas about teaching the English language. Hale, Ada, and Duru also stated that by participating in eTwinning projects, pupils became involved in an active learning process, and teachers collaborated with their colleagues and exchanged ideas. They referred that project-based learning was very enriching for both teachers and pupils. Duru expressed herself in this regard, "*If I don't do these things, I will become a teacher who loses her function after a certain period of time*". Naz talks about a common misconception as follows:

They say that the teachers who are assigned to the public school are idle, that they cannot improve themselves. They are entering to land the state. I do not think so. If you want to add something to the pupils, you should work on it.
[Commented by Naz]

All participants commented that they tried to do their best for professional development and they believed that all other teachers did the same. To conclude, the professional development programmes that the participants attended had positive impact on their professional identity. The online training helped them to negotiate the tensions they had

previously faced. Furthermore, the sharing of teacher practice and reflection had a great impact on the negotiation process.

4.2.3.2. Remote Classroom Management

The majority of the participants expressed that their pupils were very respectful, and appreciated their teachers. In general, the participants felt that they could manage their classes quite well. Concerning this, Ada believed that as long as she kept her pupils engaged, she faced fewer problems with classroom management. However, most of the participants indicated that with the comfort of being at home in remote classes, pupils did not behave as they did in face-to-face classes. They reported issues such as attendance problems. Participants stated that they tried to reach their pupils via the internet and telephone, reminding them of the class times and frequently explaining the importance of their participation. Rolling her eyes, Naz felt that she did not have the authority to do anything about this issue during the instruction. She realized that she negotiated many constraints in managing her class.

In addition to caring for young learners, some teachers stated that they had to look after their young children while teaching remote at home, which affected both their personal and professional lives. Participants shared a variety of experiences related to this issue and expressed how they were affected. Duru narrated that one day while she was teaching remote; her three-year-old son unplugged the computer and it suddenly shut down. She said that she continued the class on the phone and had to apologize to her pupils. She expressed her feelings, by saying that she felt very “*helpless*”. Hale, on the other hand, mentioned that many times during remote teaching, her younger son would often come in and shout that he had to go to the toilet. She told that she tried to “*manage the situation*”. She remembered her son saying “*This place is not a school; this is our home*”. Ada recalled that she would turn on cartoons on TV for her children during her remote classes, but when they heard a song, they would come and join. “*There were also times when they would jump on the bed at the back when the song was over. But it was still beautiful*”, she expressed his feelings. The teachers with children also said that they had to go to school or to a friend's house to teach remote more easily.

Hale narrated, “*Although I get prepared as much as I can before the lesson, I can say that I never feel ready for the class within the confines of my home*”. She implied that she had many different responsibilities at home and she could not break away from them. She

stated that she had responsibilities such as preparing the food, doing the laundry, cleaning, and so on. She even recalled that most of the time they ordered the food from outside because she could not prepare it in time. She felt sorry for not being enough.

The majority of the participants shared that they were aware that their pupils were spending time on other internet sites and playing online games during classes. Hale stated that in remote teaching, the teacher might not immediately notice a pupil surfing on the net during the class. Smiling, she indicated that she could be aware of this situation through her pupils complaining to each other. Duru and Hale also reiterated that the use of other internet sites was a challenge to classroom management. They claimed that the use of the internet distracted pupils and hindered the teaching and learning process. Duru tried various strategies to keep pupils away from the inappropriate use of the internet during classes such as using hands-on activities, action songs, and craft activities. She struggled a lot and negotiated to find a balance between keeping the pupils' attention and allowing them to use it appropriately. The participants asserted that they often reminded them of the classroom rules and that they prepared their classes interactively, involving all pupils in the lesson. They explained that they mainly used the question-answer technique to keep pupils' attention awake, but that there were also pupils from whom they could not even get an answer.

Participants stated that the pupils were not allowed to eat during the remote classes as it would distract their attention, but still, some of the pupils could not wait for the break to eat. Some parents also could not wait either and brought snacks to their children in the middle of the lesson. These behavioural issues caused problems in their classroom management. Duru felt that these issues wasted much of her energy and effort that could have been spent on other purposeful activities. Ada stated that she preferred to ignore the situation and was just reminded of the rules in general terms. Hale was of the view that she had found the most effective solution in a remote class for a pupil who had deliberately break this rule. She narrated that she turned off the pupil's camera, and then the pupil started to beg her to turn it back on and promised not to do it again. Hale was aware that being visible was very valuable for her pupils. Whether in face-to-face or online classes, young learners in particular wanted to be noticed by both their teachers and peers.

Widening her eyes, Duru asserted that the young children in particular had so many things they wanted to tell, they sometimes forgot to ask for the right to speak during the lesson.

She narrated that she often had to stop the class to remind them. She added, “*Another advantage of remote classes was that when I had such difficulties, I could make the necessary explanations by using the mute button*”. Similarly, Ela shared:

When I started the listening activity in the classroom in face-to-face education, I could not mute all pupils at the same time. Nevertheless, in remote teaching, teachers could do it with one click. It was nice to have the volume control in our hands. That one button silenced everything.
[Commented by Ela]

Ela explained that during the speaking activities, only the pupils who were participating in the activity turned on their microphones and turned off the the microphones of the others, and they taught more effectively. She stated that since the pupils had learned how to raise their hands online, they could recognise everyone whenever they wanted.

Participating teachers stated that, the pupils were studying in front of the computer all day during the ERT, just like they were. The majority of them stated that some parents interfered with the remote classes. Ela recalled that during the remote classes, one of the parents said, “*Teacher, should we do the activities in the book even if we don't waste time with this writing activity*”. She tried to remain calm and said that she had gently warned. The participants claimed that they tried to be more tolerant, understanding, patient, and kind. They said that they reminded by repeating the warnings often.

On the contrary, Ela shared a pleasant experience in one of her classes. She said that in face-to-face education, the pupils in that class were constantly looking at each other and complaining, but in remote education, they were only concentrating on the class in front of the computer. She emphasized that they were more interested in the class rather than in each other. She said with a smile that she did not do this on purpose, but that she was glad that it was working.

It was observed that the participants generally did not have too many problems with remote classroom management. The participating teachers frequently used the phrase “*it was still nice*” when talking about the “*minor*” difficulties they experienced. Overall, the participants were satisfied with their current situation, except for events that were beyond their control, such as internet and power cuts, and domestic and family-related problems. They tried to do their best to create the most authentic classroom environment through effective teaching and learning, and they did not feel a lack of authority too much to make things better.

4.2.3.3. Remote Pupil Assessment

All the participants stated that they mostly included speaking activities in their remote classes, and that they assessed their pupils during these activities. According to the curriculum, oral assessments were carried out with an emphasis on developing these skills in the second and third grades of elementary school. The participants stated that the written assessment in the fourth grade was not carried out during the pandemic period when the schools were closed. They said that they wanted to make this already difficult process a little easier for their pupils by asking the simplest possible questions in the exams. They expressed that a complete evaluation could not be done because they did not know or they could not be sure in which situation the pupil could not attend the class, why they did not do their homework, what kind of atmosphere there was at home, and how many people in the house had remote classes. Ela stated that she found the evaluation done during the ERT period to be more “*conscientious*” rather than document-based. She indicated that they tried to give high marks to all pupils whether they attended the class or not.

All participants stated that they gave homework to the pupils after each lesson, and that they thought it was necessary for assessment. However, they were of the opinion that the rate of homework completion was lower than in face-to-face education. They said that the role of the parents in this matter was very significant, that “*The parents who were interested in their children always sent the homework, but there were also uninterested parents*”. They regretted that if there was no family member taking care of the pupils at home, the teachers could not reach the pupils either. They stated that pupils who attended classes and did their homework in remote education were more successful than in face-to-face education and that they benefited greatly from the advantages of technology. Ada shared her experience:

After listening to a song in the remote class, they performed it. Their parents took the video of them singing the song and sent it back via WhatsApp. They also sent the videos of pupils trying to read the story books they had listened to. They loved doing these activities because they love to imitate. Sometimes they pretended to be teachers with the flipped classroom practice.
[Commented by Ada]

She shared that the video assignments in particular attracted more attention from her pupils and gave them the opportunity to improve more. Ada stated that she had completed the lecture notes that she could not find time to prepare due to her busy schedule during

the pandemic. Hale said she sent lecture notes and audio recordings to her pupils and made recommendations for educational websites, which also helped to apply flipped classrooms. All of the participants stated that it was very time-consuming to check the homework on WhatsApp throughout the day. Ada summarized her situation as follows, “*I don't know how many times a day I charge my phone*”. She implied how much her workload had increased. The participants agreed that reinforcement played a very important role in encouraging the pupil to continue doing homework. Hale said that the feedback also changed during the pandemic period. She narrated:

We used to put award stickers on our pupils' books or notebooks before. Now, we send emojis instead. I try to send different emojis to each pupil each time. I am searching the web or trying to create new emojis for them. I find a wide variety of emojis for them. They are very interested in them. [Commented by Hale]

On the other hand, Duru mentioned that she sent the links to her pupils via WhatsApp or EBA, where they can solve online questions after class. She stated that she benefited a lot from Web 2.0 tools such as Wordwall, Quizizz, Cram, and Quizlet, where there were both ready-made content and content to produce. Together these findings provided insights into the factors that influenced pupils’ assessment, and the changes that teachers needed to make in their assessment practices.

4.2.3.4. Collaboration with Colleagues

There was a common view amongst the participants that they were in constant communication with their colleagues. Participating teachers stated that they constantly exchanged ideas, consulted each other when faced with a problem, asked if they had encountered similar problems, and talked about how to solve the problem. Teachers were encouraged by colleagues who supported, assisted, and, mentored each other. Hale mentioned that there was very good communication and collaboration among the EFL teachers on the internet.

Ela mentioned that the pupils adopted their own class teachers more. She said that they listened to their advice and obeyed more. She realized that although she had said the same thing before it was not as effective as the class teachers saying to their own pupils. The majority of the participants indicated that the pupils admired and dependent on their class teachers. They stated that if they had a problem, they would receive help directly from

the class teachers instead of getting help from the school counselling service or the school administration. One of the participants expressed this situation as follows:

No matter what other branch teachers do for elementary school pupils, the class teachers have priority. Since I have good communication and cooperation with the class teachers, we have not had any problems in this regard. Because we only have two hours of lessons a week, I often don't have time to talk to my pupils about their private and personal situations. I talk to the class teacher about the pupil that I had noticed had a special situation. When I have pupils who have a particular illness, whose parents are divorced or whose parents are unemployed, we meet and talk about what we can do together. [Commented by Ada]

According to all participants' narrations, some class teachers gave the necessary information about the system to the pupils before the ERT, but some did not. In the classes that were informed in advance, the participants stated that they had very comfortable remote classes. However, they also said that in the classes that were not informed in advance, they reserved that class and made the necessary explanations. They stated that they helped pupils when they could not get help from their class teachers. It was observed that the participating teachers collaborated with the class teachers.

These findings indicated that good communication and cooperation with colleagues could also have a positive impact on the negotiation process. There was general cooperation with colleagues from their own branch and with class teachers, and this provided a swift passage in the transition to ERT.

4.2.3.5. Administrative Policies

The majority of the participants expressed that they felt very comfortable with administration and they always acted with the idea that they could easily get through this process together. Participants felt that administrative policies had a strong impact on their teaching practice. They stated that they did not have to deal with the challenges posed by administrative policies, while various other challenges could be encountered during the transition to ERT. They also realized that these administrative policies affected their teaching practice.

Duru explained that she usually got help from the administrators when she encountered any difficulties, and this was because the administrator she worked with was very good when she first started the profession. She remembered that her first administrator was

very hardworking, determined, and idealistic. She shared; *“Working with that administrator was a very good vision for me, it was a good start”*.

On the other hand, Ada thought that her previous administrator was too strict and demanding. She said that the ERT course reports had to be submitted in writing on time and that the administrator got angry if they were late. She opined that more restraint from the administration had made the job more demanding and less fulfilling.

However, Ela noted that her new administrator was more relaxed. She said that the new administrator was more *“visionary”* and that the teachers prepared the ERT reports on the web. She expressed her thoughts as follows, *“We have seen and learned that it is valuable to be able to manage in that matter as well”*. She stated that the use of technology facilitated the work of both teachers and administration.

In sum, these findings suggested that teachers’ professional identities were significantly influenced by administrative policies. In general, participants perceived a positive impact of these policies on their efforts to implement remote education. Administratively supported teachers were more constructive in the process of shaping their professional identity.

4.2.4. Main research question: How do Turkish elementary school EFL teachers (re)construct their professional identities during the ERT transition period amidst the COVID-19 pandemic?

4.2.4.1. Expectations, needs, and suggestions for the future

The majority of the participants were of the view that remote teaching could continue in the future. Although they emphasized that it was not inclusive, it had several benefits. Ada was of the view that remote education would continue in case of a snow break or any other necessary situations. By wandering, she also said that she could start private online teaching as a profession in the future if pupils wanted. Ada stated that there were also institutions that offered only online courses in English. She expressed her thoughts as follows:

So now, we are at a point where we can say why not. The business is moving in that direction. We have adapted to live classes now. We have gone into this business. Our Minister also announced that remote education was something we had already planned before. It would have entered our lives even without the pandemic. [Commented by Ada]

On the other hand, Hale talked about the benefits of remote education. For example, she said, “*I was a guest in their house every class and they were mine. I think that this helped us to understand them better*”. Thus, she indicated that they had the opportunity to get to know each other better.

Ada felt that she missed the pupils and the school during the transition period to ERT. Hale looked blue when saying; “*When we went to school during the school closures, I felt like we didn't belong there anymore. Without the pupil, the school and the teacher had no meaning*”. She argued that face-to-face education could never be replaced.

Similarly, Ela expressed that she could only think of remote education as an “*obligation*”. Hale opined:

I think that face-to-face education increases the quality of education in every aspect. Touching pupils, a glance, or a kind word is very important and necessary, especially for elementary school pupils. Their value is different. Eye-to-eye communication is more important. Teaching is done with love, care and devotion. [Commented by Hale]

Hale argued that communication at an early age could not be remote. All of the participants discussed that remote education did not have the impact of face-to-face education. Duru predicted that there might be bigger problems in the future, saying:

There are lost children of the z generation, which we have never been able to reach in this process, unfortunately. Although there is more inclusive education in face-to-face education, this was not the case in remote education. This deep violation of equal opportunity will be a sign that we will face many disadvantages again in the future. [Commented by Duru]

Rather than being in a state of mourning, the participating teachers thought about what they could do in the current situation. They conveyed that they were trying to do everything they could. The participants implied that they were looking for ways to turn the pandemic into an advantage. Naz realized that teachers had learned a lot during the ERT process, and also the rate of attrition had increased.

All of the participants agreed that they had to continue their responsibilities as teachers, parents, and spouses at the same time at home. Duru narrated that most of the teachers could not eat or even drink their tea because of their heavy workload. “*If you really want to teach your pupils something, that tea will get cold,*” she said, adding, “*I would like to continue with online education, but I don't want it to be so intense*”.

Duru expressed her thoughts on the general perspective of English teaching profession in Turkey as follows:

EFL teachers in Turkey teach English, but they do not know English, they speak Turkish in class anyway. After a while, they become atrophied anyway. This is a somewhat misleading cliché. It is not because the EFL teacher does not know English, but because the EFL teacher has to squeeze English into only 2 hours, and cannot teach English. Just as a physical education teacher cannot train an athlete or a pupil to win a medal in 2 hours a week, and they need extra exercises, we also need extra practice. [Commented by Duru]

Duru implied that if the number of English classes were increased, the pupils would be at a better level. All of the participants also indicated that a new era had started for teachers in terms of in-service training period, and that they wanted online in-service training to continue.

Ada said that especially elementary school EFL teachers should improve themselves professionally. She argued that it was necessary to keep up with today's generation of pupils, to master new teaching techniques and methods, and to prevent language atrophy.

Ela said that the elementary school wanted more energy and that she thought she could give that energy for maybe another five or six more years. She remembered the saying “*A change is as good as a rest*”. She thought that perhaps a change of level would be good in the future, but she had no such plan in a short term.

Duru claimed that there was a rumour that most elementary school EFL teachers might rest a little when they were appointed to high school. She indicated that she did not believe this and that she loved her profession. Similarly, Ada expressed her feelings by saying, “*I get such an endless positive energy from young learners that I never think about quitting the profession. It's just like the energy of life*”.

The teachers willingly participated in the study. This was reflected in their faces, movements, and voices. It was observed that the teachers overused the word “*obviously*” at the beginning and end of their sentences. It was seen that the teachers were trying to express what they wanted to tell clearly, sincerely, and honestly. They talked about their experiences as if they really wanted to make their own voices to be heard. The participating teachers sincerely expressed that it was a great pleasure for them to share their own stories.

The findings highlighted that despite the tensions they negotiated, the participants were glad to be working in a state elementary school. All of the participating teachers were of the view that being an EFL teacher in a state elementary school during the ERT process

was more demanding but professionally fulfilling. Thus, it was observed that the process of professional identity negotiation and (re)construction was also positively affected.

4.3. Chapter Summary

In this chapter, the research findings were presented to answer the research questions. The analysis of the data provided insights into EFL teachers' experiences, contextual factors, tensions and negotiations, and indicated teachers' professional identity (re)construction during COVID-19 ERT implementation. The findings of the current narrative study were analyzed in its social and historical context. The summary of the data analysis was presented in Table 4.2.

Table 4.2 Summary of Data Analysis and Findings

Research Questions	Data	Finding
First Sub-Research Question: What are the past experiences of Turkish elementary school EFL teachers?	<ul style="list-style-type: none"> -Having a supportive family and idol teacher -Having talent, interest and motivation -Job satisfaction in terms of working hours, salary and reputation 	<ul style="list-style-type: none"> - Early life experiences played a crucial role in our later lives. - The participants' positive experiences and perceptions influenced professional identity formation.
Second Sub-Research Question: What are the contextual factors that shape the professional identities of Turkish elementary school EFL teachers through the implementation of ERT?	<ul style="list-style-type: none"> - Adaptation of unprepared and inexperienced participants to ERT - Having an intense communication and workload 	<ul style="list-style-type: none"> - The new context deeply affected both their personal and professional lives. - Internal and external contextual factors challenged the participants and pushed them to work harder.
Third Sub-Research Question: What tensions do Turkish elementary school EFL teachers negotiate within this teaching context?	<ul style="list-style-type: none"> - Changing classroom management and student assessment - Professional development initiative, constructive administrative policies, parental influence, and collaboration with colleagues 	<ul style="list-style-type: none"> - The participants negotiated on time management and work-life balance issues. - The sharing of experiences and reflections had positive effects on the professional identities of the participants. - Technical glitches, class attendance, and parental intervention were among the tensions to be negotiated.
Main Research Question: How do Turkish elementary school EFL teachers (re)construct their professional identities during the ERT transition period amidst the COVID-19 pandemic?	<ul style="list-style-type: none"> - Not inclusive, but essential in an emergency - Having opportunities for research, learning and professional development - Attritive, energy demanding and developing 	<ul style="list-style-type: none"> - Teachers' professional identities were significantly influenced by the contextual factors of ERT. - A strong sense of teacher identity positively influenced the professional identity (re)construction process.

Participants reported that they were empowered and renewed in their teaching practice, which had a positive impact on their professional identities in the application of ERT. This situation could be summarized in Figure 4.1 below:

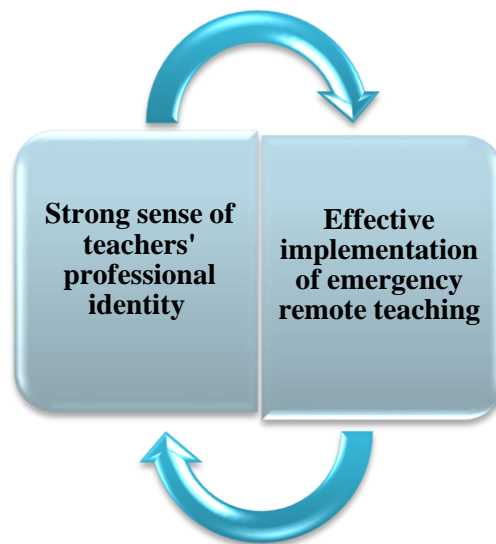


Figure 2.1 The relationship between teacher identity and emergency remote teaching.

The study reported that various contextual factors related to the ERT implementation process significantly influenced teachers' professional identity. Thus, teachers faced various tensions in negotiating their efforts to implement ERT. This process was an ongoing development of teachers' professional identity with multidimensional factors as demonstrated in Figure 4.2:

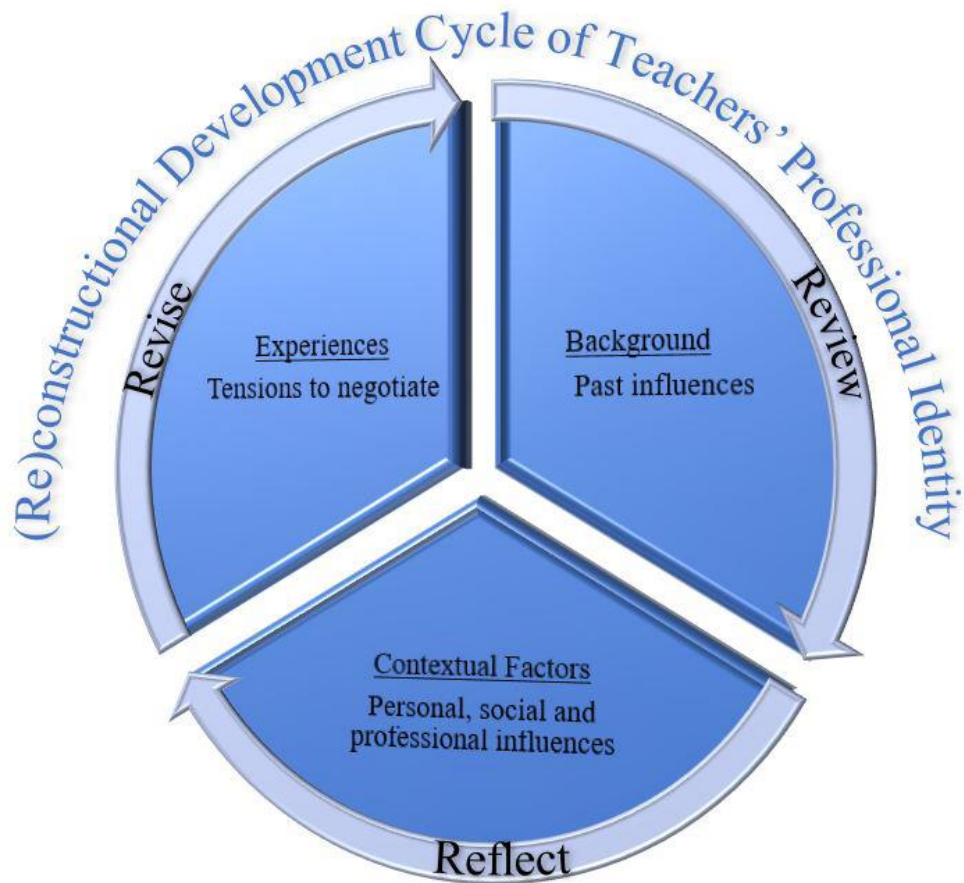


Figure 4.2 (Re)constructional development cycle of teacher identity

These tensions and negotiations seemed to have a constructive effect on teachers' professional identity. The next chapter discussed these findings in the light of the relevant literature.

5. DISCUSSION AND CONCLUSIONS

5.1. Introduction

This chapter provides a discussion of the major findings of the study. More specifically, it addresses the debate on how Turkish elementary school EFL teachers' professional identities are reshaped in the process of ERT. The findings are discussed in relation to the research questions and the relevant literature. The chapter is followed by the conclusions and implications based on the findings. In addition, the limitations of the study and the recommendations for further research are presented.

5.2. Overview of Research Questions

The purpose of the study was to explore the professional identity of Turkish elementary school EFL teachers by analysing their narratives of experiences related to the ERT. The research questions that guided this narrative inquiry research were divided into the main question and sub-questions as follows:

1. How do Turkish elementary school EFL teachers (re)construct their professional identities during the ERT transition period amidst the COVID-19 pandemic?
 - 1.1. What are the past experiences of Turkish elementary school EFL teachers?
 - 1.2. What are the contextual factors that shape the professional identities of Turkish elementary school EFL teachers through the implementation of ERT?
 - 1.3. What tensions do Turkish elementary school EFL teachers negotiate within this teaching context?

5.3. Discussion of Findings

5.3.1. Discussion of the first sub-research question

According to the reviewed literature and the findings of this study, the construction of the participating teachers' professional identity was significantly influenced by their early life, educational life, and past experiences (Anwar, 2020; Beijaard et al., 2000; Beijaard et al., 2004; Flores & Day, 2006). In particular, the influence of idol teachers, who were their role models during their school years, was emphasized (Beijaard et al., 2004; Örnek,

2020; Uzunöner-Aydın, 2019). Thus, the participating teachers were motivated both to be effective teachers and to be role models for their pupils. Similar to the findings of AlHarbi and Ahmad's (2020) and Örnek's (2020) studies, the participants in this study also had intrinsic and extrinsic motivations to become EFL teachers. Since teaching was considered as a respected profession by society with fixed working hours and a regular salary, both the participants and their families preferred the profession. Significant others' influence, pragmatic and personal reasons were the main effective factors in choosing teaching as a career, similar to the results of Aslan's (2016) and Uzunöner-Aydın's (2019) studies. Teachers' role models, early life experiences and previous educational experiences played a major role in shaping teachers' self-image.

The results of the current research showed that the majority of the participants decided to become EFL teachers quite early in their lives and therefore they studied the relevant courses at their universities. The teacher training and practicum period they underwent motivated them to enter the profession and had a great impact on shaping teachers' professional identity. These results were in line with the studies of Carter and Doyle(1996), Flores and Day (2006), and Kazımlar (2019). However, it was observed that most of the participants had to wait because they could not pass the exam before starting their professional life. After they started working, they had problems, especially with classroom management in their novice period, but they were able to overcome these problems in time. These results were in line with the studies of Karataş (2015) who similarly found that there were changes and improvements in classroom management over time. The results of this study showed that the participants faced various difficulties in their early life and past experiences, and tried to manage the negotiation process successfully. They were not discouraged by the difficulties they faced in the early stages of their lives, but learned to cope with them and developed themselves professionally. As in some previous studies, teachers' past experiences significantly influenced their current teaching practices (Beijaard et al., 2000; Beijaard et al., 2004; Flores & Day, 2006; Örnek, 2020; Wang, 2020).

5.3.2. Discussion of the second sub-research question

Another research question that this study focused on was how contextual factors shaped state elementary school EFL teachers' professional identities in their ERT implementation efforts. The results showed that various external and internal contextual factors influenced the shaping of teachers' professional identities in line with some previous studies (Aslan, 2016; Beijaard et al., 2000; Flores & Day, 2006; Rus et al., 2013; Yılmaz, 2011). Personal, social, and professional characteristics constituted the contextual factors affecting the teachers' professional identity (Meng, 2014; Örnek, 2020; Varghese et al., 2005). These factors include issues related to working from home, heavy workload, increased remote teacher training, remote classroom management, unmotivated pupils, decreased attendance, remote pupil assessment, internet disconnection, and technological problems. Some studies in the literature also mentioned the impact of similar issues (Addimando et al., 2021; Christensen et al., 2022; Kim et al., 2021; Klapproth et al., 2020; Loziak et al., 2020). Participating teachers believed that they did their best to turn the crisis into an advantage and this had a positive impact on teachers' professional identities (Carrillo & Flores, 2020; Ellis et al., 2020; Gudmundsdottir & Hathaway, 2020; Rio Poncela et al., 2021). In brief, teachers' professional identities were constructed and reconstructed due to various contextual factors and were positively influenced.

It is obvious that the lack of technical equipment, internet connection, and power cut problems, which are the most common challenges in remote educational applications, reduce the motivation of both pupils and teachers. Similar results have also been found in studies reviewed in the literature (Carrillo & Flores, 2020; Evans, 2009; Klapproth et al., 2020; Watson, 2020). On the other hand, the participants of this study expressed that deficiencies were tried to be eliminated in time with the help of teachers, philanthropists, school administration, and national education for pupils with a lack of equipment. However, as the lack of internet infrastructure and power cut problems were not in the hands of the pupils or teachers, it was necessary to wait for the authorities to improve the situation. Participating teachers stated that they tried to continue teaching by connecting from their mobile phones in case of interruptions. These challenges decreased both motivation and pupil attendance. Consistent with the results of this study, Carrillo and Flores (2020) also revealed that teacher and pupil engagement, which caused tensions in

the professional identities of the participants, could not be fully realized. As the findings of this study indicate, it is crucial to ensure pupils' attendance. Despite these challenges, teachers tried to contact their pupils by telephone or through interviews and tried to persuade them to attend.

The negotiation process became challenging during the transition to ERT, where teachers faced many challenges in establishing a work-life balance. The results of this research revealed that time management should be well-directed to establish this balance, which was in line with the research of Sarasa (2017) and Loziak et al. (2020). Teachers, whose homes were also turned into workplaces, had to deal with household chores and caring for their own children as well as a heavy workload. Moreover, reviewed literature also presented the conditions in the current setting, revealing that female teachers were more affected by this situation (Klapproth et al., 2020; Loziak et al., 2020; Loziak, 2021; Rawal, 2021). It was not easy for them to rationalize this external change, which posed a significant tension for them to negotiate with their multifaceted identities as teachers, mothers, and spouses. Rather than being frustrated, teachers chose to struggle and tried to manage their time better and to adapt their home for remote classes. These results were also consistent those of Watson (2020), and Gudmundsdottir and Hathaway (2020). Contrary to Anwar's (2020) study, teachers involved in the negotiation process were hopeful rather than frustrated and discouraged. In sum, teachers encountered many tensions to negotiate in their efforts to implement ERT, which affected their professional practice and contributed significantly to a stronger professional identity.

5.3.3. Discussion of the third sub-research question

The participating teachers faced several tensions to negotiate in their efforts with the ERT implementation process. In this respect, one of the main themes of the study was the need for professional development. Klapproth et al. (2020) and Paesani (2020) also emphasized the need for the professional development for teachers in their studies. Consistent with the results of Trust and Whalen's (2020) studies, it was observed in this study that participating teachers who used technology more frequently in their classrooms prior to ERT experienced an easier transition period. Teachers who were committed to professional development had a very strong professional identity (Eryılmaz, 2020;

Golombek & Johnson, 2017; Keskin, 2020; Wijaya & Kuswandono, 2018). The results indicated that prior to the pandemic, teachers did not have the opportunity to attend many face-to-face trainings due to space and time constraints. According to the results of the study, all of the teachers were caught unprepared to start ERT because all of them had no experience or training in remote education. There were studies in the literature that support the unpreparedness of teachers (Gudmundsdottir & Hathaway, 2020; Trikoilis & Papanastasiou, 2020). The unpreparedness of teachers initially led them to work harder, do more research, collaborate more with their colleagues and develop themselves professionally. These findings are also similar to those of Ellis et al. (2020), Gudmundsdottir and Hathaway (2020), and Trikoilis and Papanastasiou (2020). It was a necessity to assist teachers with remote teaching strategies. After a short time, many synchronous and asynchronous training sessions related to remote education were offered to participating teachers by MoNE and private organizations like British Council, Cambridge University Press, Oxford University Press, Macmillan Education and Pearson. Contrary to the findings of Addimando et al. (2021), the participants reported that it was easier and faster to participate in the synchronous and asynchronous online training organized during the pandemic period, as the problem of space and time disappeared. The participants in this study found online TED to be effective, as indicated in the study by Yurkofsky et al. (2019). They were able to meet with qualified trainers, which may not be possible to reach through face-to-face training. The participants expressed that their pedagogical creativity was positively affected especially during this period, as they had the opportunity to participate in many trainings that could contribute to their professional development and teacher identity. In addition, the participants were found to have developed themselves professionally through internet research, similar to the results of Koçoğlu and Tekdal (2020), Paesani (2020), Trikoilis and Papanastasiou (2020), and Watson (2020). Thus, professional development opportunities helped to (re)construct a stronger teacher professional identity. In the literature reviewed, the significance of teacher training has been also emphasized (Klapproth et al., 2020; Paesani, 2020; Rio Poncela et al., 2021; Soydaş, 2020; Trikoilis & Papanastasiou, 2020; Trust & Whalen, 2020; Watson, 2020).

According to the results of this research, remote classroom management was one of the most common problematic situations in teaching practice during the transition to ERT.

Teachers faced plenty of tensions in dealing with remote classroom management, which seemed to have a negative impact on the construction of their professional identities. Studies conducted before COVID-19 also revealed that there were several challenges of being an EFL teacher, especially in elementary schools (Cameron, 2003; Copland et al. 2014; İspınar, 2005; Moon, 2005). The lack of physical contact in remote teaching was one of the main issues in both this research and other literature (Addimando et al., 2021; Daniel, 2020; Rio Poncela et al., 2021). The participating teachers emphasized the need for frequent use of verbal communication and eye contact with pupils in remote classes during this period as mentioned in the studies by Cameron (2001), Linse (2005), Gordon (2006), and Garton and Copland (2019). Before the pandemic, playing cooperative digital games, singing, and communicating with their teachers and friends online were emphasized for pupils to learn while having fun (Cornillie et al., 2012; Copland & Garton, 2014; Garton & Copland, 2019; İspınar, 2005; Rich, 2014; Tabors, 1997). The use of various materials from the Internet has become both more convenient and effective (Gordon 2006; Oblinger & Oblinger, 2005; Torsani, 2016). The need for digital tools for pupil engagement was also mentioned in this study and others during the pandemic period (Addimando et al., 2021; Carrillo & Flores, 2020; Rio Poncela et al., 2021; Trust & Whalen, 2020; Watson, 2020). As Garton and Copland (2019) stated, it was revealed by the participants in this study that optimal learning could be approached if classroom management was successfully managed. Consistent with the results of the studies of İspınar (2005), Linse (2005) and Rio Poncela et al. (2021), it was emphasized by the participants that teaching is a profession of dedication, love and care.

Participants in this study indicated that elementary school EFL teachers suffered from a sense of losing professional authority and challenged their own professional identity which often resulted from the dominance of the class teacher. Similar to the results of Nguyen et al. (2022), the participants stated that the reason for this situation was usually the intrusive behaviour of the parents, and this situation also affected the remote classroom management, damaged the professional integrity, sense of professional control and autonomy of the teachers. During the transition to ERT, elementary school pupils could not be contacted without the help and support of their parents, and this process could not be conceived without the contribution of parents. As stated by Bardakçı (2011), Rich (2014), and Myles (2017), it was observed that with the support of parents, pupils

were able to achieve higher levels of success. On the other hand, the parents' overly intrusive behaviour of parents during and after the class also negatively affected the learning environment. Participants expressed that overly intrusive behaviour hindered effective teaching and promoted low-level learning.

The participating teachers were aware that the inappropriate behaviour of some pupils during the remote course was due to the characteristics of the pupil's age, such as their short attention span and being easily distracted (Cameron, 2001; Pinter, 2011). The fact that pupils spend time on other websites or eating and drinking during the class has pushed teachers to plan more attractive remote classes and do more research (Evans, 2009; Lothington, 2017). On the other hand, it has been observed that young learners were more energetic, eager to learn and curious, as Scott and Ytreberg (1990) stated.

As in remote classroom management, the parental factor came to the fore in pupil assessment, too. Participants expressed that while pupils and parents who knew their responsibilities fulfilled the given performance studies and submitted them to the teachers, those who did not care about pupil attainment and assessment did not participate. It was critical that teachers and parents needed to remind pupils of their duties and responsibilities. It was observed that negative parental experiences were demotivating for teachers and led to feelings of de-professionalism. These tensions activated the negotiation processes of the teachers' professional identity and the value of teachers' pedagogical skills came to the fore in this process (Carrillo & Flores, 2020). In line with the results of Loziak et al. (2020), participants in this study also mentioned that even the homework checking and remote class preparation phases required more time. As Watson (2020) and Rawal (2021) mentioned, the participating teachers in this study were also in constant communication with parents and pupils through phone calls and messages. The intense communication led to an increase in the workload during the pandemic period, and this issue was mentioned by many studies in the literature, such as Addimando et al. (2021), Nurkhamidah (2021), and Rawal (2021). On the other hand, the notes and emojis that the participating teachers sent to their pupils were useful feedback. Participant teachers used the internet and video assignments, which may be more appropriate for the remote education period, to assess the performance of their pupils, as McKay (2008) indicated. Overall, the findings revealed that the participating teachers had a strong sense

of professional identity, as they loved the profession and developed themselves professionally through research, training, and devoting extra time, which was similar to the results of Addimando et al.'s (2021) study.

The results of the study showed that most of the participating teachers' relationships with their colleagues and the administration were supportive and constructive. As found in previous studies such as Reynolds (1996), White (2007), Scherff (2008), and Karataş (2015), this study also revealed that school culture, which was one of the professional contextual factors, was crucial. Participants expressed that support and mentoring were a necessity, especially in emergency contexts such as this one. In face-to-face or remote education, teachers' good relationships with their colleagues and the administration were reflected in the general school atmosphere.

Furthermore, the establishment of a solid and secure foundation for the development of a teacher's identity was depended on the school culture. Similar to the studies of Bekereci (2016), Anwar (2020), and Wang (2020), this study also revealed that high institutional expectations in certain areas such as pupil attendance, assessment, paper workload and documentation caused tensions for teachers. With the help of technology and the widespread use of Web 2.0 tools by administrators, participants did not experience difficulties in these areas. Contrary to Addimando et al (2021), participating teachers found that remote school and parent meetings saved time. Accordingly, negotiating through tensions led to the positive development of teachers' professional identities.

5.3.4. Discussion of the main research question

Participating teachers predicted that ERT had entered our lives, and that future expectations would be shaped accordingly. As Clandinin and Connelly (2000) indicated, these foresights and prejudices would also guide their professional identities, which would be (re)constructed and shaped in the future. In the current research, the participants expressed that remote education would not replace face-to-face education, but that it would only be appropriate to use in emergencies, which is in line with Özer et al.'s (2020) study.

As previously mentioned by Çelik and Karaca (2014), Garton and Copland (2019), and UNESCO (2022), the participants emphasized that educational recovery was necessary,

and that the number of courses should have increased. The participating teachers also suggested that online in-service teacher training should continue, as in the studies by Paesani (2020) and Rio Poncela et al. (2021). Contrary to Koç (2016) and Emery (2012), the participants did not think that the online in-service teacher training was insufficient during the emergency remote training period.

As Sfard and Prusak (2005) pointed out, the negotiation of teacher identity refers to the space between the actual and designated professional identity due to changes in professional expectations and demands. In this study, the changes that occurred due to the pandemic conditions had an impact on professional identity. The participants expressed that they had accepted and implemented the positive aspect of the change in their practice and developed a positive perception of professional identity. In this study, the participating teachers tried to do their best to implement positive changes in their professional identity as well.

This research supported the idea that teachers' professional identity was in an ongoing process of negotiation in agreement with some other research such as Day et al. (2006), Akkerman and Meijer (2011), and Uzunöner-Aydın (2019). In this study, as in other previous studies (Beijaard et al., 2004; Carrillo and Flores, 2020; Day et al., 2006; Tsui, 2007), the active participation of the teacher participants in the negotiation process played an important role, in addition to personal, social and professional contextual factors.

The study results implied that this ERT process necessarily fostered teachers' creativity and motivation. The in-depth analysis of the data indicated that the professional identities of the participating teachers were constantly being reshaped and significantly affected by the ERT implementation efforts.

5.4. Conclusions

This study aims to explore elementary school EFL teachers' professional identity (re)construction process in the transition to ERT in a Turkish context. It focuses on the experiences of teachers through their life narratives to have a deeper understanding of their professional identity. This study emerges from the researcher's personal observations and experiences in teaching English during the transition to ERT.

First, the professional identity of the teachers is explored by reflecting on the personal language learning and language teaching experiences of the participants and the researcher. The focus of the study is to explore the impact of this change in the teaching and learning context on the professional identities of EFL teachers and to highlight the tensions these teachers negotiate in implementing ERT. For this purpose, the data is collected and analysed using a narrative inquiry approach in the study. The narratives of five Turkish elementary school EFL teachers provide insights into the process of their professional identity (re)construction in the current context. This study attempts to shed light on the complex nature of the professional identity of EFL teachers through their stories.

The findings of the study reveal that EFL teachers' professional identities are affected to varying degrees by several contextual factors in their efforts to implement ERT. The study suggests that teachers experience various tensions during the transition period of ERT, and negotiating with these tensions helps them to have a stronger teacher identity. Despite the difficulties, the participants claim that the transition to ERT has contributed a lot to them professionally in terms of technological, pedagogical, and content knowledge, even though it is an urgent and compulsory process. Participating teachers reveal that the more frequent and effective use of technology in their classrooms during face-to-face education has provided an easier transition period. In addition, this process has positively affected their professional creativity and motivation in teaching. Teachers' professional identity has been significantly influenced and further strengthened.

5.5. Limitations of the Study

This study does not aim to provide a result that can be generalized to other contexts but aims to analyse the narratives of Turkish elementary school EFL teachers in the transition to ERT during the COVID-19 pandemic. Although the study has presented the (re)construction process of EFL teachers' professional identity in their efforts to implement ERT during the COVID-19 pandemic, the study is context-specific and conducted in an urban context in Turkey.

Another limitation of this study is that it explores the narratives of only female teachers. The number of male teachers in the study context is considerably low. The study is voluntary based, and there are no male volunteers for the study.

The study has prerequisites such as being an elementary school EFL teacher, having at least five years of teaching experience, and having ERT experience during the COVID-19 pandemic. These prerequisites are set according to the scope and purpose of the study.

As the profiles of the participants are similar to each other, they have similar years of experience. Since the study is about the (re)construction of teacher identities, participants with at least five years of professional experience were invited to participate in the study. Among the participants, EFL teachers with a maximum of 12 years' of professional experience took part in the study. The fact that more experienced participants did not participate in the study is a limitation.

The current research could be conducted at different teaching levels regarding the ERT experiences of EFL teachers during the COVID-19 period. The results obtained could be analysed by comparing them.

None of the participants had any experience of online teaching nor had they received any training on this subject prior to the COVID-19 pandemic process. No evaluation of online education or ICT knowledge was carried out before the study.

In this study, the interviews and correspondence were conducted online, and it became difficult to evaluate the non-verbal responses of the participants, such as their facial expressions, postures, and movements. On the other hand, only qualitative data were considered in the study. The inability to compare the experiences of the participating teachers is also a limitation.

5.6. Implications

Primary implication of the study is that it is crucial to consider teachers' perspectives, perceptions, attitudes, experiences, reflections and above all their professional identities as a whole. It is obvious that considering not only the positive but also the negative aspects of the research provides a more objective perspective. The transition process to ERT can be perceived as a critical process that changes everyone's life. A deeper understanding of

teachers' devoted and wholehearted commitment is essential as change demands close negotiation with teachers and their identities to achieve a successive implementation.

Implications for educational policies: The findings of this study intend to fill the gap in the educational literature by providing insights into the professional identity formation of EFL teachers in the Turkish elementary school context, with a comprehensive focus on ERT implementation. The results of the study can be valuable in making future remote education implementation decisions for education authorities in Turkey, as it has highlighted several significant factors.

Teachers, who are more committed to their profession, have job satisfaction. Thus, they develop a stronger and more effective professional identity. Teachers who have a stronger and more effective professional identity also improve their self-efficacy and critical thinking skills. In this context, a better understanding of the development of a teacher's professional identity is closely related to increasing the quality and standards of education.

The study suggests that as teachers tend to be active and creative in their teaching practice, they should be supported in their efforts. More reflective and proactive identity formation should be promoted for the sake of effective teaching.

Implications for curriculum developers and training programmers: Providing a remote teaching practicum process for pre-service EFL teachers can contribute to future implementations. Preparing teachers technologically and pedagogically through pre-service and in-service training is essential in the case of another ERT period. Preparing schools and pupils for such a switch to ERT is also necessary.

Implications for school administrators: The participants have the role identities of a teacher, mother, and spouse at the same time. The intertwined personal, social and professional identities of the female participants in the study are revealed through the effort they made in trying to balance their work and home life. The study emphasizes the multifaceted nature of teacher identity, which spans multiple areas. Life experiences that take place in personal, professional and socio-cultural contexts form multidimensional role identities. School administrators should be aware of these multiple identities.

Implications for teachers and educational professionals: The findings of the study support that the development of a positive sense of professional identity is directly reflected in teaching practice. It is revealed that this change can be turned into an opportunity for learning together with pupils. It is essential to make appropriate pedagogical decisions using appropriate methods and strategies, that is, to use teachers' full potential to improve their online language teaching skills. Being open to change, doing more research, and learning together brings development. This study indicates that professional identity is a complex concept that is negotiated through social interactions and (re)constructed through the meaning-making process. By making their experiences more meaningful, teachers can understand their teaching selves more deeply.

Allowing teachers to express their autonomy and creativity can contribute positively to their sense of professional identity. Considering the contextual factors, it is implicated that teachers can use their autonomy and discretion according to their pupil's language learning needs.

Another implication is that teacher identity is a dynamic and relational construct that can change according to circumstances as a blend of experiences and social interactions. The changing circumstances of the pandemic have led to new and different experiences and interactions. It is observed that identity formation is an ongoing process that is shaped by repeated experiences, is constantly changing and shifting over time.

5.7. Recommendations and Suggestions for Further Research

The findings suggest several courses of action for researchers, EFL teachers in general, and policy makers in particular. These are:

1. Further research should be conducted using narrative inquiry. It is recommended to explore EFL teachers' reflective professional experiences and understand them in more depth to facilitate the professional development of teachers.
2. More research is required at different teaching levels to shed light on the experiences of secondary, high school, and university EFL teachers during the ERT process.
3. More research can be conducted involving EFL teachers with previous experience of online language teaching prior to COVID-19 period.

4. The narratives of the teachers can be considered according to different ages, genders, years of experience, and graduation levels. It would be worthwhile to compare and contrast their experiences.
5. It is noteworthy to carry out similar studies as considering teachers' voices could contribute positively to the teaching practice. It is recommended to involve and listen to teachers at every stage of the educational process.
6. Changes in the field of education require alternative ways for teachers to develop themselves professionally. It is appropriate to encourage and promote the activist teachers' professional identity.
7. Future research can shed light on remote teaching practices by conducting remote teaching observations, which can identify the needs of teachers.
8. Further research can investigate the experiences of pupils, parents and school administrators to gain insights into ERT from different perspectives.
9. This study can provide a valuable basis for further mixed-methods or quantitative research with larger samples in different contexts.
10. It is recommended to explore other aspects of teachers' professional identity such as teacher commitment, agency, emotions, beliefs, values, and self-efficacy in future research endeavours.

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APPENDICES

Appendix 1: Summary of the Reviewed Literature

Researcher(s) & publication year	Investigation	Sampling & context	Method	Findings
Conceptualizing Teacher Identity				
Rus et al. (2013)	The professional identity of teachers in terms of core and environmental factors.		Literature review	Teachers' professional identity includes various personal, professional, and contextual elements that are in constant change.
Beijaard et al. (2000)	The multifaceted perspectives of teachers' professional identity.	80 secondary school teachers with different subject areas from the Netherlands.	Mixed method	The continuous (re)construction process of identity is relational with experiences and contextual factors.
Beijaard et al. (2004)	The formation, defining and redefining of teachers' professional identity.		Literature review	Professional identity formation is a growth process affected by previous teachers, experiences, and perceptions.
Flores & Day (2006)	The main effects on the formation of the teachers' professional identities.	14 novice teachers from different Portugal school contexts.	Mixed method	Teachers' personal and educational backgrounds, practicum and professional experiences determine the formation of professional identity.
Mockler (2011)	The impacting factors on the formation of teacher professional identity.	8 secondary education teachers in Australia.	Qualitative	Teachers' professional identities are shaped by their experiences.
Soydaş (2020)	The effects of teachers' perception of	16 teachers from different contexts in	Qualitative	Teachers see professional development as a

	professional identity on professional development.	Turkey.		need and it has positively affected the perception of professional identity.
Örnek (2020)	The opinions of teachers on professional identity formation.	20 teachers from Ankara, a city in Turkey.	Qualitative	There are many personal, social and professional factors that affect the formation of professional identity.
Exploring Professional Identities in the ELT Area				
Alspup (2004)	Exploring the development of professional identity.	6 pre-service secondary school ELT teachers from the U.S.A.	Case study	Pre-service teachers who have a strong sense of personal identity have strong professional identity development.
Fajardo-Castaneda (2011)	Exploring a primary school language teachers' identity construction	6 pre-service teachers in Colombia.	Case study	Teacher identity is structured individually and negotiated socially.
Karataş (2015)	Professional identity, professional development and challenges of novice ELT teachers.	12 novice ELT teachers from Turkey	Case study	There has been a change in their professional identities, especially in terms of pedagogical decisions.
Bekereci (2016)	The professional identity construction of EFL pupil teachers in a dual diploma program.	6 Turkish senior pupils, experienced a study-abroad program in the United States.	Case study	There was no significant difference in their perceptions of teacher identity except contributing to their personal growth.
Bukor (2015)	The effects of personal and professional experiences on the reconstruction of teacher identity.	3 language teachers from Canada	Heuristic research	Teacher identity is mainly affected by family and school experiences.
Uzunöner-Aydın (2019)	The perceptions on the professional identity.	3 EFL teachers working at state universities in Turkey.	Case study	Identity formation is a complex and ongoing process,

				mainly influenced by prior learning experiences, teaching experiences, and significant others in their lives.
Kazımlar (2019)	The professional identity perceptions.	99 Turkish EFL lecturers participated in the questionnaire and 6 lecturers participated in the interviews.	Mixed-method	Undergraduate study was the most affective factor on professional identity development.
Ostad et al. (2019)	The relationship between the EFL teachers' professional identity and job satisfaction and teaching commitment.	198 Iranian EFL teachers from private language institutes participated in the questionnaire, four of them participated in the interviews.	Mixed-method	Job satisfaction and commitment were the most affective factor on the interconnected construction of professional identity.
Moslemi & Habibi (2019)	The relationship between the EFL teachers' professional identity and their self-efficacy and critical thinking skills.	75 Iranian EFL teachers	Quantitative	There was a positive relationship and the professional identity of teachers could predict self-efficacy and critical thinking skills.
Keskin (2020)	The professional identity perceptions	200 Turkish EFL teachers	Mixed-method	Teachers have a very strong professional identity and committed to professional development, pupil needs, and school issues respectively.
Yılmaz (2011)	The experiences and (re)construction of teacher identity.	A Turkish teacher aide in an American preschool setting.	Case study	Surrounding context influences teachers' thoughts, feelings, experiences and professional identity development.
Mutlu (2015)	teacher identity	5 non-native	Case study	Identity has a

	reconstruction in terms of self-image, self-efficacy, and beliefs about teaching and learning.	English language teachers while teaching their mother tongue Turkish as native teachers, in the United States.		shifting nature and in constant change. This change contributed positively on self-image, self-efficacy, and beliefs about teaching and learning.
AlHarbi & Ahmad (2020)	Saudi EFL teachers' professional identity from the emotional regulation perspective.		Literature review	Teacher professional identity is strongly influenced by their emotions.
EFL Teachers' Professional Identities Through the Lens of Narrative Inquiry				
Scherff (2008)	Teaching experiences and reasons for quitting the job.	2 novice English language teachers in the U.S.A.	Narrative Inquiry	Working environment, support, protection, and assistance are influential.
Hamiiloğlu (2013)	The reflections on professional identity construction during practicum.	8 non-native pupil teachers in a Turkish state university.	Narrative Inquiry	Becoming aware of multi-faceted identity construction is essential.
Sudtho et al. (2014)	Teachers' professional identities through their experiences.	2 novice EFL teachers in Thai.	Narrative Inquiry	Professional identity construction occurs over time with multiple reflections.
Şakar (2015)	Professional identity construction according to educational, practicum and practice experiences.	6 novice EFL teachers in Turkey.	Narrative Inquiry	Context and interaction are the most influential factors. Identity is constructed and reconstructed over time.
Sarasa (2017)	The professional identity construction concerning university curriculum temporal investments.	24 undergraduates from an English teacher education program at a state university in Argentina.	Narrative Inquiry	The value of time and time management is revealed.
Wang (2020)	The constraints on the professional	5 EFL teachers in China.	Narrative Inquiry	Constraints have affected the shaping of

	identity construction of EFL teachers in their early years.			professional identity.
Meng (2014)	The professional identities concerning the changes in society and their effects on the educational field.	8 College EFL teachers in China.	Narrative Inquiry	The socio-cultural, historical, and political background is related to their professional identity development.
Cheng (2016)	EFL College teachers' trajectory of identity formation.	3 EFL College teachers in China.	Narrative Inquiry	Despite their diverse backgrounds, they strengthened their professional identity by taking postgraduate and doctoral education.
Anwar (2020)	The professional identity (re)construction in the context of curriculum implementation.	5 College EFL teachers in Saudi Arabia.	Narrative Inquiry	Besides past experiences and contextual factors, teachers' opinions need to be taken into account.
Eryılmaz (2020)	Dual identities as English language lecturers and teacher trainers.	7 Turkish EFL lecturers/teacher trainers who conduct in-service teacher education.	Narrative Inquiry	The dual identities are coherent, and supportive, and lead to productive identity development.
SØreide (2006)	Negotiation between multiple identities.	5 Norwegian female elementary school teachers.	Narrative Inquiry	Teacher identity has a multifaceted structure.
Tsui (2007)	The complexities of EFL teachers' multiple identity formation as a teacher and a learner.	An EFL teacher in China.	Narrative Inquiry	The importance of competence and participation in the identity formation process was emphasized.
Ortaçtepe (2015)	Identity (re)construction through language socialization and scholarship in the United States.	2 EFL teachers from Turkey.	Narrative Inquiry	Teacher identity is not static but dynamic, not unitary but multiple and complex.
Aslan (2016)	Professional identity	5 second-career EFL teachers	Narrative Inquiry	Personal and contextual factors

	development of second career EFL teachers.	working at the School of Foreign Languages at a state university in Turkey.		play a significant role in shaping professional identity.
Yeo et al. (2017)	The relation between socioeconomic status, university education and characteristics of “ideal” language teacher.	3 Caucasian language teachers.	Narrative Inquiry	The concept of the "ideal" language teacher is destructive and divisive.
Golombek & Johnson (2017)	The educational value of teachers’ narratives from a sociocultural perspective.	2 novice teachers enrolled in MA TESL in the United States.	Narrative Inquiry	The reflectional power of narratives has pedagogical effects and supports professional development.
Sahragard & Sadeghi (2017)	Role identities of EFL teachers.	21 Iranian EFL teachers	Narrative Inquiry	Multidimensional perspectives, including managerial, professional and socio-cultural, are used to conceptualize role identities.
Wijaya & Kuswandono (2018)	Teachers’ professional development via critical incident reflection.	6 EFL teachers from a private school in Indonesia.	Narrative Inquiry	Sharing professional experiences through reflection facilitates the professional development of teachers.
Loo (2018)	English language teacher professionalism.	A local English language teacher in Malaysia.	Narrative Inquiry	Teacher professionalism is multifaceted and dynamic.
Leigh (2019)	The professional identities of foreign EFL teachers.	8 Chinese EFL teachers working in a kindergarten or first-grade elementary school.	Narrative Inquiry	Teachers have a positive professional identity but are unsure about continuing teaching.
Fan & de Jong (2019)	The experiences of a non-native English-speaking	A Chinese language teacher on the way to	Narrative Inquiry	Dual identity transition is a dynamic process.

	teachers	becoming an EFL teacher in the United States.		
Şahin (2021)	The professional identity construction of EFL teachers from rural schools.	5 EFL teachers in Turkey.	Narrative Inquiry	Contextual factors influence experiences and expectations at the same time.
Related COVID-19 Era Studies				
Carrillo & Flores (2020)	Online teaching and learning experiences in teacher education.		Literature review	Participation, meaningful engagement, pedagogical competencies and contextual factors are the most mentioned.
Addimando et al. (2021)	The experiences of teachers and pupils.	One teacher and 17 pupils at a primary school in Italy.	Case study	The lack of physical contact, forced familiarization with digital tools, limited time, and heavy workload are mentioned issues.
Watson (2020)	Teaching experiences during the COVID-19 school closure.	A 5 th -grade elementary school English language teacher.	Qualitative	By learning with pupils, this period can be managed well.
Trust & Whalen (2020)	Teachers' experiences during the COVID-19 outbreak.	325 K-12 teachers from the USA.	Quantitative	Teachers who use technology frequently in their classrooms, research and evaluate have an easier transition.
Rio Poncela et al. (2021)	The experiences of teachers during COVID-19.	5 teachers from different educational levels in Spain.	Qualitative	The need for materials, teacher training, and caring in teaching are emphasized.
Gudmundsdottir & Hathaway (2020)	Perspectives of teachers regarding their online education experiences during the COVID-19.	1186 Norwegian and US teachers.	Quantitative	Although the teachers were unprepared, they were willing to work and their agency was effective.
Paesani (2020)	Teacher professional development		Literature review	Research-based approach is recommended for

	related to online instruction.			goal-directed, collaborative, experiential, scaffolded, and sustainable professional development.
Trikoilis & Papanastasiou (2020)	The potential of educational research for professional development.	377 teachers in Greece.	Quantitative	Teachers who felt more isolated improved themselves by participating more in educational research activities.
Nurkhamidah (2021)	Online teaching anxiety and its sources during the COVID-19 pandemic.	5 English education lecturers.	Qualitative	All lecturers experienced anxiety due to workload, pupils' factors, pedagogical competence, language proficiency, supervision, teaching facilities, and resources.
Klapproth et al. (2020)	Teachers' stress levels and coping strategies during the COVID-19 distance teaching period.	380 teachers from different school levels in Germany.	Quantitative	Female teachers and teachers who spend more time in distance education were exposed to more stress. They encountered external factors and technical obstacles but they were able to cope functionally.
Ellis et al. (2020)	The change in teacher education programmes during the COVID-19	15 leaders of initial teacher education from Asia, Europe, North America and Oceania.	Qualitative	The change and its impact on teacher education are classified as an innovation.
Loziak et al.	Work-related	103 female	Quantitative	Factors that

(2020)	stress levels of female teachers.	primary school teachers in Slovakia.		increase the stress level are the lengthy preparation of teaching materials, unclear instructions from the school administration, excessive use of computers and other technologies, time management, and intense communication with children and their parents.
Loziak (2021)	The work stress level of female teachers and demographic differences.	473 primary school teachers in Slovakia.	Quantitative	Female, younger and less experienced teachers are exposed to more stress.
Rawal (2021)	Work-life balance, affecting factors and relation with job satisfaction.	255 female teachers at K-12 levels in India.	Quantitative	Operating work and personal life from the same space and the burden of being available 24X7 made them stressful.

Appendix 2: Themes, Patterns, Categories, and Codes

Past Experiences		(Re)construction of Professional Identities Contextual Factors						Tensions and Negotiations
Past		Now				Future		
Background: Becoming an EFL Teacher	Professional Identity Formation of Turkish Elementary School EFL Teacher	A New Teaching Context during COVID-19: Digital Transformation Process	Distance Classroom Management	Distance Pupil Assessment	Collaboration with Colleagues	Professional Development Initiative	Administrative Policies	Expectations, Needs and Suggestions
Supportive family	Love	Unprepared & inexperienced	Eye contact	In-class assessment	Exchange ideas & cooperation	Synchronous & asynchronous online trainings	Constructive & supportive	Not inclusive
Respected profession	Job satisfaction	Anxious & curious	Less writing more speaking activities	Video or online homework	Assist & Mentor	Access easy & fast without time and space limit	Demanding vs. flexible	Essential in case of emergency
Certain working hours	Motivation	Technological knowledge	Mute button	Using web 2.0 tools	Sharing & reflecting experiences	Expert trainers, academicians & native speakers	Using technology for documentation	Future private online teaching
Regular salary	Happy	Previous eTwinning & web 2.0 tools experiences	Behavioural disorders & parental intervention	Parental influence on doing homework	Class teacher addiction	Research on the net		Benefits of online in-service trainings
Idol teacher	Opportunity for research, learn and improve	Online class planning	Technological equipment, internet connection and power cut problems	Feedback with emoji		Participating in eTwinning projects		Intense & insufficient number of classes
Talent & interest		Flipped classroom opportunity	Problems in attendance					Energy demanding
Encouraging preservice education		Intense communication & workload	Work-life balance & time management					Rate of attrition

Appendix 3: Personal Data Form in Turkish and English

KİŞİSEL BİLGİ FORMU

Bu form üç bölümden oluşur: kişisel bilgiler, eğitim bilgileri, mesleki çalışma deneyimi ve ilkökul İngilizce öğretimi deneyimi.

Birinci bölüm: Kişisel bilgiler

Yaş:
Doğum tarihi:
Memleket:
Babanın mesleği:
Annenin mesleği:
Medeni hali:
Çocuk sayısı:
Toplam öğretmenlik deneyimi (yıl):
İlkokulda öğretmenlik deneyimi (yıl):

İkinci bölüm: Eğitim bilgileri

Lise eğitimi:	
Üniversite eğitimi (Kurum ve bölüm) :	
Öğretmenlik uygulama eğitimi (staj) :	
Mezuniyet derecesi (Lisans/Yüksek lisans/doktora) :	
Diğer mesleki sertifika ve eğitimler:	

Üçüncü bölüm: Mesleki öğretim deneyimi

Yıllar (başlangıç-bitiş)	İş unvanı	Çalıştığınız kurum

ZAMAN AYIRDIĞINIZ İÇİN TEŞEKKÜRLER

PERSONAL DATA FORM

This form consists of three parts: personal information, educational information, professional working experience, and experience with elementary school EFL teaching.

Part one: Personal information

Age:
Date of birth:
Hometown:
Father's job:
Mother's job:
Marital Status:
Number of children:
Total teaching experience (years):
Teaching experience at the elementary school (years):

Part two: Educational information

Higher education:	
University education (Institution and department):	
Teacher training (practicum):	
Graduation degree (Bachelor/Master/PhD)	
Other professional certification and training:	

Part three: Professional teaching experience

Years (from-to)	Job title	Institute

THANK YOU FOR YOUR TIME

Appendix 4: First Narrative Interview Questions in Turkish and English

İlk Anlatımsal Görüşme Soruları

1. Kariyerinize İngilizce öğretmeni olarak nasıl başladığımızdan bahseder misiniz? Neden İlkokul İngilizce öğretmeni olmayı seçtiniz?
2. Başlangıç dönemindeki deneyimleriniz sizin için nasıldı? Şimdi nasıl? Öğretmenliğinizin ilk gününü ayrıntılı olarak anlatabilir misin?
3. Acemi iken sınıfınızı nasıl yönettiniz? Öğrencilerinizin size tepkilerine ne dersiniz? Şimdi nasıl? Çevrimiçi dersler sırasında sınıf yönetimi hakkında ne hissettiniz? Öğrencilerin derse katılımıyla ilgili neler yaşadınız? Geçmişle şimdi arasında herhangi bir fark var mı? Varsa neler? Nasıl oldular?
4. Öğretmen eğitimi (hizmet öncesi ve hizmet içi eğitim) deneyiminiz nedir? Eğitim deneyiminin öğretiminiz üzerindeki etkisi nedir? Zorluk yaşadığınızda, yardım ister misiniz? Sana kim yardım eder? Meslektaşlarınızla bunları tartışır mısınız?
5. Öğretimle ilgili kitaplar okuyor musunuz? Eğitimlere, çalıştaylara ve seminerlere katılıyor musunuz? Diğer öğretmenlerin derslerini gözlemliyor musunuz? Konferanslar, seminerler ve araştırmalar gibi hangi akademik faaliyetlere katıldınız? Size etkileri neler? Uzaktan eğitim sürecinde katıldığınız online öğretmen eğitimleri nelerdir? Bu eğitimleri nasıl değerlendirirsiniz?
6. Bir öğretmen olarak sizin teknoloji bilginiz uzaktan eğitime geçiş sürecinde yeterli miydi? Yoksa ekstra çalışmalar yaptınız mı? Öğrencilerinizin uzaktan eğitim sürecinde yeterli teknolojik bilgiye sahip olduğunu düşünüyor musunuz? Süreç içerisinde yaptığınız ekstra çalışmalar oldu mu? Uzaktan eğitim sürecinde kendinizi pedagojik yeterlilik açısından nasıl hissediyorsunuz?
7. Online derse hazırlık sürecinde neler yaptınız? İçinde bulunduğunuz koşullar nelerdir ve sizce uygun bir derse hazırlık çalışması yürütebildiniz mi? Ders esnasında hedef dilde iletişim ve işbirliği konusunda yaşadığınız deneyimleriniz nelerdir? Ders sonrası öğrencileri görevlendirme konusunda neler yaptınız? Öğrencilere geri dönüt verme konusunda yaşadığınız deneyimleriniz nelerdir? Uzaktan eğitim sürecinde yaptığımız öğrenci değerlendirme çalışmaları nelerdir? Sizce uygun bir değerlendirme çalışması yürütebildiniz mi? Deneyimlerinizi paylaşır mısınız?
8. Dinleme, konuşma, okuma ve yazma becerisi kazandırmak açısından uzaktan eğitimdeki deneyimleriniz nelerdir? Yüz yüze ve çevrimiçi öğretim sırasında hangi öğretim yöntem ve tekniklerini uyguluyorsunuz? Öğrencilerden aldığınız dönütleri göz önünde bulundurarak

ayrıntılı bir şekilde anlatır mısınız?

9. Bu süreçte veli ve okul idaresi ile ilişkiniz nasıldı? Çevrimiçi dersler öncesinde, sırasında ve sonrasında neler yaşadınız?

10. Eklemek istediğin başka bir şey var mı?

First Narrative Interview Questions

1. Could you tell me how did you start your career as an EFL teacher? Why did you choose to be an Elementary School EFL teacher?

2. What was the experience like for you in the beginning period? How about now? Can you describe your first day of teaching in detail?

3. How did you manage your class when you are a novice? How about your pupils' reactions to you? How about now? How did you feel about classroom management during online classes? What did you experience regarding the participation of the pupils in the lesson? Are there any differences between the past and now? What are they? How did they happen?

4. What's your teacher training experience (pre-service and in-service trainings)? What's the impact of training experience on your teaching? When you have difficulties, do you go for help? Who helps you? Do you discuss things with your colleagues?

5. Do you read books about teaching? Do you attend trainings, workshops and seminars? Do you observe other teachers' classes? What academic activities, such as conferences, seminars and research have you been involved in? What are their influences on you? What are the online teacher trainings you participate in the distance education process? How would you evaluate these trainings?

6. As a teacher, was your technology knowledge sufficient during the transition to distance education? Or did you do extra work? Do you think your pupils have sufficient technological knowledge in the distance education process? Did you have any extra work during the process? How do you feel about your pedagogical competence in the distance education process?

7. What did you do during the online course preparation process? What are the conditions you are in and do you think you have been able to prepare course properly? What are your experiences of communication and collaboration in the target language during the lesson? What did you do about assigning pupils after the lesson? What are your experiences of giving feedback to pupils? What are the pupil assessment studies you do in the distance education process? Do you think you were able to carry out an appropriate evaluation study? Can you share your experiences?

8. What are your experiences in distance education in terms of providing listening, speaking,

reading and writing skills? Which teaching methods and techniques you apply during face-to-face and online teaching? Can you explain in detail, taking into account the feedback you receive from the pupils?

9. How was your relation with parents and school administration in this process? What did you experience before, during and after the online classes?
10. Have you got anything you want to add?

Appendix 5: Second Narrative Interview Questions in Turkish and English

İkinci Anlatımsal Görüşme Soruları

1. Acemi olarak ve şimdi kendinizi nasıl görüyorsunuz? Öğretmen olmanın nasıl bir şey olduğunu düşünüyorsunuz? Neden? Bir öğretmenin stereotipi nedir? Sen o tür bir öğretmen misin? Farklılıklar nedir? Ne tür bir öğretmen olmak istiyorsun?
2. Tüm öğretim süreci boyunca ve özellikle Kovid-19 döneminde hafızanızdaki en önemli anlar nelerdir? Öğretmen olmanın olumlu ve olumsuz/ zorlayıcı yanları nelerdir? Öğretim sürecinden ne öğrendiniz?
3. “Öğretmen olmak” senin için ne ifade ediyor? Özellikle pandemi döneminde öğretmen olmak ve öğretmenliğin rolü hakkında ne düşünüyorsunuz?
4. Geleceğiniz hakkında ne düşünüyorsunuz? Çevrimiçi eğitimin ileride de devam edeceğini öngörüyor musunuz? Hayatının geri kalanını öğretirken kendini görüyor musun? Öyleyse, nerede olacağımızı düşünüyorsunuz ve ne yapmayı umuyorsunuz? Değilse, ne yapmayı tercih ederdin?
5. Sizin için önemli olan fotoğraflar, kitaplar, öğrencilerin çalışmaları veya öğretim planları gibi bir şeyler getirebilir misiniz ve böylece öğretmenizle ilgili iyi, kötü veya ilginç anılarınızı hatırlamanıza yardımcı olabilir misiniz? Bana bu şeylerin arkasındaki hikayelerden biraz daha bahseder misin?
6. Ekleme istediğin başka bir şey var mı?

Second Narrative Interview Questions

1. How do you see yourself as a novice, and now? What do you think it is like to be a teacher? Why? What is the stereotype of a teacher? Are you that kind of a teacher? What are the differences? What kind of teacher do you want to become?
2. During the whole process of your teaching and especially during COVID-19 times, what are the most significant moments in your memory? What are the positive and negative/challenging aspects about being a teacher? What have you learnt from the process of teaching?
3. What does “being a teacher” means to you? What do you think about being a teacher and the role of teaching, especially in the pandemic period?
4. What’s your view of your future? Do you foresee that online education will continue in the future? Do you see yourself still teaching the rest of your life? If so, where do you think you will be and what do you hope to be doing? If not, what would you rather be doing?
5. Could you bring something such as photographs, books, pupils’ work, or teaching plans here which are important to you and thus can aid you to recall your good, bad or interesting memories about your teaching? Can you tell me more about stories behind these things?
6. Have you got anything you want to add?

Appendix 6: Permission Mail for Adapted Interview Questions



Aynur Demir

İzin

3 ileti

Aynur Demir

6 Şubat 2021 19:01

Alıcı:

Merhaba Reyhan hanım,
Ben Ordu Üniversitesinde Yüksek lisans öğrencisiyim. Tez çalışmam için hazırlamış olduğum görüşme sorularını sizin yazmış olduğunuz "A narrative inquiry into the professional identity formation of second career EFL teachers" isimli yüksek lisans tezinizden uyarlayarak yazdım. Çalışmamda kullanmam için izninizi rica ediyorum.
Teşekkürler
Aynur DEMİR

REYHAN ASLAN

8 Şubat 2021 00:55

Alıcı: Aynur Demir

Merhabalar Aynur Hanım,
Öncelikle kolaylıklar diliyorum. Tabii ki kullanabilirsiniz. Kaynakçanız da gösterirseniz de çok mutlu olurum. Çalışmanız bittiğinde paylaşırsanız okumayı da çok isterim.

Başarılar dilerim,
Reyhan Aslan, PhD
----- Orijinal Mesaj -----
Kimden: Aynur Demir
Kime:
Gönderilenler: Sat, 06 Feb 2021 19:01:27 +0300 (AST)
Konu: İzin
[Alıntılanan metin gizlendi]

Aynur Demir

8 Şubat 2021 10:15

Alıcı: REYHAN ASLAN

Çok teşekkürler Reyhan Hanım. Bitince size mutlaka dönüş yaparım.

Appendix 7: Permission Mail for Using Figures



Aynur Demir <[redacted]>

Permission for using figure

3 messages

Aynur Demir <[redacted]>

15 December 2022 at 19:04

To: [redacted]

Dear Mrs. Kim,

I am an MA student at Ordu University, Turkey. I am writing a thesis on EFL teacher identity. I would like to use your figure named "Basic elements of qualitative data analysis" from "Understanding Narrative Inquiry: The Crafting and Analysis of Stories as Research". I request your permission to use it in my narrative research.

Yours sincerely,

Kim, Jeong Hee <[redacted]>

15 December 2022 at 21:54

To: Aynur Demir <[redacted]>

Dear Aynur:

Sure, you can use the table, with an appropriate citation.

Thank you,



Aynur Demir <aynurdemir298@gmail.com>

Re: Permission for using figure

2 messages

Gary Barkhuizen <[redacted]>

15 December 2022 at 21:41

To: Aynur Demir <[redacted]>

Dear Aynur

Yes, you have my permission to use my figure in your thesis. Good luck with your research work.

Regards

Gary

Professor Gary Barkhuizen | School of Cultures, Languages and Linguistics | University of Auckland | Private Bag 92019 | Auckland 1142 | New Zealand | Phone: +64 (0)9 9238197 | Email: g.barkhuizen@auckland.ac.nz | <http://www.arts.auckland.ac.nz/people/profile/g-barkhuizen>

From: Aynur Demir <[redacted]>

Sent: Friday, December 16, 2022 4:04 AM

To: Gary Barkhuizen <[redacted]>

Subject: Permission for using figure

Dear Mr. Barkhuizen,

I am an MA student at Ordu University, Turkey. I am writing a thesis on EFL teacher identity. I would like to use your figure named "Stages and participants in narrative knowledging" from "Narrative knowledging in TESOL". I request your permission to use it in my narrative research.

Yours sincerely,

Appendix 8. Consent Forms



ORDU
ÜNİVERSİTESİ

BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Bu katıldığınız çalışma bilimsel bir araştırma olup, araştırmanın adı “Revisiting EFL Teachers’ Identity (Re)construction during Emergency Remote Teaching: A Narrative Inquiry”, Türkçe adı ise “Acil Uzaktan Öğretim Sürecinde İngilizce Öğretmenlerinin Kimliklerinin (Yeniden) İnşaasının Gözden Geçirilmesi: Bir Anlatı Araştırması”dır. Bu çalışma, İngiliz Dili ve Edebiyatı Bölümü öğretim elemanlarından Doç. Dr. Turgay HAN’ın danışmanlığını yaptığı, Yüksek Lisans öğrencisi Aynur DEMİR tarafından yürütülen bir çalışmadır. Bu çalışmanın amacı ilkokul İngilizce öğretmenlerinin uzaktan öğretimdeki deneyimlerini anlamaktır. Bu çalışmaya katılırsanız sizden birinci ve ikinci görüşme olmak üzere yaklaşık 30 dakika kadar zaman ayırmanız istenecektir. Bu çalışmada sizden görüşme sorularına samimi ve ayrıntılı bir şekilde cevap vermeniz beklenmektedir. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Sizden kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir ve elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Çalışma, kişisel rahatsızlık verecek unsurlar içermemektedir. Ancak, çalışma sırasında sorulardan ya da herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakıp çıkmakta serbestsiniz. Çalışma sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak ve sorularınız için Aynur DEMİR’e ait 05..... numaralı telefon ve@.....com adresli e-posta ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Ad-Soyad

.....

Tarih
İmza

...../...../20....

Appendix 9: Ethics Committee Approval Form

T.C.
ORDU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

OTURUM TARİHİ	OTURUM SAYISI	KARAR SAYISI
24/03/2021	03	2021-50

KARAR NO: 2021-50

Doç. Dr. Turgay HAN'ın "Exploring the (Re)construction of Professional Identities of EFL Teachers with Young Learners through the Rapid Transition to Online Education in the Covid-19 Outbreak: A Narrative Inquiry" başlıklı çalışması etik yönden incelendi.

Doç. Dr. Turgay HAN'ın "Exploring the (Re)construction of Professional Identities of EFL Teachers with Young Learners through the Rapid Transition to Online Education in the Covid-19 Outbreak: A Narrative Inquiry" başlıklı çalışmasının etik yönden uygun olduğuna, toplantıya katılanların oy birliğiyle karar verildi.

ASLI İÇİRDİR

Doç. Dr. Hasan Hüseyin MUTLU
Başkan

Appendix 10: Research Permission Approval Form



T.C.
ORDU VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-18802389-44-24457339
Konu : Araştırma İzni (Aynur DEMİR)

20.04.2021

VALİLİK MAKAMINA

İlgi :a)Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 1563890 sayılı yazısı (Genelge 2020/2)

b)Ordu Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğünün 07.04.2021 tarihli ve 587425 sayılı yazısı.

Ordu Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı Anabilim Dalı tezli yüksek lisans programı öğrencisi Aynur DEMİR'in "Exploring the(Re) construction of Professional Identities Of EFL Teachers with Young LearneRs through the Rapid Transition ton Online Education in the Covid-19 Outbreak: A Narrative Inguriy" konulu bilimsel çalışmasına veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin ilgi (b) yazı ve ekleri, Müdürlüğümüz Araştırma Değerlendirme Komisyonu tarafından ilgi (a) genelge hükümleri doğrultusunda incelenmiş olup, uygulanmasında sakınca görülmemiştir.

Söz konusu anket çalışmasının, yüz yüze eğitim öğretime ara verilmesi göz önüne alınarak örgün eğitimin tam olarak başlaması ile birlikte Ordu Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı Anabilim Dalı tezli yüksek lisans programı öğrencisi Aynur DEMİR tarafından, eğitim öğretim faaliyetlerini aksatmamak, uygulamalarda olur ekinde yer alan imzalı ve mühürlü formun kullanılması, öğrencilere ait çalışmaların veli izni doğrultusunda ve elde edilen verilerin herhangi bir haber, resmi özel web sayfaları, yerel ve ulusal basında paylaşılması kaydıyla, ilimiz genelindeki resmi ilkokullarda görev yapan öğretmenlere 2020-2021 eğitim ve öğretim yılı içerisinde online olarak okul ve kurum müdürlüğünün sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde Olur 'larınıza arz ederim.

Musa GÖZÜDİK
Şube Müdürü

Uygun görüşle arz ederim.

Fahri ZAİMOĞLU
Müdür a.

İl Millî Eğitim Müdür Yardımcısı

OLUR
Mehmet Fatih VARGELOĞLU
Vali a.
İl Millî Eğitim Müdürü

Ek :Komisyon kontrol tutanağı ve anket formu (8 sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : Saray Mah. Ulukonak Cd. No:5 PK.52089 Altınordu/ORDU

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Telefon No : 0 (452) 223 16 29

E-Posta: ab52@meb.gov.tr

Keş Adresi : meb@hs01.kep.tr

Bilgi için: Ayşe ÖZCANLI (Strateji Geliştirme Şube Müdürlüğü)

Unvan : Şef

İnternet Adresi: ordu.meb.gov.tr

Faks:4522250144

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CURRICULUM VITAE

Name & Surname	Aynur DEMİR
Orcid Number	0000-0003-2546-9094
National Thesis Center Reference Number	10378479
BA	Department of English Language and Literature, Graduate School of Social Sciences, Dumlupınar University
Academic Research	Demir, A. & Han, T. (2020, December 28-29). <i>Beliefs About Language Learning of Young Learners: A Case Study in a Turkish Secondary School Context</i> . Paper presented at the 3 rd International Conference on Language Education and Culture (ICLEC), Irbid, Jordan (Online). Retrieved from https://www.iclec.net/files/proceedings.pdf

