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TRANSFORMATIVE EXPERIENCES OF EFL LECTURERS' PROFESSIONAL IDENTITY IN ONLINE EDUCATION

Ezgi ÇELEBİ

Supervisor: Dr. Seden TUYAN
Member of Jury: Dr. Senem ZAİMOĞLU
Member of Jury: Dr. Yunus Emre AKBANA
(Kahramanmaraş Sütçü İmam University)

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APPROVAL

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(The Original Copy Hold in the Institute Directorate is signed.)
Univ. Inside -Supervisor-Head of Examining Committee: Dr. Seden TUYAN

(The Original Copy Hold in the Institute Directorate is signed.)
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Number: 20198002

Department: English Language Education

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Ezgi ÇELEBİ

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ABSTRACT

TRANSFORMATIVE EXPERIENCES OF EFL LECTURERS' PROFESSIONAL IDENTITY IN ONLINE EDUCATION

Ezgi ÇELEBİ

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To prepare for an online classroom, EFL lecturers may have to relearn and develop a new normal while maintaining their instructional pedagogy and professional identity. Correspondingly, this study investigated the relationship between EFL lecturers' transformation of their professional identities and attitudes towards online teaching and the influence of sociodemographic differences (age, gender, educational background, working experience) on the perspectives of EFL lecturers on technology use in language education. The impact of online teaching on EFL lecturers' professional identities was analysed depending on how they approach the transition from face-to-face to online classrooms and the kind of contextual factors that assist teachers' professional identity during the online teaching process. The sample of the research consists of 130 EFL lecturers working at a state university and a foundation university in Turkey. The data of the study were gathered from Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT Questionnaire by Karakaya (2010), Teacher Professional Identity Scale adapted from Cheung (2008) and a semi-structured interview by Simon (2012). Descriptive and inferential statistics were used to summarize the data and to explore if there is a meaningful relationship between dependent and independent variables. The qualitative data collected by semi-structured interviews were separated into pattern coding and analyzed with content analysis. The results showed that the research participants who received training on EduTech during their undergraduate education or as professional development had an impact on their attitudes of online education that accordingly affected their perception of professional identity during the transition to internet-based online language teaching.

Keywords: attitudes towards ICT, online teaching, teacher professional identity

ÖZ

ÇEVRİMİÇİ EĞİTİMDE İNGİLİZCE ÖĞRETİM ÜYELERİNİN PROFESYONEL KİMLİKLERİNİN DÖNÜŞTÜRÜCÜ DENEYİMLERİ

Ezgi ÇELEBİ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Tez Danışmanı: Dr. Seden TUYAN
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Çevrimiçi bir sınıfa hazırlanmak için İngilizce öğretmenleri, öğretim pedagojilerini ve profesyonel kimliklerini korurken yeni bir normali yeniden öğrenmek ve geliştirmek zorunda kalabilirler. Bu çalışmada, İngilizce öğretmenlerinin mesleki kimliklerini dönüşümü ile çevrimiçi öğretime yönelik tutumları ve sosyodemografik farklılıklarıyla (yaş, cinsiyet, eğitim geçmişi, çalışma deneyimi) dil eğitiminde teknoloji kullanımına ilişkin bakış açıları üzerindeki etkisi araştırılmıştır. Çevrimiçi öğretimin İngilizce öğretmenlerinin mesleki kimlikleri üzerindeki etkisi, yüz yüze eğitimden çevrimiçi sınıflara geçişe nasıl yaklaştıklarına ve bu süreçte öğretmenlerin profesyonel kimliğine yardımcı olan bağlamsal faktörlerin türüne göre analiz edilmiştir. Araştırmanın örneklemini, Türkiye'de bir devlet üniversitesinde ve bir vakıf üniversitesinde görev yapmakta olan 130 İngilizce öğretim görevlisi oluşturmaktadır. Araştırmanın verileri, Karakaya (2010) tarafından hazırlanan İngilizce Öğretmenlerinin Bilişim ve İletişim Teknolojilerine Yönelik Tutumları ve İngilizce Öğretiminde Teknoloji ve İnternet Kullanımları Anketi, Cheung'dan (2008) uyarlananÖğretmen Mesleki Kimlik Ölçeği ve Simon(2012) tarafından yapılan yarı yapılandırılmış bir gröportaja gönüllü katılan 12 katılımcı sayesinde toplanmıştır. Verileri özetlemek ve bağımlı ve bağımsız değişkenler arasında anlamlı bir ilişki olup olmadığını araştırmak için tanımlayıcı ve çıkarımsal istatistikler kullanılmıştır. Yarı yapılandırılmış görüşmelerle toplanan nitel veriler örüntü kodlamasına ayrılmış ve içerik analizi ile analiz edilmiştir. Sonuçlar, lisans eğitimleri sırasında veya mesleki gelişim olarak eğitim teknolojileri konusunda eğitim alan araştırma katılımcılarının çevrimiçi eğitime yönelik tutumlarını etkilediğini ve buna bağlı olarak internet tabanlı çevrimiçi dil öğretimine geçiş sürecinde profesyonel kimlik algılarını etkilediğini göstermiştir.

Anahtar kelimeler: BİT'e yönelik tutumlar, çevrimiçi öğretim, öğretmen profesyonel kimliği

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ABBREVIATIONS

ANOVA : Analysis of Variance

EduTech : Educational Technologies

EFL : English as A Foreign Language

ELT : English Language Teaching

ICT : Information and Communication Technologies

OE : Online Education

SPSS : Statistical Package for Social Sciences

TPI : Teacher Professional Identity

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1. INTRODUCTION

In this chapter, the background of the study and the statement of the problem is presented for a clearer understanding of the underlying purpose to describe the study's purpose. After research questions are explained along with the limitations of this study, a review of the literature was conducted under seven main headings: (1) internet-based distance education in Turkey, (2) online teaching and learning, (3) competencies and skills for online teaching, (4) language teacher identity, (5) the concept of teacher professional identity, (6) language teacher attitudes toward internet-based distance education, and (7) factors that influence teacher attitudes toward online teaching.

Background of the Study

The COVID-19 pandemic lockdown changed nearly all phases of society; people gravitated towards new directions to regain contact and re-establish interaction. As this situation became a fear of all humanity almost in every aspect of our lives, the unexpected adaptation of education was a common issue worldwide. As in Turkey, there have been some measures taken by the Turkish Council of Higher Education (CoHE) to reduce the spread of the virus by suspending face-to-face education as there are over 7.5 million students at 207 universities in Turkey.

CoHE acted within the framework of the decisions taken by the government of Turkey during the pandemic. This process was managed by making quick and adaptable decisions through the committees and by following the decisions made by the universities around the world. By optimizing the courses in formal education, synchronized virtual classrooms were created for associate, undergraduate and graduate students through various platforms such as Zoom, Google Meet and Microsoft Teams. It was aimed to equip lecturers for the use of these systems and to gain proficiency on these platforms. In the measurement and evaluation process, it was decided to conduct an online exam or online project, depending on the preferences of the instructors. According to the literature, (e.g., Brinkerhoff & Koroghlanian, 2005; O'Neil, 2007; White, 2003) via computer and Internet technologies, distance language learning has immense potential to impact geographically diverse audiences and to fulfill learners' educational goals.

Statement of the Problem

Converting into online teaching and moving from the traditional classroom environment to online unexpectedly became an affectional factor for this study. With this unexpected shift away from the classroom in numerous parts of the world, educators question whether online learning adoption will continue to persist post-pandemic and how such a shift would influence their teaching. Thus, online classrooms are encouraged to be more student-centred and flexible for the students to learn at their own pace.

Meanwhile, for many teachers who are proficient at preparation and teaching in the traditional classroom setting, planning for an online classroom may require re-learning. Teachers are discovering and maintaining a new normal thereby matching with their teaching pedagogy and professional identity. Nevertheless, online teaching requires careful thought by teachers about their transformation from a traditional classroom setting to an online classroom. The transformation also requires serious consideration as to whether teaching styles are still useful when taken from traditional classrooms and translated into the virtual environment.

Research Questions

Teachers are going through an uncertain period concerning their professional entities. As they continue to transfer their instructional content into the digital space and become increasingly proficient in utilizing technology and the Internet tools, the struggle to keep students involved in the learning process has dramatically increased workloads. Correspondingly, this study investigates the possible effect of online education perceptions on EFL lecturers' professional identities by asking the following questions:

1. What perceptions do EFL lecturers have of their overall professional identity in terms of their commitment to:
    a) student needs?
    b) school issues?
    c) personal growth and development?
2. What are the declared attitudes of EFL lecturers towards online teaching regarding their:
    a) attitudes toward technology in general?
    b) technology use in language teaching and learning?

   c) online language teaching and learning?
   d) online pedagogy?
3. Does a relationship exist between EFL lecturers' perception of their professional identity and their attitudes towards online teaching?
4. How are sociodemographic differences (age, gender, educational background, working experience) related to EFL lecturers' attitudes towards online teaching as well as their perceptions of professional identity?
5. To what extent EFL lecturers attitudes towards online teaching predict their perception of their professional identity?
6. What is the impact of online teaching on EFL lecturers' professional identity?
   a) How do EFL lecturers approach the transition from face-to-face to online classrooms?
   b) Which contextual factors assist lecturers' professional identity during the online teaching process?

Literature Review

This section reviews the literature related to Internet-based distance education in Turkey, the definitions of online teaching and learning, necessary skills and competencies for online teaching for ELT as well as language teacher attitudes toward internet-based distance education and factors influencing teacher attitudes toward online teaching. Because the professional identity transformation is hindered in the core of this study, a basis for the language teacher identity and the concept of teacher professional identity was covered.

Internet-Based Distance Education in Turkey

Leloup and Ponterio underline that, over the past 15 years, the amount of software systems, computers, and Internet contributions has risen at an impressive pace, and many language teachers have welcomed these emerging technologies as valuable teaching resources (2003, as cited in Kalfa, 2013). In the field of online education (OE), the definition of Information and Communication Technologies (ICT) has been broadened to be progressively used, and OE is one of the most recent forms of education that relies on the use of ICT. In Turkey, online education is not a new concept considering that it was established under the term of distance education in the early 1950s by private educational institutions (notably FONO and Limasollu Naci for

Language Learning) and "government organizations as a public service" (Ruzgar, 2004). Because OE is indeed a complementary tool for the development of the curriculum, both formal and non-formal educational facilities have been actively involved in distance education throughout the world as well as in Turkey, particularly since the 1980s. The Open Education Faculty (OEF) was established in 1982 at Anadolu University by the Council of Higher Education, which today provides more than 750,000 Turkish students with a wide range of degree programs.

Online Teaching and Learning

The term ‘online education’ embodies a multitude of concepts which flourished from the rapid development of online learning, Internet use and digitalisation. The wide variety of terms, such as online learning and distance learning, results in different online education definitions. Some studies attempted to differentiate or define a more transparent framework for online teaching and learning. Moore et al. (2011) in their study reviewed the relevant literature to determine how these learning environments were defined. The instructional delivery included an instructor who was physically located in a different place from the learner and possibly provided the instruction at disparate times. Bakia et al. (2012), in their report, define online learning as the delivery in which "students receive all or part of their instruction over the Internet and interact online with teachers, peers, and digital learning content."

As can be seen in Table 1, Allen and Seaman (2008) established the features of the diversification of online courses.

Table 1.

Characteristics of the Spectrum of Online Courses

Proportion of Content Delivered Online	Type of Course	Typical Description
0 %	Traditional	Content for a course that does not use online technology is provided in writing or orally.
1 to 29 %	Web Facilitated	A course that facilitates what is fundamentally a face-to-face course using web-based technology. The syllabus and homework are posted on the course web pages.
30 to 79 %	Blended/Hybrid	A hybrid course that combines online and face-to-face instruction. A significant percentage of the curriculum is supplied online, and there are usually online conversations as well as some face-to-face sessions.
80+ %	Online	A course in which the majority of the material is offered online. There are usually no face-to-face sessions.

Note. Adapted from Allen and Seaman (2008)

Anohina's (2005) study mentions that designing learning materials and promoting and maintaining the learning-teaching process is achievable with many computer technologies. It is highlighted in the study that Internet-based learning is only a subset of online learning as there may be other various ways to deliver teaching. From the students' point of view, distance online education provides a more flexible learning environment in terms of being independent of place, space, and time, and helps to remove the obstacles that hinder one's responsibilities towards family, society, and work (Kuboni, 2013). For educators; access to information, better content distribution, personalized teaching, content standardization, accountability, self-paced progress, interaction, trust, and time control are other opportunities (Bhuasiri, et al., 2012).

Prior research studies appear to accept that online teaching is distinctive from face-to-face teaching, as it requires the conception of its pedagogy. Nycz and Cohen (2006) express that technological progress throughout time makes teaching a revolving objective, as emerging technology introduces an ever-increasing range of resources and alternatives. In addition, Cavanagh (1999) notes that traditional teaching preferences and online learning can be simultaneously effective in terms of quality design and implementation. It should be discussed whether a teacher who considers themselves good at face-to-face teaching can comfortably get used to maintaining the same in an online environment.

Competencies and Skills for Online Teaching

According to Easton (2003, as cited in Compton, 2009), modern-day teachers need to shift their understanding "of instructional time and space, virtual management techniques and ways of engaging students through virtual communications in addition to the communication skills already required for general effective classroom teaching" (p. 75). During this transition from face-to-face to online teaching, teachers need to reconsider how best to use their communication time with students. They will need to select resources, platforms, or tools and plan their activities and lessons accurately. According to a research study on teacher perspectives of technology integration, it was found that EFL teachers in Indonesia believed in the value and utility of technology for teaching English, however, it opposed their teaching practices in the classroom (Hafıfah & Sulistyo, 2020).

That being the case, the consequences of bringing all teaching online can be complicated, resulting in a change in how teachers perceive themselves professionally in this environment. It has been shown by Duffy and Kirkley (2004) in their study that the completion of effective online teaching and learning depends mainly on the use of student-centered pedagogical practices. This indicates that most educators do not have enough ICT pedagogy they should integrate into their classes, despite the fact that they have a positive perspective towards the implementation of technology for language learning (Silviyanti & Yusuf, 2015).

In their study, Hampel and Stickler (2005) explain that teaching language online demands diverse competencies from those used to teach language in face-to-face classrooms. Accordingly, they presented a pyramid of seven critical competencies of an online language teacher (see Figure 1), suggesting that these competencies "needed to

build on one another in a kind of pyramid, from the most general skills forming a fairly broad base to an apex of individual and personal styles" (p. 316).

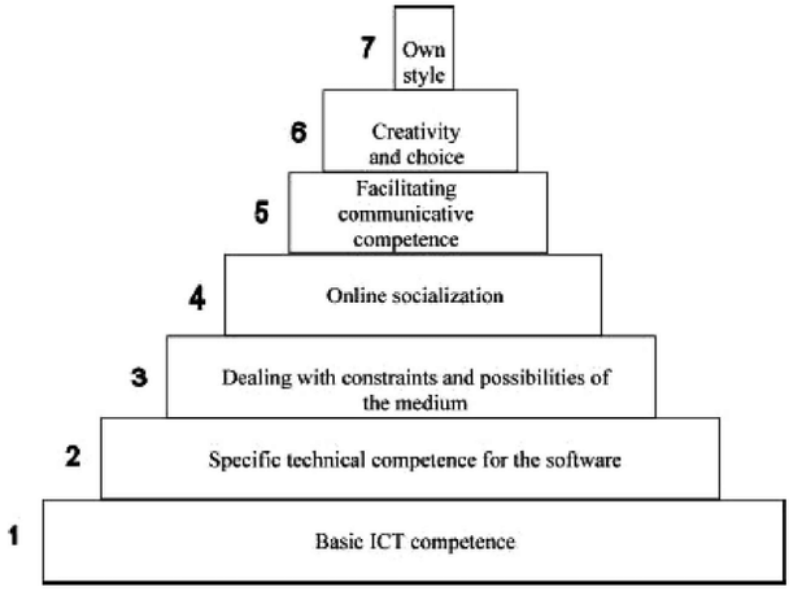

Figure 1. Online Language Teacher Skills Pyramid

Note. Designed by Hampel and Stickler (2005)

According to the results of a study by Darabi et al. (2006), pedagogical and organizational roles of online teachers are effectively fulfilled if they are technologically competent and also aware of the importance of interaction as the critical element of online education. Online learning may not be a new phenomenon, but it has become a necessity with the expansion and demand of recent technological developments, the need for support for online language teaching, and unexpected disruptions such as the current COVID-19 pandemic.

In her book about the basics of teaching a language, the concept of learning and teaching a second language, Sumague (2019) claims that OE relies heavily on communication and online interaction between teachers and students to focus on critical areas of learning gaps. According to Hampel and Stickler (2005), there are many unique skills required while managing an online language teaching program because of its differences from the traditional methods. Technological skills are, by far, the majority of critical competencies in online language learning. It typically includes technical equipment or software required to deliver a lesson online. It covers vital equipment such as a microphone, keyboard, mouse and webcam and has the necessary information

about managing technological problems spontaneously. Further, their research observations showed that browsers' troubleshooting is significant for online lecturers as well.

In conclusion, successful online language education needs to use computer networks and a simple understanding of applications. The interaction between students and a lecturer is focused on established and shared experiences as a class. It should be noted that confidence should be gained, particularly in beginners' language classes, because learners may often feel resilient and unsafe to express themselves. An online learning programme should not make students shy away from making active participation and reflect on promoting positive online socialization and identity (Hampel & Sticker, 2005).

White (2003) argues that teachers who are new to the distance or online learning setting need new techniques and skills to teach efficiently and confidently, as she classifies three essential aspects: connectivity and engagement, recognition of expertise, and the marks of online learning processes. A comprehensive report of online teachers' roles was detailed by Goodyear et al. (2001) after conducting a workshop with 25 people, including researchers and practitioners from various countries. The workshop lasted for two days, and the participants discussed and investigated different features of online learning and teaching. As a result of this workshop, the roles of an online teacher were distinguished as:

- Process facilitator: The role of a process facilitator is to promote a variety of activities to support online learning.
- Adviser/counsellor: The adviser/counselor's role includes communicating with learners on an individual level, providing counseling to learners to help them participate in the online lesson.
- Assessor: The assessor's role is engaged in providing necessary feedback, assessment, and evaluation.
- Researcher: The researcher's role is to contribute to the formation of new information related to the subjects.
- Content facilitator: The content facilitator role mainly focuses on presenting diverse ways for learners to grasp the course material.
- Technologist: The technologist's role aims to make technical decisions that enhance the learning experience for students.

- Designer: The designer's role includes the design and application of interactive online learning tasks.
- Manager/administrator: The manager/administrator's role is about the registration of learners, online safety, and documentation (Goodyear et al., 2001, p. 69).

Similarly, a broader framework for effective online teaching has been developed by Baran and Correia (2014), effective online teaching views "the result of a dynamic interaction between personal, pedagogical, contextual and organizational factors within institutions". The significant online teachers' characteristics were narrowed down as:

- knowing and creating the course content,
- designing and structuring the online course,
- knowing the students,
- enhancing teacher-student relationships,
- guiding student learning,
- evaluating online courses,
- maintaining teacher presence (Baran & Correia, 2014, p. 96).

Supporting this framework, Inan and Lowther (2009) also addressed how characteristics of teachers and attitudes towards the teaching environment affect technology implementation. Likewise, Samarawickrema and Stacey (2007) believe that teacher's concerns about their roles, the quality of online learning, the intensity of the workload, the amount of time spent for teaching duties, the amount of support, and maintaining continuous interaction with the students is essential in the adoption to online teaching. Moreover, their findings showed that technology adoption has little to do with teachers' technical capabilities or their preference for using technology, but more to do with the disparity in motivations and integrating current methods. Each teacher should be strongly motivated to change teaching methods so that the learning experiences of students are more active, meaningful, enjoyable, and productive during online learning (Mohamad et al., 2015). Additionally, Comas-Quinn (2011) strongly believes that the "one size fits all" method for online language teaching is unlikely to be successful as teachers' online learning experiences may vary from professionals to beginners.

Preferably, implementing change and innovation should be constant and well organized to enable teachers to use emerging technology and resources without becoming frustrated effectively. Especially in language education, teachers' acquisition of digital literacy skills or the development of their current skills and the positive and negative attitudes they acquire during this transition period will change the teacher's professional identity and thus affect the teaching effectiveness.

These scholars and studies have attempted to explain online teaching competencies based on their knowledge and perspective. Nevertheless, Aydın (2005) mentions that "roles and competencies identified at the end of a study or an experience may not be valid in different cultures, contexts, organizations, and countries" (p. 60). It should be accepted that these roles and competencies largely depend on context and culture (Le Boterf, 1994, as cited in Aydın, 2005).

According to Ally (2019), the developments in technology and education requires "digital teachers who must adapt to education in the future" (p. 303). Online learning affects the way teaching responsibilities are carried out. Baran et al. (2011) quoted that "the teacher's role in the online environment is dynamic and multidimensional" (p. 434). Commenting on effective online teaching competencies and skills, LaPrade et al. (2014) also asserted that " 21st-century century technological advancements challenge the traditional education model" (p. 625). It demands more combined attention as teachers have to work through problem-solving in their disciplines pedagogically and practice using different online teaching and learning tools. It is crucial to consider how change affects teachers internally since the connection between their professional identity and their external practices is a critical element in creating a holistic professional identity.

Language Teacher Identity

In various areas, such as sociology, psychology, anthropology, literature, philosophy, and neurology, the word identity is found. At present, identity is presented often from a sociocultural viewpoint. Goodson and Cole (1994) quote that “we consider teachers as persons and professionals whose lives and work are influenced and made meaningful by factors and conditions inside and outside the classroom and school” accepting the TPI is under the control of multiple variables (p.88). These variables are shown in Figure 2 created by Bekereci (2016).

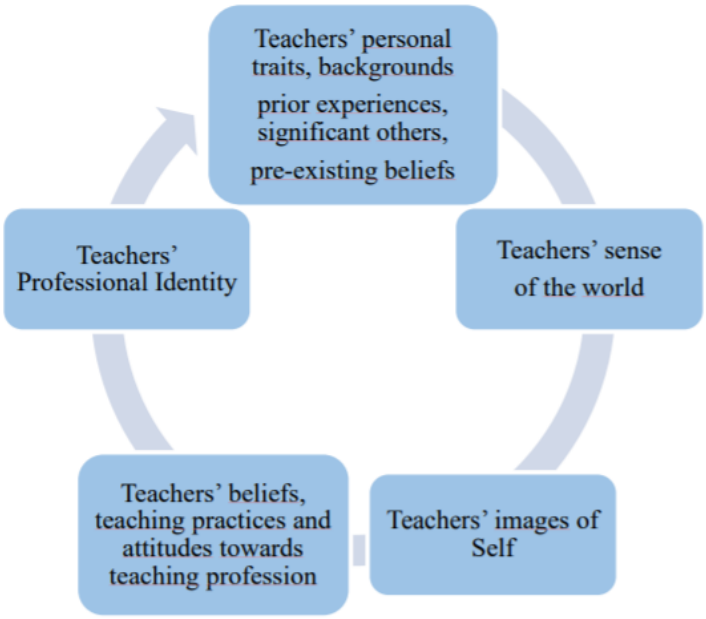

Figure 2. Language Teacher Identity Variables

Note. Designed by Bekereci (2016, p.6)

Teachers possess cognitive awareness while controlling their teaching and dealing with conflicts. They explore their self-conception and become more conscious of their strengths and weaknesses through self-evaluation and identity construction. In this regard, Browher and Korthagen (2005) emphasize that teacher training programs strongly affect potential teacher identity formation. As this process is personal, pre-service teachers adapt to new ways to enhance their understanding of teacher identity from the beginning of their education. The identity of an individual can be described as a uniquely linked set of characteristics.

The notion of identity is not identical or parallel but multiple and interconnected. In the nature of some conflict situations, different ways of discerning an individual or the social groups can be represented in identity frames. Some identity frames are genetically defined, while others emerge through both the passage of time through learning and interaction, embedded by means of decisions and culture. Frames can be seen as "windows, lenses and perspectives," which can be used to observe, describe, and appreciate a complex identity (Bolman & Deal, 2003, p. 12).

Pennington and Hoekje (2010) have established two broad categories, each with multiple components, from the viewpoint of identity within this scope (see Figure 3). The first section defines various views on ELT as frames and the second category covers different aspects of ELT's nature and foundation. This identity model defines, in

contrast with other modes of academic work and the structure of English teaching in a particular school, institution, university, or country, the essence of English language teaching.

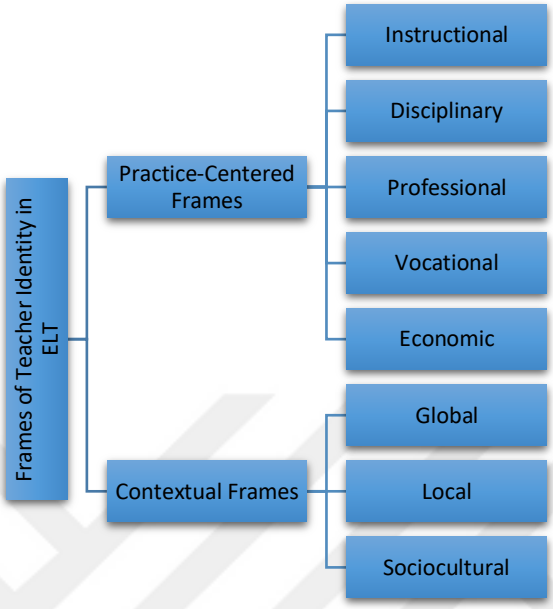

Figure 3. Frames of Teacher Identity Model

Note. Designed by Pennington and Hoekje (2010)

In practice-centered and contextual frames, each of their features constitutes an ELT teacher's identity and determines the conceptualization of self. The frames portray a range of experiences of being a teacher for both student teachers and teachers. Cheung (2015) believes that understanding these concepts can help build a path for improvement and professional growth.

Varghese et al. (2005) note that non-native speakers, who constitute the vast majority of teachers worldwide, were studied in a critical analysis of the relations between native-speaker and non-native speaker teachers in many contexts around the world. While considering how language teacher identity can be viewed in teacher education, they pointed out that identity-in-discourse and identity-in-practice concepts greatly help shape this phenomenon. They identified three main ongoing issues, with the addition of four sub-themes afterwards in language teacher identity from a theoretical perception:

- Identity as multiple, shifting, and in conflict
- Identity as crucially related to the social, cultural, and political context
- Identity being

Sub-themes in language teacher identity research:

- Marginalization
- The position of non-native speaker teachers
- The status of language teaching as a profession
- The teacher-student relation (Varghese et al., 2005, p. 35)

Language teacher identity studies were established in different topics, such as teacher cognition, teacher attitudes, teacher training in education research. Definition of LTI (Language Teacher Identity) was investigated, especially from the EFL (e.g. Park 2017; Taylor et al. 2013) and the language learner's perspective (Murray et al. 2011). Research on language teachers' identity often centres around teachers who draw on their teaching background to develop their teaching practices.

In the view of teacher emotions, the concept of good language learning has also been discussed, which Hargreaves (1998) describes the "good language teacher" concept as an "emotional, passionate being" (p. 835). Emotions of language teachers, such as confidence in taking care of their students and the sense of responsibility for their achievement and growth, have also influenced the pedagogical choices and teachers' professional development (O'Connor, 2008).

The other factor affecting teachers' professional ethics and skills is that the language teachers' professional identity in their educational and institutional context is situated. In this regard, there are contradictions between the policymakers and the reality of teaching, which might require that language teachers show simultaneous independence and responsibility (Sachs, 2001, p. 150). The difficulty of classrooms that are more varied than ever and the demands of society inevitably vary.

The Concept of Teacher Professional Identity

Bulei and Dinu (2013) explain that professional identity is a collection of identities that affect the roles that individuals adopt and the behaviors they display when performing their jobs. According to Arber et al., (2014) the professionalism of teachers consists of factors such as formal education and development practice, culture and climate of schools and the contextual factors of the education system. The external environment is also viewed by Mockler (2011) as connected to statements, perceptions and beliefs about teaching, including ideology and the teachers' professional politics (p. 521). In these three fields, the formation of the professional identity represents the

dynamic and varied nature of the professional self of teachers. It furthermore implies the important role of the varied dimensions in the professional identity education of teachers (Beijaard et al., 2004).

White (2007) investigated two language teaching programs conducted via distance learning in Australia. She found out that solving the pedagogical, technical, and psychological difficulties must be cleared up due to constant changes and development in online and distance learning and teaching. In the reconstruction of professional identity, these external and internal factors' acknowledgement is essential for teachers. According to Franzak (2002), among the factors that influence the professional identity formation of teachers are the transition between the teacher education phase and work experience. Young (1988) also believes that variances in any workplace often impact self-continuity, which results in identity disruption.

The online teacher's responsibility is to design, build, and encourage meaningful interactions between learners to keep the learners engaged. Nevertheless, the internal changes that EFL teachers need to endure before transforming their teaching systems have been given attention merely, as well as to the effect of such changes on the professional identity of teachers. Sachs (2005) addresses the teachers' professional identity as it "stands at the core of the teaching profession" (p. 15). At this point, some rather persistent assumptions may retain the awareness that teaching can be carried out effectively without depending on traditional ways of teaching and learning, such as using blackboards or a physical environment of a classroom.

Digitization allowed new forms of communication to be distributed to conventional media and affected social networks and media, which played a significant role in professional life. Digital technologies have allowed people to create their online identities, negotiate and enforce multiple identities (Stets & Serpe, 2016). By contrasting student and student assessments from her seven online and seven face-to-face classes, Hurst (2015) explored her identity as an online instructor. Hurst (ibid) indicated that she had negative attitudes towards online classes and was very unwilling to teach online due to the fact that the social environment would not work out in an online setting. She concluded from her observations and study results that students' learning satisfaction did not require a teacher's physical presence, which her study names this situation to be a change of paradigm (p.39).

Hafsa and Borasi (2019) also argue that teachers who are inexperienced in teaching online can face identity challenges. They thought it is most beneficial to see the online

teacher identity as part of a teacher's professional identity because it manifests the kind of online teacher they want is essential in online teaching. They believed that educators need to prepare and help online teachers to understand and influence their progress.

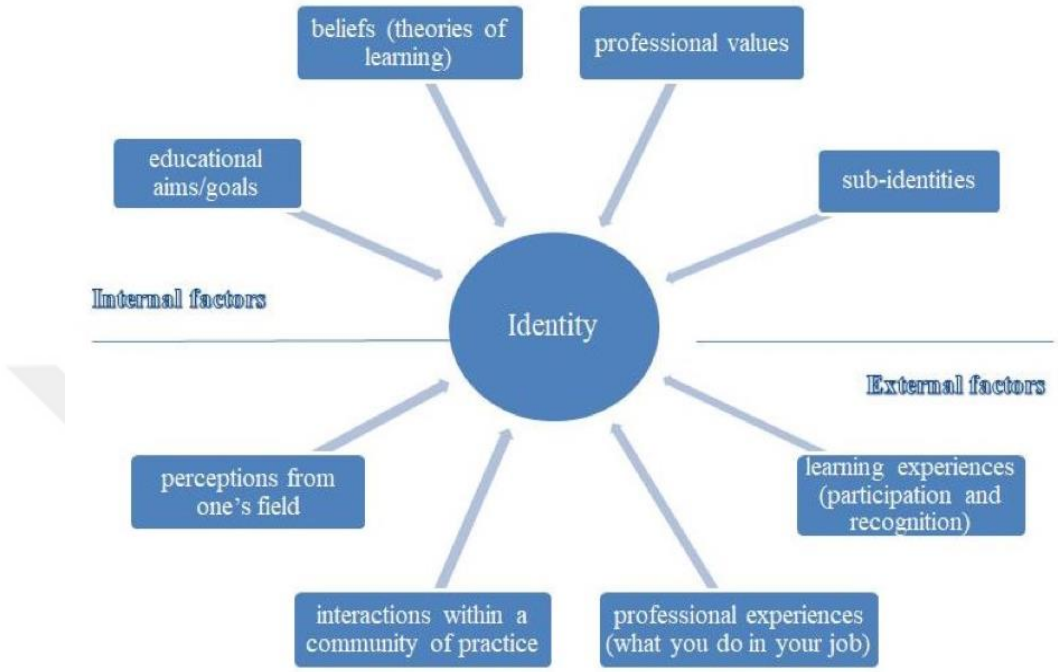

Figure 4. Online Teacher Identity

Note. Created by Farzana Hafsa and Raffaella Borasi (2019)

This concept of repositioning teachers in online classrooms presents new challenges for online teachers. As shown in Figure 4, there are external and internal factors that transform identity in online teaching. Online teachers need to be trained to promote freedom and autonomy in the online world. Transforming from a traditional to an online teaching and learning environment should involve teachers who support and encourage learning-centered teaching approaches. Guiding and helping teachers with this online teaching concept on building their teacher professional identity through online pedagogy and growing positive mindsets towards online teaching is necessary.

The professional identity of teachers typically concerns how teachers see themselves on the basis of their perceptions of their ongoing relationship towards their work setting. Wenger (1998) explains this link between identity, practice, and the process of making sense of the experiences within social communities with social learning theory which relates to the concepts of "experience" and "community" (p.145). In this sense, The

Community of Inquiry framework (see Figure 5), originally proposed by Garrison, Anderson and Archer (2003), reflects on a "collaborative constructivist" view of teaching and learning which is associated with the work of John Dewey (1938) on the principles of interaction and continuity.

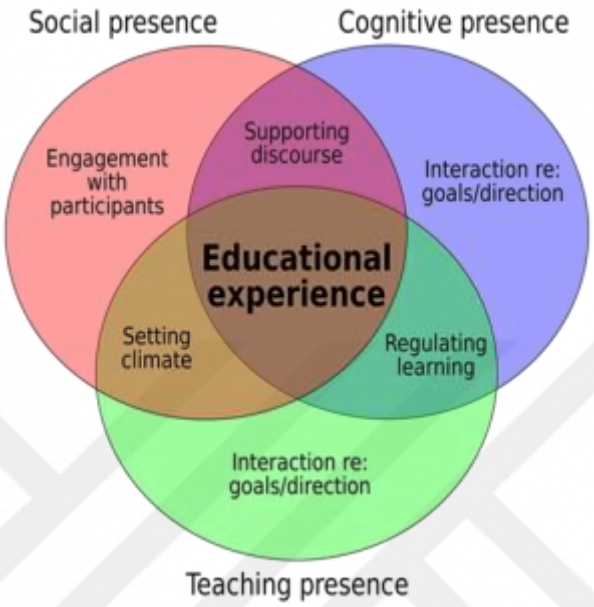

Figure 5. *"The Community of Inquiry (CoI)" Framework*

Note. Garrison et al, 2003

Garrison and Anderson (2003) identify three interrelated presences as teaching, cognitive and social in the updated CoI model shown in Figure 5, as a reference to a successful online educational experience. In order to achieve personally significant and educationally beneficial results, teaching presence is characterized as the creation, cooperation and directing of cognitive and social processes (Anderson et al., 2001).

The social dimensions of online learning indicate that social presence is the key element of the online activities of students and teachers. Furthermore, Bull et al (2007) indicate that effective online teachers need to continually build and operate a harmony between material, pedagogy and technology in an ever-changing educational environment. Incorporating an effective social presence into the classroom helps empower both students and teachers to engage in constructive learning while eliminating feelings of separation (Sung & Mayer, 2012).

Teachers may have concerns about maintaining their professional identities and different attitudes towards this new setting. Furthermore, in their book Alman, Tomer, and Lincoln (2012) emphasized that teachers may need to know what kind of training is

required, how to ensure classroom management, and evaluate the students' learning outcomes while dealing with intensity and feelings of frustration on the occasion of transitioning to online learning environments. As a result, all of these factors can impact the reconstruction of their teacher identity.

In one of the previous studies conducted on teacher professional identity by Gardner (1995), 44 teachers were interviewed with open-ended questions to give a narrative of teacher training and its relation to TPI. This identity formation establishes over experience by teachers as they progress through their professions. It blends unique interpersonal and professional components elaborately. Hence, as erratic or new experiences occur, teachers reshape their identities to mediate these experiences into reconstructing the teacher identity. As Skott (2019) identifies, teacher identity is shaped by "their shifting experiences of being, becoming and belonging related to the profession" (p. 469).

In addition to that, in their study, Goodson and Cole (1994) advise to "consider teachers as persons and professionals whose lives and work are influenced and made meaningful by factors and conditions inside and outside the classroom and school" (p. 88). Therefore, when teachers are challenged to make a sudden and obligatory change about the way they teach, these changes are likely to provoke them to reconsider their opinions and beliefs. This trigger on their thought on what determines effective language teaching and what kind of a language teacher they aspire to be is a key to embody the teacher's professional identity in an online teaching environment. Furthermore, Mercer and Kostoulas (2018) argue about the agency's role in their research study about teachers' motivation as an aspect of their professional identity construction, while Bandura's (1977) framework self-efficacy and work performance shed light on why individuals become teachers and what motivation plays in their professional development classroom practices.

Beijaard, Verloop, and Vermunt (2000) presented a practical interpretation of teachers' perceptions of TPI. In their study, 80 experienced EFL teachers were given a survey questionnaire about how TPI is perceived and how factors influence it. As their study findings showed teachers perceive their professional identity differently and it changes significantly over time. Following this study, Beijaard, Verloop, and Vermunt (2003) distinguished three significant teachers' professional identity categories. Even though there is consensus, identity is continually changing due to a person's

experiences, and it is composed of multiple sub-identities that interact with each other and are socially constituted. The three categories identified for TPI are:

- studies in which the focus was on teachers' professional identity formation,
- studies in which the focus on the identification of characteristics of teachers' professional identity,
- studies in which professional identity was (re)presented by teachers' stories. (Beijaard et al., 2003, p. 109)

Le Ha (2008) argues that teaching often brings the moral presentation co-built by the society and pedagogical background the teacher is currently working in. It is also institutionalized by progressively rebuilt and updated teaching practices, policies and qualifications. Over the last few years because of increased interest in technology, identity in language learning and teaching has been impacted by the forces of globalization. Norton and Darvin (2015) define this as a response to changing social conditions. After collaborating with Ron Darvin, Bonny Norton developed an expanded model of investment (see Figure 6) explaining the change in these conditions which involved a joining diagram of identity, capital, and ideology.

Figure 6. Model of Investment

Note. Darvin and Norton (2015)

"Model of Investment" by Darvin and Norton (2015) demonstrates three constructs in greater connection. The model includes *identity* as an inseparable component of

investment. By understanding *ideology*, one will analyse more closely how force expresses itself materially in a classroom or workplace. An influential notion of *capital*, on the other hand, recognizes how its value changes in spaces allowing teachers to understand more clearly how they are gaining or losing power as the traditional classrooms to online environment shift.

To better understand the mechanism of the Model of Investment (Darvin & Norton, 2015), the interdependence theory should be mentioned. The theory of interdependence in social psychology suggests that individuals together must coordinate their behaviour to maximize their rewards because members of a couple or group are interdependent. It looks at reciprocity in terms of what the partners of the communication take from the relationship and give it to the relationship, reaching an output by considering the rewards and costs of the relationship or communication. In Van Lange and Balliet's (2015) words, interdependence theory outlines how people might influence one other's results when interacting; additionally, it was also emphasized that to forecast the outcome of an interaction between two people, one must consider the following dimensions: (a) the situation they face (e.g., does one have more power?); (b) what we refer to as Person A's needs, thoughts, and motives regarding this interaction (i.e., which traits or values are activated; how does Person A feel about Person B?); and (c) Person B's needs, thoughts, and motives regarding this interaction (Van Lange & Balliet, 2015, p. 67). According to the norm of reciprocity by Gouldner (1960), the starting mechanism of social relations is the need for a mutual exchange to ensure the continuity of the benefits gained.

Language Teacher Attitudes toward Internet-Based Distance Education

The stress on beliefs in education may be due to the individual who creates an impact that can change their behavior (Fidan, 2016). Teachers' attitudes have a greater effect than knowledge in determining their classroom practices (Pajares, 1992). With the rapid advancement of technology, teachers' keeping up with the developing technology, becoming technology literate, and accepting the changes in their teaching roles, their attitude towards new technologies becomes essential (Ağır, Gür, & Okçu, 2007).

Bilgin et al. (2012) conclude in their study that institutions that train teachers need to be renewed continuously to teach teachers the most effective and economical use of information technologies. They suggest that for teachers to actively use their

technology skills in the teaching process within professional development, critical perspective and attitude development should be provided. Similarly, Özen and Baran's (2020) study aimed to examine teachers' attitudes towards online education in terms of different variables. As a result of their study, significant differences were found in the items of increasing the quality of OE. It was showed that conducting lessons with distance education was influenced by the competence of the colleagues of the institution providing online education in terms of knowledge and skills, and improving its capacity.

Factors Influencing Teacher Attitudes Toward Online Teaching

Aydın (2013) conducted a study to explore Turkish EFL teachers ' awareness of technology and their motives for personal use, including the attitudes and perceptions of self-confidence among them in integrating computers and the classroom and technology integration. Thus, even if Turkish teachers of EFL used technology only to access the Internet, e-mail, and basic word processing software, they were optimistic about technology and were not nervous, worried, or doubtful when using computers for teaching-learning. On the other hand, they have demonstrated negative thoughts about computer integration into the curriculum and technological and educational support.

Studies suggest that the lack of developing strategies for promoting technology (VanFossen & Waterson, 2008) and enthusiasm to reform pedagogical practices (Snoeyink & Ertmer, 2001) influence teachers' perspectives on transferring their classes to online environments. In their study, Snoeyink and Ertmer (2001) investigated the teachers' perceived barriers to learning to use technology in their teaching. They believed that when these extrinsic and intrinsic barriers meet the innovations, the results may face teacher resistance. Likewise, Russell and Bradley's (1997) study explored 350 primary and secondary school teachers' computer anxiety. The results revealed that the teachers mostly expressed their fear of weakening their "traditional status" against integrating technology into their classes successfully.

Within her research project, Marti (2006) asked 159 instructors of English as a foreign language to use different web-based materials and communication tools in the classes. The results showed that comprehensive implementation of new technology into educational processes would inevitably entail a change in the teacher's attitude and teaching paradigms, forcing them to adapt to new teaching methods, pedagogical concepts, and management methods (p. 8). As a matter of fact, sharing their similar

teaching experiences, positive and negative emotions with other teachers made them feel confident because "collaboration became crucial throughout the process, and comments by teachers enhanced cooperation and enabled them to change reluctant attitudes that provided support when needed" (Marti, 2006, p. 236).

The theory of self-determination provides a useful account of how those “extrinsic and intrinsic barriers” (Snoeyink and Ertmer, 2001) explain the fundamental reasons driving a person's sense of satisfaction are certain emotions and actions in a teaching and learning environment. In a study that sets out to determine teachers' willingness to adopt and reuse e-learning systems, Chang, Fu, & Huang (2017) found that perceived autonomy and competence had a positive effect on the internal motivation and willingness of school teachers to adopt and reuse e-learning. Teachers' motivational profiles are affected by the underlying demands of teaching in an increasingly challenging school climate, especially in online teaching and learning as indicated previously in this study. It is reasonable to expect that teachers' unwillingness to use e-learning resources on the initial adaptation and adoption stage may lead to decreased learning outcomes in the future (Sørebø et al., 2009). In this matter, Perlman (2013) also affirms that effective teachers must be able to address the varied demands of their students in a continually evolving environment.

Therefore, under the scope of their community and internalization, the individual organizes their teaching behaviors and attitudes in an online setting. As Rowland (2016) notes: “The realm of online education is unique in that it allows for development opportunities of self-determined behaviors” (p. 34). It is necessary here to clarify the concepts covered by Self-determination theory (SDT) and the implications that can be made in the field of education. SDT presents a framework that psychological requirements humans have to develop personal encouragement and fulfillment intersects with the terms of individual autonomy, competency, and relatedness (Deci & Ryan, 2000).

Teachers add their own sense of self-motivation and personalities to the classroom. Administrative power, restrictive curricula or teaching setting, and a lack of encouragement often impair teachers' autonomy, expertise, and relatedness. Over the last decade, a growing number of SDT studies (Mahande & Akram 2020; Martin et al., 2018; Salikhova et al., 2020) have looked at the social variables that affect teachers' motivation, as well as the role that motivation plays in teachers' experiences.

There are innate needs that can only be fulfilled to promote intrinsic motivation as well as internalized ways of extrinsic motivation. When engaged in a classroom setting, learners' need for autonomy contributes to their ability to be the facilitator of their actions and to feelings of psychological independence (Chen & Jang, 2010). Teachers' feelings of effectiveness and their ability to be secure in enhancing work outcomes are referred to as the need for competence (Roca & Gagné, 2008). Teachers' perceptions of supportive and mutually fulfilling relationships, marked by a sense of belonging and confidence, are referred to as the need for relatedness. SDT also uses social and cultural factors as a base "to facilitate or undermine people's sense of volition and initiative, in addition to their well-being and the quality of their performance" and it introduces "a critical and refreshing perspective on some of the educational policies and regularly applied practices in education" (Haerens, n.d.).

2. METHODOLOGY

2.1. Research Design of the Study

In this research, the possible influences of EFL teaching attitudes towards Internet-based online teaching on EFL lecturers' professional identities were investigated. The study also investigated the use of current and emerging technology in Turkish higher education during online teaching and learning. Qualitative and quantitative research was employed to balance qualitative and quantitative techniques. The mixed-methods study achieves a more detailed understanding of the data using qualitative and quantitative research techniques (Johnson et al., 2007) and helps researchers conduct more in-depth investigations (Creswell and Plano Clark, 2011, p. 5).

A significant advantage of using a mixed-method is that it allows the researcher to research questions in a broader sense. A quantitative approach was employed since it enabled more generalization of results and qualitative methods, as they provide an efficient means of deep exploration and obtaining more important descriptive data about causal factors. Karakaya (2010) mentions that the blend of these approaches gives the researcher access to various data collection tools and data analysis methods, resulting in more accurate and consistent research objectives and research questions.

This research study is primarily descriptive, correlational, and non-experimental due to the fact the study examined the attitudes toward internet-based distance education by the EFL lecturers of two Turkish universities by also exploring the relationship between their attitudes and their perceptions of TPI as required by "the mean, standard deviation, and frequency distribution for the subscales" (Phyllis, 2014). Combined with related competencies, tech knowledge, skills, and online learning are valuable assets for creativity. Since current hypotheses are identifiable and widely accepted, descriptive research is referred to as research used to discover the root causes of those known to exist.

The primary aim of descriptive research is to classify the phenomenon under investigation in a systematic manner. The research design is explanatory; thus, data collection was conducted via two questionnaires and a follow-up interview. Therefore, to develop the analysis findings, both the quantitative questionnaire findings and qualitative interviews were used by exploring the following dimensions in this study:

- their level of computer and internet access,
- level of institutional support,
- their readiness for time commitments required for online teaching,
- their level of technology and internet skills,

the value of internet-based distance education in language teaching.

The analysis has two separate sets of data to explain the results. Data collection took quantitative results in focus for participant selection. Qualitative data for this study was provided via a follow-up interview. When selecting participants for a qualitative investigation, the explanatory design is directed by quantitative results (Morgan, 1998). Inferential statistics were then used to determine the relationship between EFL lecturers' professional identity (dependent variable) and their attitudes towards remote learning (independent variables).

Burns (1999, p. 160) emphasizes that "validity is an essential criterion for evaluating the quality and acceptability of research." This seems to be a reliable approach because the reliability of the results is one of the essential requirements of any descriptive research. The accuracy, reliability, and comparability of "the findings derived from a piece of analysis" are the critical concerns of reliability (Nunan, 1999, as cited in Zohrabi, 2013, p. 259).

The quantitative approach answers the question "if" while the qualitative answers the question "How or why." (Terrell, 2011). In his article about mixed-methods research, Terrell (2011) highlights four factors that the multi-method approach depends on: "theoretical perspectives, the priority of strategy, the sequence of data collection implementation, the point at which the data are integrated." The gathering and analysis of quantitative data are supplemented by the collecting and analysis of qualitative data. The primary objective is to clarify quantitative findings by delving further into specific results or using follow-up interviews to interpret quantitative analysis results better.

2.2. Participants and Settings

The study sample consists of 130 EFL lecturers working in a public university and a foundation university in Turkey. To examine the professional identity reformation process in online teaching, this study sets out to provide diversity among participants' backgrounds with the professional training, professional experience, and seniority of the participants. As the criteria for the purposeful sampling for this study, all participants'

common point was determined as currently working at a university, teaching online, and being an English lecturer with at least a bachelor's degree.

Table 2.

Sociodemographic Information of the Participants

Study Variables		*n*	*%*
Age (N=130)	24-30	39	30.0
	30-40	37	28.5
	40-50	41	31.5
	50+	13	10.0
Gender (N=130)	Female	88	67.7
	Male	42	32.3
Undergraduate Program (N=130)	English Language Teaching	93	71.5
	English Language and Literature	26	20.0
	Translation and Interpretation	3	2.3
	American Culture and Literature	5	3.8
	Other	3	2.4
The Last Degree Completed (N=130)	Bachelor's Degree	67	51.5
	Master's Degree	53	40.8
	PhD	10	7.7
Type of University They Work (N=130)	Public University	71	54.6
	Foundation University	59	45.4
Teaching Experience (N=130)	1-5 years	37	28.5
	6-10 years	47	36.2
	10-20 years	39	30
	20+ years	7	5.4
Took courses related to educational technology during the undergraduate study (N=130)	Yes	22	16.9
	No	108	83.1
Attended PD on educational technology or integrating technology into language teaching (N=130)	Yes	99	76.2
	No	31	23.8

Participants' characteristics such as age, gender, educational background, and teaching experience are independent variables in this study. Taking courses related to educational technology (EduTech) during undergraduate study and attending professional development training such as projects or workshops on EduTech or integrating technology into language teaching were also evaluated as independent variables in this study. There were 130 participants; 67.7 % (N=88) of them were female, while 32.3 % (N=42) were male.

Participants aged 24-30 (30 %) and 30-40 (28.5 %) had a similar distribution, despite the slightly wider age range of 40-50 (31.5 %). The smallest group of EFL lecturers was discovered to be those aged 50+, accounting for 10 % (N=13). Among 130 participants, 71.5 % (N=93) graduated from ELT program. 26 (20 %) with English Language and Literature represents the second largest group. Only 3.8 % (N=5) of the participants graduated from the American Culture and Literature, and Translation and Interpretation graduates took 2.3 % (N=3) of the participants. There were only three lecturers from other (2.4 %) undergraduate programs such as Theology, French Language Teaching, and German Language Teaching.

As shown in Table 2, out of 130 participants, 51. 5 % (N=67) of them had a Bachelor's degree, 40.8 % (N=53) had a Master's degree, and 7.7 % (N=10) had a PhD degree currently doing or have completed. 71 (54.6%) of the participants in the study are currently working at the state university and 59 (45.4%) at the foundation university. When years of teaching experience were considered, 37 (28.5 %) of EFL teachers had 1-5 years of experience, while 39 (30 %) had 10-20 years of experience. Regarding teachers with 6-10 years of experience, 47 (36.2 %) teachers represent a sizable portion of the total number of participants.

The smallest group of EFL lecturers, consisting of seven (5.4 %), had a combined teaching experience of more than 20 years. While 22 (16.9 %) people out of 130 participants stated that they took courses on EduTech during their undergraduate studies and those who participated in professional development such as workshops, projects, seminars in education technology, or technology language teaching covered 76.2 % with 99 people.

The research context consists of two universities which are a state and a foundation university. Çukurova University, in which 54,6 % of participating EFL lecturers work, is a state university established in 1973. The university has 18 Faculties, 4 Institutes, 12 Vocational Schools, 1 State Conservatory, 4 Colleges, and 38 Research and Application

Centers, including YADYO (Foreign Languages Research and Application Center). 2.297 academic staff, 12.560 associate degrees, 33.633 undergraduate, and 8.544 graduate students are committed to the education and training of 54.737 enrolled students in the university.

Every year at the beginning of the academic year, exemptions and competency exams are applied to all students. As a result of this exam, students whose English language level is insufficient to attend classes in associate or undergraduate programs are supported to improve their English by attending the English Preparatory Program before starting their first term in their faculties.

The administration of Çukurova University has taken various steps to prevent the Covid-19. The distance education system has been transitioned to and adopted to help students accommodate the distance education system. An estimated 900 students a day began to receive immersive distance education in virtual classrooms, including 4000 students in 200 virtual classrooms. A service provider agreement was made for two modules, the Teaching Management System and the Virtual Classroom Program, and a distance education system was developed using the Microsoft Teams software. The instructors received adaptation training to distance education in four sessions, and user manuals were distributed.

Çağ University, which is a foundation university where 45.4% of the participants of this study work, was established in 1997. The university has a Faculty of Arts and Sciences, Faculty of Economics and Administrative Sciences, Vocational School, Preparatory School, Social Sciences Institute, and Law Faculty. Courses are taught entirely in English at the Faculty of Law with 30%, and 100% at the Faculty of Economics and Administrative Sciences and the Faculty of Arts and Sciences (excluding Turkish Language and Literature). According to the data from the 2018-2019 academic year, over 200 academic staff provide training to approximately 7000 students, and parallel to this, the number of lecturers and administrative staff increases every year (Çağ University, 2017).

Students who achieve a minimum of 70 out of 100 from the English Proficiency Exam can begin their undergraduate studies in the departments they are enrolled in. Students who have inadequate English knowledge are divided into three categories based on their performance on the placement exam into the levels of A1, level A2, and B1, respectively. Furthermore, in addition to improving four skills, ESP courses are

given to students to provide more specialized terminology and concepts for the areas they will encounter in their majors in their first-year courses.

During the pandemic period, the Çağ University's Board of Directors took measures not to interrupt the academic processes and overcome this minor loss process. Exams and online applications, discussions, homework, quizzes, research reports, projects in the digital environment, and other digital applications were made over the ÇUZEM infrastructure. Instructors have been previously given a series of training sessions to adapt to the online system and have been able to manage the system to conduct the online lessons.

2.3. Instrumentation

In this study, quantitative and qualitative data collection instruments were applied to collect the data. Mainly the quantitative data of the study were gathered from two questionnaires.

2.3.1. Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT

The first questionnaire was finalized and distributed by Karakaya (2010) to check how often and how they use technology and the Internet for language teaching activities and their awareness of today's technological developments in language teaching. It aims to investigate EFL lecturers' attitudes towards online teaching, their use of technology, and the Internet & computer in ELT. The second part investigates participants' views of ICT and software technologies' roles in teaching; therefore, the adaptation was made by omitting items face-to-face classroom applications for this study.

The items focus on how EFL lecturers perceive online classroom settings and their online language teaching perspectives. This section investigates the EFL lecturers' online pedagogy and teaching style. Some sections and items within sub-sections were omitted because of this study's scope as it essentially concerns remote teaching environments and online language teaching experiences. The adapted questionnaire consists of three major sections. The questionnaire starts with a short section to gather demographic information regarding the participants' age, location, teaching experience, and educational background.

The second section, Attitudes toward ICT and the Computer Scale, developed by Albirini (2004), was used to explore the respondents' perceptions about ICT and their

attitudes toward computers in general, and Computer Scale items are aimed at identifying how English language teachers think about educational environments, especially in the online setting. In total, the second part has 30 items. The third section of the questionnaire was designed to find out how participants feel about using online learning environments for language instruction, and it was carried out in line with previously existing studies (e.g., Kessler, 2007; Chen & Wang, 2008; Mahdizadeh et al., 2008). Participants were asked to rank their views on online education and their use of online teaching methods. This section includes 23 items, and the opinions of the respondents were determined using a Likert-type rating of "Totally Disagree" (1 point) to "Totally Agree" (5 points).

Albirini (2004) asserts that a pilot study was conducted with the target population previously, which Cronbach Alpha then measured to determine the internal consistency. Cronbach's Alpha confirms the reliability by showing if the items of data instrumentation measure the same characteristic or dimension (Kottner & Streiner 2010, p. 926). Because of the preliminary findings, several modifications were made to the questionnaire. The reliability coefficient of the questionnaire part two (r = .90) and part three (r = .86), as explained in Table 2, are "far beyond the acceptable level" (Karakaya, 2010).

Table 3.

Summary of Reliability Analysis

	Number Items	ofCronbach Coefficient for the Study	AlphaCronbach Alpha Coefficient Pilotfor the Actual Study
Part 2	20	.87	.90
Part 3	18	.84	.86

2.3.2. Teacher Professional Identity Scale

The second instrument, the TPI scale, investigated EFL lecturers' commitment to university issues, commitment to student needs, and personal growth and development commitment. These domains were "based on the Teacher Competencies Framework and the Continuing Professional Development of Teachers by the Hong Kong Education and Manpower Bureau" (Pei, 2014). The TPI Scale is adapted from Cheung's (2008)

Teacher Professional Identity Scale. The scale analyses EFL lecturers' engagement and professional commitment. 19 items with a 5-like scale from Strongly Disagree (1) to Strongly Agree (5) were initially given; however, two of the items regarding school policies were omitted. Based on the statements, participants were asked to select a degree of agreement on how committed they are online. The prior researcher performed reliability and validity tests, and results showed that significance levels were 0.80 for personal growth and development, 0.83 for school issues, and 0.84 for the student's needs.

2.3.3. Semi-structured Interview

Finally, as a follow-up, a semi-structured interview, including 7 open-ended items with sub-questions, was conducted with volunteering lecturers. The participants were asked kindly to contribute further at the end of the questionnaires and give their consent via consent form. The original interview questions were adapted from the doctoral dissertation titled "The Impact of Online Teaching on Higher Education Faculty's Professional Identity and the Role of Technology" by Simon (2012). Lecturers were asked to share adaptations that they made to their practices and whether these changes affected their teaching, their satisfaction level on the online teaching model and its application, and language teaching in general. The interviews took place online through Zoom and via mail exchanges due to some non-matching schedule arrangements. The participants were asked consent at the end of the online questionnaires if they would like to participate in the interview phase of this study voluntarily, and 12 of them accepted. The interviews were delivered in Turkish to assure confidence between the researcher and the participant, transcribed into Microsoft Word, then the teacher participants' answers were back-translated into English.

Semi-structured interviews opened up new avenues of exploration for the researcher; thus, the interviews provided in-depth findings for the scope of this study and provided the groundwork for subsequent inquiries. Consequently, interviews highlighted major components of participants' personal experiences. The researcher had made it clear what the research issues of the thesis were. Those predisposed questions provided the analysis framework and brought it down to the respondents' attitudes and experiences. An interview is not effective until the interviewer gets to know the respondent and how they are as a person (Krathwohl, 1998, p.290). Thus, the researcher attempted to form a

link with the interviewees by spending time in social environments; that way, the participants were satisfied enough to allow their views and perspectives to be brought to the forefront.

2.4. Data Analysis

IBM SPSS Statistics program was used for quantitative data analysis. Descriptive statistics were used to summarize the data as well as inferential statistics, to explore if there is a meaningful relationship between variables. Crosstabulation was used to compare the variable groups and evaluate the accuracy between them. Collected data were analyzed using parametric and non-parametric analysis methods. Percentage and frequency were calculated to evaluate the socio-demographic information of the participants. Arithmetic average and standard deviation values were used in order to determine their views on their professional identity and attitudes towards online education.

Independent sample t-test analysis was used to reveal male and female lecturers' attitudes towards technology use in language teaching and learning, it was also conducted to compare online pedagogy attitudes and those who took and did not take EduTech lessons during their professional development training and undergraduate study. One-way ANOVA was used to assess if the teaching experience of English lecturers' significantly differs from their opinions on technology use in ELT. Multiple linear regression was applied to identify the level of influence of independent variables on the dependent variable. Crosstabulation was used to compare the variable groups and evaluate the accuracy between them. Pearson correlation was utilized to see the relationship between each of the sub-categories obtained from the Teacher Professional Identity Scale, it was also used for 4 Sub-Categories of "Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT" Questionnaire.

Eventually, the interviews were recorded and transcribed. The qualitative data collected by semi-structured interviews were separated into pattern coding and analyzed with content analysis. Content analysis was also applied for the TPI scale results to understand better the relationship between EFL lecturers' professional identity and their perceptions of and attitudes towards online teaching. The participants were given numerical codes to make participant confidentiality of their data a priority. Then, repeated comments and patterns were established. To identify the degree of inter-rater

reliability, themes were identified into categories with the help of an expert in ELT. The process of developing themes comprises an essential dialogue between data and researcher, which assists thereby making sense of the data (Holliday et al., 2015).

2.5. Validity and Reliability

Conducting qualified research is important in terms of scientific approval of the research and being suitable for use. However, Smith (1990) sees developing a criterion for validity and reliability as a difficult and critical dilemma, especially for social and educational research. To improve the accuracy of a study, qualitative studies apply triangulation of the data from various sources. In the collection of quantitative data, the validity and reliability of the previously tested scales were adapted and used where necessary. Creswell (2021) discusses that ethical researchers must make every effort to communicate the practical value of their findings to the community of other researchers and practitioners to stimulate and use qualitative inquiry. Conversely, as asserted by Creswell (2003), triangulation of qualitative data is "emergent and fundamentally interpretative"(p. 181). Qualitative analysis approaches are uniquely subjective, but there are several ways for the researcher to balance the subjectivity to ensure that the results are accurate (Simon, 2012, p. 81). Therefore, interview questions were selected as semi-structured to ensure validity and the questions contained substantial open comment items. Since it was thought that the participants have more or less knowledge of the subjects within the scope of this study's topic, they were given the opportunity to express new problems that are important to them through open-ended questions. As far as physical conditions and health-related considerations permitted during the pandemic period, interviews were conducted not face-to-face but online, by notifying via e-mail and by question and answer via Zoom. The interviews were recorded, examined and transcribed according to the conditions agreed by the participant in the consent form. The reliability of the interview was also established by telling the participants that they could answer the interview in their native language or in English however they felt comfortable. Qualitative interviews allowed respondents to express themselves in their own terms and benefit from eliciting comprehensive information and comprehending social processes. Qualitative data can be more substantial and even more definitive than quantitative data in places; however interview data is typically obtained from a few

individuals or cases, so these results cannot be made applicable to a broader population. The results can, yet, be transferred to another medium.

2.6. Credibility and Trustworthiness

All research topics, techniques, conceptual frameworks, and fieldwork parameters are context-dependent; whether or not to code is based on your value, attitude, and belief system toward a qualitative investigation (Saldaña, 2021). This statement is comparable to that Knafl & Howard (1984) who claim that the purpose of qualitative research is to sensitize our perception of other people's experiences. Nevertheless, when content analysis is used, it is critical that the data to be as unstructured as possible to secure trustworthiness (Neuendorf, 2002, as cited in Elo et al., 2014). On the other hand, according to Guba (1981), the trustworthiness of qualitative research depends on reflecting the value of reality, eliminating the concerns of applicability, consistency, and impartiality. In order to ensure evaluative reliability, the interview transcripts, which constitute the qualitative data of the study, were also examined by a peer from the ELT field and a psychologist who is competent in organizational and educational psychology. As a result of the examinations, themes and categories were revealed and the theme schemes were evaluated by these experts. Depending on the similarities between the results of the research, it was attempted to ensure the applicability of the data obtained in different contexts, in other words, its transferability.

3. FINDINGS

Introduction

The quantitative and qualitative findings of the study are presented in-depth in this chapter and illustrated with descriptive and inferential statistics. Qualitative data were analysed by content analysis of semi-structured interviews.

Descriptive Analysis Results

Descriptive Analysis Results of Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT Questionnaire and TPI Scale

The data collected from the questionnaire were presented sequentially to refer to research question two (*What are the declared attitudes of EFL lecturers towards online teaching regarding their: a) attitudes toward technology in general, b) technology use in language teaching and learning, c) online language teaching and learning, d) online pedagogy?)* and research question four (*How are sociodemographic differences related to EFL lecturers' attitudes towards online teaching as well as their perceptions of professional identity?*).

When the table below is examined, it is noticeable that among the lecturers, only 11.54% of women (N= 15) and 5.38% of men (N= 7) had taken courses on educational technologies during their undergraduate education.

Table 4.

Crosstabulation between Gender and Technology Training

Count

		Technology training		
		Yes	No	Total
Gender	female	15	73	88
	male	7	35	42
Total		22	108	130

On the other hand, as can be seen in Table 5 and cross-tabulation, the number of EFL lecturers who stated that they received professional development training related to

integrating technology as professional development or educational technologies during their work experience is 49.23% for females (N = 64) and 26.92% for males (N= 35).

Table 5.

Crosstabulation between Gender and Professional Development

Count

		professional development		
		Yes	No	Total
GENDER	Female	64	24	88
	Male	35	7	42
Total		99	31	130

Considering the years of working experience, it is observed that EFL lecturers (N= 38) with 6-10 years of working experience that form the largest group stated that they received vocational training on educational technologies during their employment (see Table 5).

Data analysis was accomplished using descriptive statistics in four sub-categories of the questionnaire: attitudes toward technology in general, technology use in language teaching and learning, online language teaching and learning, and online pedagogy.

Attitudes towards Technology in General

Table 6.

Descriptive Statistics for Attitudes toward Technology in General in General Sub-Category

Statements	*N*	*Strongly Agree*		*Agree*		*Neither Agree nor Disagree*		*Disagree*		*Strongly Disagree*		*M*	*SD*
		F	%	F	%	F	%	F	%	F	%		
7. Technological devices save time and effort.	130	76	58.5	46	35.4	6	4.6	2	1.5	-	-	4.51	.662
11. Technological devices are a fast and efficient means of getting information.	130	70	53.8	55	42.3	4	3.1	-	-	1	0.8	4.48	.638
5. Using computers, mobile phones, and tablets is enjoyable.	130	66	50.8	51	39.2	10	7.7	3	2.3	-	-	4.38	.730
1. Using technological devices does not scare me at all.	130	71	54.6	43	33.1	7	5.4	7	5.4	2	1.5	4.34	.920
22. I have no difficulty in understanding the basic functions of computers.	130	72	55.4	42	32.3	6	4.6	8	6.2	2	1.5	4.34	.936
3. I am glad there are more technological devices these days.	130	64	49.2	41	31.5	19	14.6	5	3.8	1	0.8	4.25	.898
16. I would like to learn more about technology and Internet use.	130	56	43.1	54	41.5	17	13.1	3	2.3	-	-	4.25	.771
24. Everyone can easily learn to operate a computer.	130	36	27.7	54	41.5	32	24.6	5	3.8	3	2.3	3.88	.937
15. If I could afford it, I would buy/renew my technological device(s).	130	39	30	44	33.8	14	10.8	12	9.2	21	16.2	3.52	1.421
13. Technology does more harm than good	130	1	0.8	5	3.8	33	25.4	48	36.9	43	33.1	2.02	.902
4. I do not like talking with others about technology.	130	2	1.5	12	9.2	9	6.9	40	30.8	67	51.5	1.78	1.027
14. I would rather do things by hand than with a computer.	130	5	3.8	8	6.2	11	8.5	36	27.7	70	53.8	1.78	1.085
2. Using computers makes me feel uncomfortable.	130	2	1.5	6	4.6	6	4.6	35	26.9	81	62.3	1.56	.898
9. Learning about technology is a waste of time.	130	-	-	1	0.8	-	-	41	31.5	88	67.7	1.34	.522

Note. M = mean, SD = standard deviation

As shown in Table 6, data of the sub-category's minimum and maximum values mean that standard deviation values were explained. Most teachers (89.2 %) disagreed and strongly disagreed with Item 2 (M= 1.56, SD= 0.89), which shows that teachers felt competent and comfortable using computers. The majority of the teachers (93.9 %) also acknowledged that technological devices save time and effort in their lives with Item 7 (M= 4.51, SD= 0.66). Moreover, by agreeing and strongly agreeing on Item 11 (M= 4.48, SD= 0.63), teachers (96.1 %) expressed their viewpoints that technological devices are a fast and effective method of accessing information. In addition, 81.5 % of the teachers asserted that they preferred to do things on a computer rather than by hand by disagreeing and strongly disagreeing on Item 14 (M= 1.78, SD= 1.08).

As a result of the one-way ANOVA conducted to determine whether the mean attitudes towards technology differ according to the age group variable of the teachers, the difference between the mean age of the teachers and their attitudes towards technology was found to be statistically significant. It was determined that this difference was in favor of the group of 24-30 age range between the ages of 24-30 and between the ages of 40-50 ($F(3.\ 126) = 2.492$, $p = .02$).

Technology Use in Language Teaching And Learning

There are 14 items in the sub-category of items that measure teachers' technology use attitudes on language teaching (see Table 7). As a result of the descriptive analysis of the data, Item 23 (M= 1.77, SD= 1.06) confirmed that teachers (80 %) agreed that technological devices do not make the teaching task more difficult but relatively more manageable. On Item 25 (M= 4.49, SD= 0.73), teachers with 93.1 % expressed their opinions, agreeing and strongly agreeing that technology and the use of the Internet have proven to be practical learning tools around the world. Supporting this on Item 28 (M= 4.55, SD= 0.70), teachers (95.4 %) agreed and strongly agreed on the appropriateness of technology use over language learning activities.

Table 7.

Descriptive Statistics for Technology Use in Language Teaching and Learning Sub-Category

Statements	*N*	*Strongly Agree*		*Agree*		*Neither Agree nor Disagree*		*Disagree*		*Strongly Disagree*		*M*	*SD*
		F	%	F	%	F	%	F	%	F	%		
28. Technology use is appropriate for many language learning activities.	130	81	62.3	43	33.1	4	3.1	-	-	2	1.5	4.55	.706
25. Technology and the Internet have proved to be effective learning tools worldwide.	130	78	60	43	33.1	4	3.1	5	3.8	-	-	4.49	.739
12. Technology can enhance students' learning	130	64	49.2	57	43.8	8	6.2	1	0.8	-	-	4.42	.644
18. Technology and Internet use improve education.	130	67	51.5	52	40	8	6.2	1	0.8	2	1.2	4.39	.773
19. Teaching with technology offers real advantages over traditional methods of instruction.	130	61	46.9	51	39.2	11	8.5	4	3.1	3	2.3	4.25	.909
8. Students must use technological devices in all subject matters.	130	59	45.4	51	39.2	12	9.2	7	5.4	1	0.8	4.23	.885
10. Using technology motivates students to study more.	130	20	15.4	42	32.3	45	34.6	15	11.5	8	6.2	3.39	1.075
23. Technological devices complicate the task of teaching.	130	5	3.8	5	3.8	16	12.3	33	25.4	71	54.6	1.77	1.060
6. I dislike using technological devices in teaching.	130	3	2.3	4	3.1	4	3.1	43	33.1	76	58.5	1.58	.879
20. Technology cannot improve the quality of students' learning.	130	1	0.8	1	0.8	7	5.4	45	34.6	76	58.5	1.51	.707
21. It is hard for me to learn to use technology in teaching.	130	1	0.8	2	1.5	5	3.8	40	30.8	82	63.1	1.46	.717
17. I have no intention to use computers in my teaching in the near future.	130	-	-	1	0.8	2	1.5	34	26.2	93	71.5	1.32	.543
26. I have never seen computers being used as educational tools.	130	1	0.8	-	-	4	3.1	28	21.5	97	74.6	1.31	.608
29. I have never used technology or technological tools in my teaching.	130	1	0.8	-	-	4	3.1	28	21.5	97	74.6	1.23	.491

Note. M = mean, SD = standard deviation

Online Language Teaching and Learning

In the sub-category of teachers' attitudes towards online language teaching and learning, 83.1 % of the teachers agreed and strongly agreed on Item 51 (M= 4.20, SD= 0.87), believing that OE could have complementary support in well-organized learning environments (see Table 10). In addition, in Item 36 (M= 3.80, SD= 1.05), most of the teachers (62.3 %) showed agreement that fully online classes were not effective in teaching English, while in Item 38 (M= 4.52, SD= 0.73), also a majority of the participant teachers (93.1 %) strongly agreed and agreed that an English class should be completed with both online and face-to-face compositions for effectiveness.

Table 8.

Descriptive Statistics for Online Language Teaching and Learning Sub-Category

Statements	*N*	*Strongly Agree*		*Agree*		*Neither Agree nor Disagree*		*Disagree*		*Strongly Disagree*		*M*	*SD*
		F	%	F	%	F	%	F	%	F	%		
27. I have colleagues who have been using technology and the Internet to teach English.	130	86	66.2	39	30	5	3.8	-	-	-	-	4.62	.561
38. It would be better if an English class has both online and face-to-face components.	130	81	62.3	4	30.8	4	3.1	5	3.8	-	-	4.52	.739
52. Students can easily access a wide range of materials on the web.	130	76	58.5	46	35.4	6	4.6	1	0.8	1	0.8	4.50	.696
43. I can use many more materials in online English teaching.	130	68	52.3	45	34.6	10	7.7	5	3.8	2	1.5	4.32	.891
51. Online instruction has the potential to empower students in well-designed learning environments.	130	56	43.1	52	40	15	11.5	6	4.6	1	0.8	4.20	.875
44. Students can learn more by doing web-based language learning activities rather than activities on paper.	130	59	45.4	42	32.3	21	16.2	8	6.2	-	-	4.17	.916
36. Totally online classes are not effective in teaching English.	130	7	5.4	27	20.8	42	32.3	41	31.5	13	10	3.80	1.052
37. Online instruction offers more communicative practices.	130	24	18.5	53	40.8	33	25.4	11	8.5	9	6.9	3.55	1.100
53. It takes much time to prepare English materials and activities for online classes.	130	5	3.8	13	10	10	7.7	53	40.8	49	37.7	2.02	1.100

Note. M = mean, SD = standard deviation

Pedagogy of Online Teaching

As shown in Table 11, among the 16 items in the sub-category aiming to learn about opinions of online education pedagogy of English teachers', especially in Item 30 (M= 3.98, SD= 0.92), teachers (75.3 %) strongly agreed that OE saves time and effort in teaching, which is consistent with the statement about their general attitude towards technology use in Item 7 in the Attitudes towards Technology sub-category (see Table 6). Item 32 (M= 3.62, SD= 1.19) was agreed by the teachers (60.8 %) that online teaching did not give a sense of face-to-face interaction. In fact, the teachers (79.2 %) think there is less interaction between students and teachers in OE according to the responses on Item 35 (M= 3.91, SD= 0.86). 55.4% of the teachers agreed that they also had difficulty keeping track of students in their classes online on Item 33 (M= 3.47, SD= 1.25). On the other hand, for Item 42 (M= 4.43, SD= 0.75), even if 94.6 % of the participating teachers think that they are competent enough to plan and manage an online lesson when Item 41 (M= 3.16, SD= 1.36) is examined, it is seen that 50 % of teachers think the workload is too much in online classes, although a portion of 32 % also has teachers who expressed the opposite and disagreed.

Table 9.

Descriptive Statistics for Online Pedagogy Sub-Category

Statements	*N*	*Strongly Agree*		*Agree*		*Neither Agree nor Disagree*		*Disagree*		*Strongly Disagree*		*M*	*SD*
		F	%	F	%	F	%	F	%	F	%		
50. I have a supportive network and internet access for my work.	130	75	57.7	45	34.6	5	3.8	4	3.1	1	0.8	4.45	.779
42. I am competent enough to plan and manage an online class.	130	69	53.1	54	41.5	3	2.3	2	1.5	2	1.5	4.43	.757
44. Assigning tasks and homework to students is easier in online teaching.	130	60	46.2	40	30.8	16	12.3	13	10	1	0.8	4.12	1.024
30. Online education saves time and effort in teaching.	130	41	31.5	57	43.8	23	17.7	7	5.4	2	1.5	3.98	.923
35. There is less interaction between teachers and students in online instruction.	130	29	22.3	74	56.9	13	10	14	10.8	-	-	3.91	.867
40. Online classes create problems in terms of access to the Internet.	130	20	15.4	64	49.2	27	20.8	15	11.5	4	3.1	3.62	.983
32. Online teaching does not offer a sense of face-to-face interaction.	130	34	26.2	45	34.6	29	22.3	12	9.2	10	7.7	3.62	1.190
33. Keeping track of the students is rather difficult in online teaching.	130	32	24.6	40	30.8	25	19.2	23	17.7	10	7.7	3.47	1.253
34. Online education appeals to my interests.	130	10	7.7	38	29.2	56	43.1	16	12.3	10	7.7	3.17	1.005
41. The workload is too much in online classes.	130	22	16.9	43	33.1	23	17.7	18	13.8	24	18.5	3.16	1.369
39. Online classes do not provide satisfaction for the students.	130	11	8.5	35	26.9	51	39.2	23	17.7	10	7.7	3.11	1.044
47. Using e-learning environments is difficult for learners.	130	19	14.6	17	13.1	66	50.8	-	-	28	21.5	2.95	1.228
31. Online teaching is more effective than traditional teaching methods.	130	14	10.8	24	18.5	50	38.5	24	18.5	18	13.8	2.94	1.166
46. Designing, updating, managing, and maintaining a website, forum, or application is difficult.	130	8	6.2	39	30	35	26.9	21	16.2	26	20	2.86	1.229
48. Online and distant learning environments are not clear and understandable.	130	-	-	19	14.6	17	13.1	66	50.8	28	21.5	2.21	.946
49. Using e-learning environments is complicated for me	130	1	0.8	4	3.1	14	10.8	44	33.8	67	51.5	1.68	.846

Note. M = mean, SD = standard deviation

Descriptive Analysis Results of TPI Scale

When the sub-domains of the TPI scale (Student Needs, Personal Growth and Development, School Issues) are explored, in the Student Needs sub-domain (see table 14), the TPI scale items investigate to what extent teachers see themselves as competent in recognizing the needs of their students and how sensitive and willing they are to adjust their teaching in line with these needs.

Student Needs

The majority of EFL lecturers (96.9 %) agree and strongly agree with Item 5, which covers the consciousness of the participants to different factors that may affect the unique needs of the students. Thus, with Item 14, teachers (95.4 %) strongly agree and agree that students' measurement and evaluation results should be used to improve students' outcomes. Besides, 98.8 % of the participants declared that as a teacher, they show love and care for their students by strongly agreeing and agreeing on Item 2. Likewise, 93.1 % of teachers affirmed on Item 7, that they agree and strongly agree on planning appropriate activities that provide effective learning outcomes by recognizing, defining, and supporting the different needs of their students.

Table 10.

D*escriptive Statistics for Student Needs Domain*

Statements	*N*	*Strongly Agree*		*Agree*		*Neither Agree nor Disagree*		*Disagree*		*Strongly Disagree*		*M*	*SD*
		F	%	F	%	F	%	F	%	F	%		
2. Love and care for students.	130	85	65.4	44	33.8	-	-	-	-	1	0.8	4.63	.572
4. Motivate student learning effectively.	130	63	48.5	62	47.7	3	2.3	1	0.8	1	0.8	4.52	.613
5. Show awareness towards the complexity of the various factors that affect student needs.	130	68	52.3	58	44.6	1	0.8	2	1.5	1	0.8	4.46	.672
14. Use assessment results consistently to develop programs that improve student learning.	130	68	52.3	56	43.1	3	2.3	1	0.8	2	1.5	4.44	.726
1. Help students apply what they have learnt to their daily life.	130	63	48.5	62	47.7	3	2.3	1	0.8	1	0.8	4.42	.657
7. Identify and support students' diverse needs for planning and designing curricular activities.	130	65	50	56	43.1	6	4.6	2	1.5	1	0.8	4.40	.722
15. Enhance students' learning outcomes.	130	60	46.2	62	47.7	5	3.8	1	0.8	2	1.5	4.36	.737
11. Believe all students can learn.	130	57	43.8	53	40.8	13	10	4	3.1	3	2.3	4.21	.912

Note. M = mean, SD = standard deviation

Personal Growth and Development

The Personal Development and Development sub-domain is one of the critical components of personal and professional development that teachers must adopt to maximize their potential in the TPI scale. When examined from the table, it is seen that 93.1 % of the teachers agreed and strongly agree with Item 10 (M= 4.38, SD= 0.791). Moreover, since most of the teachers (91.5%) agreed and strongly agreed with item 17 (M= 4.52, SD= 0.750), teachers clearly stated that the success of learners can be achieved with a team spirit and completeness of all employees who develop cooperation with other staff to achieve learning goals. It can be argued that they think that it can be realized by doing their part. In support of this item, when the values of Item 6 (M= 4.52, SD= 0.729) are examined, it is apparent that the majority of teachers (94.6%) are inclined to lifelong continuous learning as a teacher.

Table 11.

Descriptive Statistics for Personal Growth and Development domain

Statements	*N*	*Strongly Agree*		*Agree*		*Neither Disagree nor Agree*		*Disagree*		*Strongly Disagree*		*M*	*SD*
		F	%	F	%	F	%	F	%	F	%		
6. Have passion for continuous learning.	130	79	60.8	44	33.8	3	2.3	3	2.3	1	0.8	4.52	.729
17. Collaborate, share and have team spirit.	130	79	60.8	45	34.6	2	1.5	2	1.5	2	1.5	4.52	.750
13. Commit and dedicate myself to my profession.	130	77	59.2	47	36.2	3	2.3	1	0.8	2	1.5	4.51	.729
12. Respect for diversity and differences.	130	73	56.2	52	40	-	-	3	2.3	2	1.5	4.47	.759
10. Demonstrate great flexibility and responsiveness.	130	66	50.8	55	42.3	4	3.1	3	2.3	2	1.5	4.38	.791

Note. M = mean, SD = standard deviation

School Issues

Institutions have organizational, managerial, and educational goals imposed on them by some laws and regulations. However, the progress of this process is also affected by teachers' sensitivity to internal and external factors that affect learning and teaching. Therefore, in this sub-area of the TPI scale, there are items to determine the perceptions of school issues as shown in Table 16, 97.7% of the participants were aware of the substantial factor of family, which goes along with supporting students' learning experiences, especially in the educational environment they were in, which was shown in Item 3 (M= 4,.55, SD= 0.611). Teachers (95.4 %) strongly agreed and agreed with Item 16 (M= 4.47, SD= 0.728) about the importance of being a good role model for teachers to serve as role models, as this can also influence students' behavior and form the basis for shaping their future lives.

Table 12.

Descriptive Statistics for School Issues domain

Statements	*N*	*Strongly Agree*		*Agree*		*Neither Agree nor Disagree*		*Disagree*		*Strongly Disagree*		*M*	*SD*
		F	%	F	%	F	%	F	%	F	%		
3. Thorough understanding of and great sensitivity towards the diverse family factors that may affect	130	77	59.2	50	38.5	2	1.5	-	-	1	0.8	4.55	.611
16. Serve as a role model for students in showing concern for local/global issues and adopt positive social values.	130	72	55.4	52	40	3	2.3	1	0.8	2	1.5	4.47	.728
9. Commit to university goals in performing daily tasks.	130	62	47.7	61	46.9	2	1.5	4	3.1	1	0.8	4.38	.739
8. Promote close coordination among my colleagues and the school principal with a view to enhancing the quality of work.	130	66	50.8	51	39.2	8	6.2	3	2.3	2	1.5	4.35	.825

Note. M = mean, SD = standard deviation

Inferential Analysis Results

Within the scope of research question one (*What perceptions do EFL lecturers have of their overall professional identity in terms of their commitment to: Student needs, School issues, Personal growth and development?)* and research question three (*Does a relationship exist between EFL lecturers' perception of their professional identity and their attitudes towards online teaching?),* independent sample t-test analysis, correlation analysis and ANOVA was conducted.

As can be seen in Table 8, Independent sample t-test was used to reveal male and female teachers' attitudes towards technology use in language teaching and learning. For the analysis, the statistical significance amount was used as α·<05. Consequently, no significant difference was present between the two groups in terms of gender in the attitude scores of the teachers.

Table 13.

T-*test Results Comparing Females and Males on Technology Use in ELT*

Variables	*Groups*	*N*	$\bar{x}$	*ss*	*t-test*		
					t	*sd*	*p*
Attitudes Towards Technology	Female	88	3.32	0.21	0.253	128	0.800
	Male	42	3.31	0.21			

*Note. T*he mean difference is significant at the 0.05 level.

Another aspect of this research was the impact of teaching experience on respondents' attitudes towards technology use in language teaching and learning. A one-way ANOVA was used to assess if the teaching experience of English teachers impacted their opinions on technology use in ELT as shown in Table 9. However, as a result of the ANOVA analysis, no statistically significant difference was found between the groups regarding teachers' scores.

Table 14.

One-Way Analysis of Variance of Teaching Experience in Technology Use in ELT

Variables	Groups	N	$\bar{x}$	ss		One-way ANOVA				
						Sum of Sq.	df	Mean Sq.	F	Sig.
Technology Use in Language Teaching and Learning	1-5 years	37	3.30	0.20	Between Groups	0.046	3	0.015	0.328	0.805
	6-10 years	47	3.30	0.19	Within Groups	5.843	126	0.046		
	10-20 years	39	3.34	0.24	Total	5.889	129			
	20+ years	7	3.33	0.25						
	Total	130	3.31	0.21						

*Note. T*he mean difference is significant at the 0.05 level.

The variance of the sub-category test results of the lecturers participating in the study, which included online pedagogy related items, was homogeneously distributed between those who took or did not take EduTech courses during undergraduate education, and a significant difference was pointed between the groups (t [130] = -1.965, p <.05,). It was observed that those who took EduTech courses during undergraduate education (X = 3.3806) had higher test average and online pedagogy perceptions were more confident. Similarly, a significant difference was observed between those who participated in the training, seminars, or workshops on EduTech and technology adaptation in professional training and those who did not (t [130] = -0.150, p <.05,) and related to EduTech and technology adaptation in professional training. It was observed that those who received education (X = 0.33511) had a higher test average.

Table 15.

Summary of t-test Analysis for Educational Technology Variables and Online Pedagogy

Variables	*Groups*	*N*	$\bar{x}$	*ss*	*t-test*		
					t	*sd*	*p*
Took courses related to educational technology during the undergraduate study	Yes	22	3.38	0.31	-1.965	130	0.022
	No	108	2.23	0.32			
Attended PD on educational technology or integrating technology into language teaching	Yes	99	3.36	0.86	-0.150	130	0.03167
	No	31	2.75	0.83			

As seen in Table 12, the groups were found to be different from each other in terms of the online pedagogy sub-category after the t-test was performed to compare those who took and did not take EduTech lessons during their teacher education (t = -1.965; p <.5). Accordingly, the mean ($\bar{x}$ = 3.38) of those who took the EduTech course is higher than the mean ($\bar{x}$ = 2.23) of those who did not take the EduTech course.

The difference between the arithmetic mean of the groups was also found statistically significant as a result of the independent *t*-test. It was determined that the perception of online pedagogy of the teachers constituting the sample differed significantly by those who did receive ($\bar{x}$ = 3.36) or did not receive ($\bar{x}$ = 2.75) professional training in the integration of technology with education (t = -0.150; p <.05.). This difference was in favor of those who received professional training in educational technologies.

Correlation Analyses Results

Correlation Analyses Results of "Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT" Questionnaire" Sub-Categories

The relationship between the online pedagogy perceptions of the participants (M = 3.35, sd = 0.33) and technology use scale scores (M = 2.95, sd = 0.24) were measured with Pearson Correlation. A strong, positive, and significant relationship was found between these variables (r (128) = .545, p < .01).

Table 16.

Correlation Matrix for 4 Sub-Categories of "Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT" Questionnaire

Variables	*Mean*	*Std. Deviation*	1	2	3	4
1. Online Pedagogy	3.3551	.33085	-	.545**	.152	.250**
2. Technology Use	2.9559	.24520		-	.287**	.267**
3. Online LT	3.8556	.40137			-	.328**
4. Technology AT	3.3181	.21366				-

**p < 0.01 (2-tailed). N=130

The relationship between the teachers' general technology use (M = 3.31, sd = .213) and online language learning perception scores (M = 3.85, sd = .401) was measured by Pearson Correlation. A small association, positive and significant relationship was found between these variables (r (128) = .328, p < .01).

Correlation Analysis Results of TPI Scale Sub-domains

Table 17 presents the correlation results amongst the following variables of TPI scale: EduTech trained, teaching experience, highest education level, domains of student needs, school issues, and personal growth and development. As can be understood from Table 17, a statistically positive and significant relationship was found between the scores resulting from the Pearson Product-Moment Correlation analysis conducted to determine the sub-categories of the scores obtained from the Teacher Professional Identity Perception Scale.

Table 17.

Correlation results amongst the six variables (N= 130)

		1	2	3	4	5	6
1. EduTech Trained	Pearson's r	-					
	p-value	-					
2. Experience	Pearson's r	.013	-				
	p-value	.881	-				
3. Graduate	Pearson's r	-.043	-.014	-			
	p-value	.629	.879	-			
4. Student needs domain	Pearson's r	.237**	.282*	.391*	-		
	p-value	.001	.035	.029	-		
5. School issues domain	Pearson's r	.266**	.252*	.298*	.899**	-	
	p-value	.002	.045	.024	.000	-	
6. Personal growth and development domain	Pearson's r	.353**	.210*	.375*	.941**	.903**	-
	p-value	.000	.013	.046	.000	.000	-

Note. *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

A weak, positive, and significant relationship was found between variables of the student needs domain and working experience (r (128) =.282, p < .05) and variables of the student needs domain and EduTech trained EFL lecturers (r (128) = .237, p < .01). A moderate, positive, and significant relationship was found between the student needs domain and the last degree graduated (r (128) = .391, p < .05). The significant relationship found between variables of the school issues domain and EduTech trained EFL lecturers (r (128) = .266, p < .01), variables of the school issues domain, and working experience (r (128) =.252, p < .05) and variables of the school issues domain and last degree graduated (r (128) =.298, p < .05) was weak and positive.

Pearson product correlation of personal growth and development domain and last degree graduated was found to be moderately positive and statistically significant (r (128) = .375, p < .05). Hence H1 was supported. As can be examined from Table 14, the linear relationship between personal growth and development domain and EduTech trained EFL lecturers was confirmed by the scale score as positive and weak (r (128) = .303, p < .01). Likewise, for the variables between personal growth and development

domain and working experience, the relationship is positive, weak, and statistically significant (r (128) = .210, p < .05).

Multiple Regression Analysis Results

In relation with research question five (To what extent EFL lecturers attitudes towards online teaching predict their perception of their professional identity?), multiple linear regression was used to determine whether or not attitudes toward technology in general, technology use in language teaching and learning, online language teaching and learning, and online pedagogy significantly predict EFL lecturers' professional identity.

Table 18.

The Results of Multiple Linear Regression Analysis

Variables	β	SE	t	p	R^2	F	P
Constant	5.282	.99	39.32	.000	.176	31.634	.001
Attitudes Toward Technology In General	.238	.16	.87	.382			
Online Pedagogy	.321	.27	-1.94	.003*			
Technology Use In Language Teaching And Learning	.117	.14	-1.45	.150			
Online Language Teaching And Learning	.331	.23	.80	.000*			

Note. CI = Confidence Interval, *p < .05

Table 18 summarized the result of the multiple regression analysis. Regarding the test result, the linear combination of attitudes toward technology in general, technology use in language teaching and learning, online language teaching and learning, and online pedagogy, which are the dimensions of "*Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT"* scale, were significantly related with teacher professional identity perceptions, F (4, 125) = 31.634, p< .005) with an R2= .17). Online Pedagogy and Online Language Teaching and Learning were statistically significant predictors (p< 0.05); also, Online Pedagogy (β= .32) and Online Language Teaching And Learning (β= .33) explained the significant proportion of the

dependent variable. However, Attitudes toward Technology In General did not have a statistically significant relation (p> 0.05) with teacher professional identity. In conclusion, the null hypothesis was rejected since there was a statistically significant relationship between EFL lecturers' professional identity with their attitudes toward ICT and their use of technology and the Internet in language teaching.

Qualitative Analysis Results

Themes from the Interview Data

Semi-structured interviews were used to obtain a more detailed understanding and to confirm the quantitative findings in this study. In analysing the interview data, research question six is referred: *What is the impact of online teaching on EFL lecturers' professional identity?* with two sub-questions which are *"How do EFL lecturers approach the transition from face-to-face to online classrooms?"* and *"Which contextual factors assist lecturers' professional identity during the online teaching process?".*

After conducting content analysis, three themes emerged from the categories, which will be presented in this section. These themes were: The emergence of purposefulness in the transition to online education, Resistance to risk-taking and failure and social presence in the online language teaching environment.

The Emergence of Purposefulness in the Transition to Online Education

Interviewees were asked if they preferred face-to-face or online instruction to ascertain their level of involvement with face-to-face and online teaching. As can be seen in Table 19, four of 12 teachers indicated a preference for face-to-face instruction, indicating that this dimension of their identity was predominant. Despite expressing an apparent preference for certain aspects of online teaching, such as time and location flexibility, two of 12 participants showed a strong preference for teaching online. Under the conditions of restrictions and country-wide bans, they stated that they would prefer face-to-face and online education together if possible in terms of health measurements in Turkey.

Table 19.

Frequency Distribution for Purposefulness in the Transition to Online

Themes	*Categories*	*f*
Purposefulness in the transition to online	Face-to-face instruction	4
	Lack of student response	3
	Change of classroom dynamics	3
	Lack of in-person interaction	2

The other six teachers expressed ambiguity regarding which instruction method they would prefer if required to choose. Although they tended to believe that face-to-face instruction provided a more ideal learning environment, they appeared to emphasize other, non-learning-related characteristics of online instruction, such as the lack of production. A participant explains this saying:

> *...In fact, since we switched to online education, I am more satisfied with the material preparation. For example I can quickly prepare quiz games etc. But the places where I have problems are not the material or the course content, the problem is the course atmosphere. (P9)*

Participants also stated that they were not sure and could not feel sufficient to interact with students, monitor their process, and give them the proper feedback. Additionally, teachers expressed dissatisfaction with having to work with unmotivated students, lack of students' readiness (Seaman, 2009; Wasilik & Bolliger, 2009), and time and compensation issues (Seaman, 2009; Gudea & Ryan, 2008; Garrison & Anderson, 2003). As an example, below is a quote from a participant regarding student readiness:

> *...I sometimes experiment with the Flipped classroom model with my students. It works really well in some of my classes, but I can't get the same performance in every classroom. I can understand this, but at some time, I believe it's because students don't really do any work before the lesson... because the teacher is on the screen and they just teach the lesson. (P3)*

Resistance towards Risk Taking and Failure

Table 20.

Frequency Distribution for Resistance to Risk Taking & Failure

Themes	*Categories*	*f*
Resistance to risk taking & failure	Staying in comfort zone	8
	Fulfilling curriculum goals	3
	Devoting more time and effort	1

When asked about their methods to design their online courses, eight of the teachers (see Table 20) clarified that they used current face-to-face courses or classroom-based course teaching as a basis for a touch of online language teaching tools such as Kahoot or Quizizz. This kind of adoption is very likely, as most participants stated they received very limited teaching online training before they began teaching entirely online and therefore found it difficult to modify their online pedagogy when moving from face-to-face. Below is a quote from a participant:

> *...I usually continue to use the (language learning applications that I applied in my face to face classes, eg. Kahoot, Quizizz... These kinds of applications give guaranteed results for students (P10)*

Teachers also mentioned that they receive very little feedback on the way students interpret their comments, contributions, or feedback on assignments. They stressed that they put themselves forward more by spending more effort than they usually do to get positive or negative feedback or reaction. Here is an example from a participant response:

> *...Generally, students write their questions in the chatbox during the lesson. Still, it can often be challenging to grasp whether everyone in my class understands the topic(of the lesson). Some students may show shy or even indifferent behavior. I try harder for them to understand better, even if they don't answer, spending time off my lesson. I am unable to give effective feedback, unfortunately. (P6)*

Social Presence in the Online Language Teaching Environment

It can be seen from the Table 21 that, when asked how they define their presence as an English teacher and their social presence in their online classrooms, they shared a consensus on the importance of maintaining a social presence in the online classroom. They stated that in their teaching titles they attributed to themselves, as a teacher, they were confident in classroom management and in supervising students, and that they had sufficient field knowledge

Table 21.

Frequency Distribution for Social Presence in the Online Language Teaching Environment

Theme	*Categories*	*f*
Social Presence in the Online Language Teaching Environment	Demonstrate leadership	5
	Foster student engagement	4
	Developing interpersonal relationships	3

Although teachers rely on their presence and their knowledge of space and technology use, two participants also expressed their concerns about adapting to the online teaching environment with the following words:

... Both students and us (teachers) have been tired of this sudden change this year, so mutual understanding is the most important factor for me at this stage. I'm trying to communicate with my students by empathy ... It's a kind of crisis management. (P11)

4. DISCUSSION

Introduction

This chapter provides an overview of the analysis and the critical results of the study. Furthermore, implications about the findings and limitations of the study are given, and suggestions are made for future studies.

Summary of the Study

In this research, the purpose of this study was to examine the relationship between EFL lecturers' restructuring of their professional identities and attitudes toward online teaching, as well as the impact of sociodemographic differences (age, gender, educational background, and work experience) on EFL lecturers' perspectives on technology use in language education. The impact of online teaching on the identities of the teaching professionals of EFL was analyzed according to how EFL lecturers address the transition from face-to-face to online classrooms. Additionally, the study examined the current and emerging state of language teaching technology in Turkish higher education, specifically in the context of online teaching and learning. Qualitative and quantitative research was employed to blend research techniques. The study sample consists of 130 EFL lecturers working in a public university and a foundation university in Turkey. The questionnaire by Karakaya (2010) “Attitudes of EFL Teachers toward ICT and Internet Usage in ELT” was used to find out how often and how lecturers use technology in language activities and how frequently they use the Internet for educational purposes. The second part studied participants’ views of ICT and software technologies’ roles in teaching. The TPI scale adapted from Cheung (2008) was used to determine EFL lecturers’ commitment to university issues, commitment to student needs, and personal growth and development commitment.

Lastly, a semi-structured interview by Simon (2012) with seven open-ended items (see Appendix 3) with sub-questions was carried out with volunteering lecturers. Participants were asked to share adjustments that they made to their teaching practices and whether these changes affected their teaching, satisfaction level on the online teaching model and its application, and language teaching in general. IBM SPSS Statistics package program was used for quantitative data analysis. Crosstabulation was used to compare the variable groups and evaluate the accuracy between them. Data collected by semi-structured interviews were separated into pattern coding and analyzed

with content analysis for the TPI scale results. This section provides a summary and presents the discussion regarding the findings in detail.

Discussion of the Results with Reference to the Research Questions

Research Question 1:

Research question one investigated EFL lecturers' professional identity regarding their commitment to student needs, school issues, personal growth and development in detail. Correlation analysis results of the TPI scale revealed that EFL lecturers' working experience and readiness, and competency about EduTech showed a significant relationship. Therefore, teachers' professional development and working experience in their profession were influential and guiding factors in reshaping their professional identity perceptions during the transition to online education. Wise (1989) describes 'teachers' professionalism' as being able to "analyze the needs of the students for whom they are responsible", and teachers who can follow the measures of the teaching practice understand that they are responsible for matching the needs of their students (p. 304-305). Seifert (1999) similarly identifies that growing a sense of professionalism is a process that takes time for a teacher to grasp. Even under challenging conditions, a teacher must maintain a positive attitude and refrain from letting off steam of their frustrations on the students.

Supporting the correlation findings, the interview findings show parallelism that participants' professional satisfaction and perceptions of professional identity are influenced by internal factors, as well as external factors such as online platforms being beneficial for students to improve their language skills and gain competence, and offering EFL lecturers various teaching materials in a quick and integrative way. In compliance with these factors, in their study to measure the effectiveness of digital teacher competence and digital competence in adapting to online teaching during the COVID-19 school closures, König et al. (2020) found that teachers' self-efficacy plays a critical role in achieving appropriate educational goals when it comes to task differentiation and also when it comes to providing feedback.

The findings of this study also confirmed that perception of a sense of community was an emerging issue. Researches revealed that a sense of community is a valuable component of a successful learning environment (Baker & Moyer, 2019; Chatterjee & Correia, 2020; Liu et al., 2007). A strong sense of community enhances the personal well-being of teachers and is formed by the goals, beliefs, and expectations of the

teachers, institution, and learners. Taking the time to understand colleagues and relate to them on a personal and professional level can help members develop mutual respect and see past perceived traits in others. By establishing common values and goals, a group can be brought together and given a sense of purpose for their joint activities, although as with all communities, building a cooperative community takes time and sustained effort to maintain it. Moreover, teachers' satisfaction with their work and lower absenteeism rates are also associated with the notion of community (Bryk & Driscoll, 1988).

The responses of participants to the online language teaching and learning category indicated that EFL lecturers believe that OE should be used to enrich teaching environments as a complementary education, should include face-to-face and physical components as much as possible, and fully online language teaching and learning cannot be effective enough. In OE, lessons are taught with various internet tools in language classes. However, the student participation and student motivation in online classes restrained these attitudes of the EFL lecturers.

The responses from the participants as a result of the interview also support this idea. Participants stated that even if they prepared different materials in terms of the lesson theme and developed in the lesson, their teaching was interrupted due to the unresponsiveness they could not get from the students during the lessons. They mentioned the inability to establish a physical connection with the students as they question their professional competencies, and therefore, as a circumstance, according to the participants, the technical and physical problems brought by OE are accountable.

In the 6th question on the interview, it was asked how EFL lecturers recognize their Social Presence in online classes and whether it is important for them to have a social presence in the classroom. Two of the participants responded like following:

> *… Exactly. I believe that I am a confident, knowledgeable teacher, who makes preparations in a planned manner, enables students to acquire, apply and practice various skills as well as to process the input of the lessons, and to give students self-confidence and the power to succeed. This is very important. But in some online classes this is not possible. I can feel very far from the adjectives that I use to describe myself. (PT1)*
>
> *… First of all, being social is a must in language education. When the class is not social, there is no need for communication. Most of my classes*

are half, if not full, active, but in some classes I couldn't get over it. I feel like I am not social or even perceived as a teacher... When I have a lesson in such classes, the activities I have prepared on the subject, the book, etc. are all perfect, but I feel as if I am talking alone in an empty room when I cannot get a response in the lesson. Sometimes I try to make a joke about in awkward situations and soften the environment, but it doesn't work. There is no teacher-student relationship between me and those students… it's like I am a robot… (laughing) just talk and go on… I'm in the classroom but I'm not there, it's really annoying! (P8)

In her answer to question 6, it can be said that P1 attaches importance to the social presence in the classroom, apart from her professional position. For P8, in his answer to this question, it is observed that although she tries to be active and extroverted, she is concerned about her social perception (which is person perception) and her impression due to the online context in which the lesson is taught. These results are in agreement with the results of a study conducted by Nazari and Seyri (2021) who showed the development of six teachers' identities throughout the COVID-19 pandemic. In their study, data were gathered from group discussions, semi-structured interviews, and self-reported practices; after an examination of teacher identity transitions, the following six components were noted: Subject-related instructional variation, tensions such as poor agency, more responsibility, and low professional preparation, emotional labor, and concept transformation into technophile instructors.

Research Question 2:

Regarding the second research question, ANOVA was used to measure whether the EFL lecturers' perceptions of technology use in language teaching were affected or not. However, no significant difference was found between the groups. Either EFL lecturers have a little or a lot of working experience, it cannot be inferred that they are more open or innovative in using technology in their teaching practice. There is a difference that needs to be understood between participants' teaching experience and their technical experience, which is related to the openness to new methods, methods, and pedagogical approaches in one's profession. The majority of the participants stated in their questionnaire and interview responses that the use of technology had become a necessity in language education, and therefore they are not unfamiliar with the basics of

OE. The findings of this study clearly revealed that for EFL lecturers who are new to the profession and who have experience, the use of technology and the internet in today's education environments cannot be considered independent from language teaching.

When the data distribution of the subcategory of online pedagogy perception was examined with the t-test analysis, it was seen that the average of the group taking courses during their education on EduTech was higher. Similarly, the average of those who received vocational training on EduTech was higher than those who did not. This situation emphasizes the importance of professional development training, which is an important factor in EFL lecturers' perception of online pedagogy.

EFL lecturers should recognize the concept of online pedagogy, perceive it correctly and show sensitivity because technology alone cannot provide good learning. For this reason, we can define *online pedagogy* as creating the most appropriate learning experience for the target audience, quality, and goals of education with the help of digital tools, beyond simply using technological tools effectively or digitizing them. Increasing the resilience and consciousness of EFL lecturers in OE will positively affect their professional perceptions by feeling more competent in OE. This substantiates previous findings in the work of Sheffield et al. (2015) in which they explored the awareness, competence, confidence, and attitudes of future teachers about online teaching. Their findings showed that the lack of instructional technologies, online education experience and beliefs about the ineffectiveness of online learning compared to face-to-face learning played a role in creating feelings of anxiety about online teaching and encouraging the preference for face-to-face or online teaching.

The effectiveness of EFL lecturers and their ability to respond to the expectations of new generation students was an essential point in terms of both students' needs and lecturers' professional satisfaction. Technology was inevitable in education for the new generation of EFL lecturers and older and experienced respected lecturers.

With the change and development of technology and the internet day by day, it is expected that the state of OE will be updated and changed in parallel to today and be meaningful in terms of applicability. Considering the findings of this study, it can be inferred that EFL lecturers who have both taken courses in undergraduate education and benefited from vocational education during their profession have positively changed their perceptions of technology and internet use; because, in order for individuals to catch up with the information and technology age, the need for continuous self-

improvement arises. Formal education alone was not enough to meet this need. The need for lifelong learning and educational technologies, which takes a vital purpose in society for the development of societies, is those EFL lecturers, who actively work based on our education system, continued to have their learning needs lifelong after graduating from the faculty or the relevant school and need educational technologies used to meet these learning needs.

According to Doolittle's (1999) definition of OE, it typically requires students to be more engaged and persistent in the educational environment. Therefore, due to the nature of OE, this study revealed that activities which actively involve students and assist them in remaining motivated during the class were needed. Shifting classroom activities directly to the online platform obstructed some participants from being entirely pleased with OE personally and professionally. A lack of preparation may explain one of the reasons for this challenge. Without examples of alternative methods that would function well online, they relied on their regular practices. In addition, due to the lack of reaction and feedback they receive from students, they say that they do not teach with tools that touch on diverse language learning domains such as speaking or writing based on different integrations, but with the ones whose results are guaranteed.

Research Question 3:

Within the scope of the study, research question three sought to find out whether there is a relationship existing between the EFL lecturers' attitudes towards online education and their professional identity. Within the framework of this study, it has been assumed that the reshaping of the professional identity perceptions of EFL lecturers with the transition to online was affected by the OE attitudes that lecturers acquired in this process. When the general attitudes of EFL lecturers towards technology and their perceptions of their use in language teaching were examined by correlation analyses, it was found that participants felt competent and familiar with using computers and technology, and they adopted the changes that digitalization brought to their lives and teaching practices. The relationship between the online pedagogy perceptions and technology use sub-category was found as strong, positive and significant as a result of correlation analysis.

It can be stated that while the professional identity transformations of teachers are more robust and protected in positive and satisfactory transitions, there is an inversely proportional change in the professional identities of those who make the transition with

negative and unsatisfying uncertainty. ANOVA results also showed that gender and years of working experience do not have any effect on the subcategories of attitudes toward technology in general and technology use in language teaching and learning. It could be declared that rather than age or generation differences and the effect of working experience, teachers' readiness, self-confidence, motivation and attitudes towards online education have affected the professional identities of teachers in this transition period.

***Research Question 4*:**

Within the scope of the fourth research question, socio-demografic differences influence EFL lecturers' attitudes towards online teaching and perceptions of professional identity were investigated. TPI scale findings highlighted that EFL lecturers' training in EduTech (during their undergraduate education or under continuous professional development) and domain of personal growth and development, lecturers' working experience, and the last program they graduated from were found to be positively related. Related to this finding Thang et al. (2010) also stated that teachers have diverse sets of attitudes that are impacted by the complex contexts in which they live and their prior and current teaching experience; when there is change, teachers run into many challenges, especially time and complexity of the change (p. 412). Therefore, it should be recognized that it was not a smooth path for those lecturers to successfully transition online without sacrificing academic standards, personal values, or professional ethics.

As this study investigated the effect of online teaching attitudes on EFL lecturers' professional identities, the aim of the study was predicated because OE was a disruptive professional environment that required EFL lecturers to create new teaching practices and beliefs or change existing ones to meet the unique needs of the online classroom. In online teaching environments, teacher roles altered as EFL lecturers partially handed over control of their students' learning process and embraced a more supportive approach as 'designers and facilitators' (Hlynka & Jacobsen, 2009) and became "mentors" in the teaching process of their students (Alvarez, Guasch, & Espasa, 2009).

Considering the age differences, it was observed that the age range of 24-30 differed from other groups and their general technology attitudes were higher than the other groups of age. Nevertheless, this result does not imply that EFL lecturers from other age

groups have weak or insignificant attitudes. While the age range of 24-30 is highlighted with their use and perceptions of technology in general, older generations also adopted to digitalization and technology. In this context, as it was also suggested by Compeau and Higgins (1995), not only the age factor but also individual tendencies, needs, personal thoughts and emotions, environmental factors, social and economic conditions were effective on the use of technology in this education and their perceptions towards online education.

When the participants' questionnaire responses were further examined, it was discovered that 64 women and 35 men EFL lecturers received professional development training on EduTech. The reason why this number is higher among women may be the importance women attach to professional development. This finding lends support to previous findings of Oktay and Çakır's (2012) study. Their study discussed the relationship between primary school teachers' technology use and their attitudes towards technology in their study. According to their findings, it was revealed that female teachers' attitudes towards technology were higher than male teachers. In contradiction with this study's findings, Şimşek and Yıldırım (2016) also investigated the attitudes and opinions of teacher candidates regarding the use of technology in education and found that there was no significant relationship between attitudes towards technology and gender.

T-test analysis of EduTech variables of this study provides insights on how online teaching and learning is transforming both EFL lecturers and the teaching profession in higher education, and it describes different approaches to overcome these issues. It can be presumed that EFL lecturers, who resisted during the transition to online education, blame the inefficiency and uncertainties they experience in the teaching environment as the cause of the 'erosion' in their professional identities. In this process, the training they take to develop their profession or the educational technology courses they take during their undergraduate education help participants overcome the difficulties they experience, but the effectiveness of these training courses and information becomes debatable unless the theoretical knowledge is translated into practice.

***Research Question 5*:**

In the fifth research question, the aim was to explore the strength of the relationship between English lecturers' restructuring of their professional identities and their attitudes towards online teaching. As a result of the multiple regression analysis, it was

seen that there was coexistence between independent variables, online pedagogy and online language education, and they were found to be more meaningful predictors in reconstructing lecturers' professional identities.

The literature emphasizes that EFL lecturers working at a university curriculum may face a shift in learning styles from passive to active, including new insights of time management, usage of visual aids, and online engagement and social presence (Hodge et al., 2006; Paloff & Pratt, 2002; Richardson & Swan, 2003). Yet, it is fair to say that online language teaching and learning is dynamic and changing all the time, just like technologies do. The analysis result validates the relationship between the variables and further explains the predictive power of attitudes on TPI. Hence, it can be inferred that whether teachers have a lack of understanding of online pedagogy which caused them to feel professional burnout in the process of their sudden and perhaps unprepared transition to distance education.

Research Question 6:

The qualitative findings of the study revealed that the participants' professional identities had a significant layer in their professional well-being for each EFL lecturer, although some challenges were identified. The data from the interviews indicate that they were all trying to improve their pedagogy and were seeking success in various ways.

Content analysis of the interview responses corroborates a great deal of the previously mentioned concept of the starting mechanism of social relations by Gouldner (1960). The norm of reciprocity (ibid), which strongly explains this finding, is based on the premise that people will behave positively in response to the benefits they receive. EFL lecturers' expected responses in OE were intangible qualities such as social approval (Blau, 2009), showing respect, helping and obeying. The distance factor can be seen as one of the foundations of the change in this social structure and online education pedagogy was considered as a reflection of the components of sociability. Here is an example of what he suggests from a participant's response:

> *… I would prefer face-to-face training, because you can't get any reaction from most of the students in lessons…. In fact, I have a class… nobody opens their camera or microphone, and of course I do not open it too, I ask questions, I get no answer, I ask them "do you hear me?", no*

> *answer... When faced with such silence, I sometimes feel really bad, even a few times I got frustrated with the students, but there was not even a reaction to that… I mean,, I am here for them to teach, to communicate… Sometimes I think there is nothing to do, but I do whatever my duty is and do my classes. (PT1)*

PT1's words show consistency with the dimensions of interdependence theory which are mentioned by Van Lange and Balliet (2015) regarding how interlinked human interaction can be. PT8, in her response given to interview question 4 (If you had to choose between face-to-face or online teaching, what would your choice be? Why?), expressed that her expectations could not be actualized since she could not find the motivation to continue communication because she could not get feedback, and this had an effect on her professional satisfaction. Another participant stated about this matter by saying:

> *… I would prefer it face to face. How funny, we used to try to control the students in the classroom, here (in online education) I can neither see their faces nor hear anyone. There is no motivation in the students as well… anyway, sometimes they say a few sentences randomly and leave the class. I ask if they understand (the topic), they don't respond… I cannot decide whether I am a good teacher or a bad one. Then I think they don't understand the lesson and I try to explain more and try different methods, but I don't get a response to that either. This is tiring for me!... Like, I feel unhappy and exhausted at the end of the day. But maybe the problem may be on the other side... (PT6)*

Considering the answer given by participant PT6 to question 4, it can also be said that she thought to have lost her authority in the classroom because she could not control the classroom in OE and questioned her professional competence because the principle of reciprocity could not be achieved. In accordance with the present results, previous studies have demonstrated that collaborative groups increase self-esteem and lead to a better state of psychological well-being (Deutsch, 1993; Johnson & Johnson, 1992). It can also be assumed that this person felt tired and exhausted because she could

not find enough cooperation in the group (which is the classroom environment for this study).

EFL lecturers who participated in this study described receiving little input about how students view their opinions and actions; thus, they put more effort into what they usually do to receive helpful feedback or reaction. However, as the teacher could not rely on students' body language or other non-verbal cues, this situation can lead to misunderstanding and self-misjudgement. As different participants mentioned in response to the interview questions:

> *... The nature of online education is very different from face to face. Of course there are advantages, for example, I must use computer and technology a lot in my classes, but now we are obviously using our textbooks online. I usually continue to use the (language learning applications that I applied in my face to face classes, eg. Kahoot, Quizizz... These kinds of applications give guaranteed results for students, and I believe there is no point in trying something very different because I know my students' motivations and goals in online education… If there is no obligation to participate, the majority say why should I do it? That's why I adapt the things I have used before by going the way I know. (PT10)*
>
> *... In face-to-face training, everything can be understood even from the expression on the students' faces. I am also a teacher who likes to be active, but there is an artificiality in online… I cannot get over it. I frequently attend foreign-sourced seminars and webinars etc. on the internet, and follow current issues. Even nowadays, I am particularly interested in the development of educational technology and Web 2.0 tools in ELT. But everything changes so much in the online classroom environment that even though I did receive training and tried to apply it, somehow students' participation drops with time. Everyone has an excuse… I love teaching, but at a certain point, you ask yourself "why do I wear myself out so much?"… Am I doing a lesson on time, suitable to the syllabus? (pause) I consoled myself by saying that there is no need for experimental things. As a result, this period really discouraged me on some issues. (PT3)*

In the question of what participants think about the nature of online learning and teaching as an (EFL) English teacher (Q5), based on what participant 10 stated, it can be suggested that this teacher tried not to leave his comfort zone and adapted the methods he knew, and in this respect, it could be said that he had clear and realistic goals in his online classes.. Related to the finding of this study, Riggio (2014) defines needs as distinct physiological or psychological inadequacies that an individual is driven to meet, and therefore motivation is the process of interaction between diverse needs and the impulses to satisfy them. Riggio (ibid) further suggests that if the work and results of the individual coincide with their needs, the motivation is continuous. As put forward by Riggio (2014) the evidence found in this study also suggests that the lecturers' needs were important in determining teaching motivation.

The answers given by P3 to question 5 corroborate this argument. It can be inferred that participant P3 was open to development and experience but could not meet the need to see his development. P3 also emphasized that there was no realistic communication between him and his students without seeing the facial expression, non-verbal communication (which is paralanguage), and the students' posture. Considering these insights, it can be evaluated that the person's professional satisfaction and attitude affected his professional identity.

One of the participants claimed that online classes were regarding this shift as an easier way to complete a degree, which, as they stated, reduced students' participation in the class and thus created a feeling of being alone in lessons. This finding suggests that introducing and promoting comfort-providing levels of self-satisfaction in online contexts could support online EFL lecturers to participate in this practice fully and thus help increase their commitment to it.

In accordance with the present results, previous studies have demonstrated that EFL lecturers' concerns about low online teaching satisfaction are interpersonal barriers such as lack of interpersonal relationships with students, lack of technology, and technical support, and increased workload and time commitment (Lloyd et al., 2012). Borup and Stevens (2016) analyzed the interviews they conducted with 11 teachers at the online charter school and identified the factors that affect teacher satisfaction: personal communication with students, receiving adequate administrative support, and feeling successful.

Conclusion

Although it has become a necessity in difficult conditions all over the world, the increasing interest and demands in online education show that online education is on the rise. It is altering teachers, students, and hence the academy. EFL lecturers appeared to lack the equipment to respond to the pedagogical and technological challenges of online learning, which means that teachers' professional identities are being reshaped in a way that is as professionally abrasive as it is constructive in the transition from face-to-face to online education. Successfully integrating online education into higher education requires a thorough understanding of these shifts (Simon, 2012). It is important for online instructors to regularly analyze, reflect on and remain dedicated to change (Sun, 2011).

The essential requirement in education now appears to be an urgent change in pedagogical innovations in language teaching towards a personalized, small-group, multidimensional teaching paradigm. As Baran (2011) relates, the university teachers' concern of losing control and losing the role of an expert emerges as a challenge, but this “decentralization” of the teacher may also allow the teachers to redefine their professional identities.

Implications of the Study

The present findings might have several courses of action for overcoming the issues of TPI and OE. Within the scope of this study, the present findings showed that computer and internet use of EFL lecturers was generally found to be between high and medium level, and it was determined that the majority of the participants were already integrating technology in their lessons. An instructor's level of technological preparedness or self-efficacy may have the potential to alter the quality of technology inclusion (Steele et al., 2019). Beyond using them in their daily lives, participants were aware of the importance of using the internet and technology in language teaching. However, in terms of the transition from face-to-face education to completely online education, only the technology competencies of EFL lecturers did not prepare them for this change professionally.

The transformation of digital technologies from preference to basic need has been quite sudden, and this urgency has brought about thinking of distance education as a substitute for face-to-face education and adapting the existing one. Accessing technology alone and having proficiency at the level of daily use will not be sufficient

for the quality of language education. Technology and the internet cannot design the lessons to be taught according to the socio-cultural aspects, skills, and expectations of the students, it is the teacher who will provide and plan them.

In the process of digitalizing the training content, it may be necessary to determine the number of participants and the duration, taking into account the gains. To improve interaction and communication skills in language teaching, methods such as task-based, project-based activities or pair, and group work can be added to the lesson plans, which will create a sense of community and create dialogue and discussion areas. Using breakout rooms on platforms such as Zoom to evaluate, discuss or give feedback, especially as a group of participants, can thus make the EFL teaching process more effective.

In addition to these academic achievements, activities that will take the technological pressure off the students, reinforce social- emotional learning and promote the growth mindset should also be implemented. Likewise, as Stocker and Gallagher (2018) imply that building social and emotional skills guides increased academic performance and promote emotional well-being.

Based on the interview findings of this study, it can be inferred that the participants do not shy away from the ones that are close/familiar to them among the teaching tools they use for language teaching in their lessons and that they do not feel the need to develop a different pedagogical understanding for online education. The results of the quantitative data also showed that the competencies of the teachers in their fields and educational technology have benefited them in this process, yet this may not be sufficient in effective online teaching and also paves the way for the differentiation in their professional identity perceptions.

On the other hand, institutional support and peer/colleague support in the school environments play a role in shaping attitudes towards online education. The necessity of an administration and work environment that can give effective and constructive feedback, focus on getting transparent objectives and outcomes within the institution, and giving emphasis on the professional and socio-psychological needs of the teacher, is of great importance for the healthy development of the professional identity perceptions of teachers who are teaching under the conditions of this study.

Many educators who have never had such an experience and have not received adequate training on how to deal with such a crisis in pre-service and in-service training processes have been caught quite unprepared during the transition to this online

training. Teachers should not be expected to take initiative and carry out this process on their own, not only in universities but in all educational institutions in Turkey. Before beginning their first online lessons, as suggested by Arah (2012) university academic staff should acquire extensive and ongoing professional training in online teaching. This formal education should cover both the planning and design regards of online teaching as well as the pedagogical and social aspects. As Mishra and Koehler (2006) address, there is an intricate interplay between technology, education, and content during teaching in the online environment. Besides all these suggestions, competent and continuous technological and pedagogical support must be provided for all teachers through the e-learning support unit (Wingo et al., 2017). As Samarawickrema and Stacey (2007) underline maintaining continuous interaction with the students is essential in the adoption of online teaching.

According to the inferences that can be made from the qualitative and quantitative results of this study, EFL lecturers had miscommunication and lack of interactivity problems in online education due to the educational environment, student participation or the design of the course. This can lead to a feeling of isolation, lack of support, and a decrease in social interaction inherent in language learning, between students as well as teachers. To address this conflict, it is important and necessary to inform EFL lecturers about different educational tools in this process, however, this solution is already implemented, yet it cannot turn into action in the classroom environment. The use of online conversations, interactive tools/websites, platforms, and collaborative tasks may boost teacher-student collaboration. Nevertheless, teachers who are new to online education may typically find these collaborative, interactive tools and approaches daunting (Garrison, 2011). Within the framework of this study, it can be deduced that there was a serious alienation between the teacher and the student.

To overcome this alienation in the process of digitalizing the training content, interaction and communication skills boosting language teaching methods such as task-based, project-based activities or pair, and group work can be added to the lesson plans. These adaptations can help to create a sense of language learning community and create dialogue and discussion areas. Using breakout rooms on platforms such as Zoom to evaluate, discuss or give feedback, especially as a group of participants, can thus make the teaching process more effective. In addition to these academic achievements, activities that will take the technological pressure off the students, reinforce social - emotional learning and promote the growth mindset should also be implemented.

Likewise, as Stocker and Gallagher (2018) imply that building social and emotional skills guides increased academic performance and promote emotional well-being.

For EFL lecturers not to have to make decisions on their own in the face of the burnout and uncertainties they experience in online education, realistic steps should be taken in the planning and implementation of lessons where they can receive counselling as a community. Providing continuity throughout the education period, providing practical asynchronous and synchronous communication opportunities, involving them in the design and development of the course materials, and providing opportunities to students and teachers to transparently discuss and exchange ideas, might help to overcome some of these problems, such as the feeling of isolation, lack of enough support and motivation to teach.

Taken together, these findings also have significant implications for the understanding of how participants' struggles with displaying their professional identities as teachers in an online context on their opinions on ELT in an online setting. In their study, Palloff and Pratt (2001) acknowledge that in online education, awareness of social presence can be even more critical than in a face-to-face environment (p. 8). This is consistent with previous research in online education, which indicates that teachers social presence influences student satisfaction, perceived and actual learning, and instructor satisfaction (Caspi & Blau, 2008; Conrad, 2004; Garrison, 2011).

The role of the teacher must be redefined by providing a more satisfying teaching experience for the teacher and more relevant and competency-oriented learning for students. In order to achieve this, institutional support can be provided by establishing teacher development units in universities and similar educational institutions. In particular, group projects or exploratory action research can be encouraged to create a perception of the teaching community of teachers and to support their continuing professional development. In fact, Zuber-Skerritt (2001) defines the role of the researcher in action research in the field of education as identifying the problem situation as accurately as possible and developing and changing the situation of those affected by the results. This implication corroborate the ideas of Eraldemir Tuyan (2016) who advises that action research group projects should be continued as part of continuous professional development because “each teacher is unique” and has their own set of dynamics (p. 67). Thereby, staff developers should be mindful of the issues such as workload, emotional labor, and time constraints by offering sustainable training programs that integrate exploratory action research (Eraldemir Tuyan, 2016).

The findings of this study correlate favorably with a study conducted by the OECD with a total of 330 education workers from 98 countries, including Turkey. The views on priority areas of intervention related to education during this crisis were with 77.9% on providing professional support to teachers and with 77.6% ensuring teachers' well-being (OECD, 2020). Correspondingly, in Turkey, steps can be taken such as guiding teachers during and after this process, presenting exemplary practices, and creating environments that allow collaboration between teachers to be carried out remotely. Teachers have great duties both during and after the COVID-19 epidemic, therefore, support mechanisms for teachers during and after the process established and the teachers should be trained on the psychosocial effects of this crisis. Likewise, Kocabaş-Gedik and Ortaçtepe Hart (2020) point out the link between teachers' emotional navigation and the conflicts between the "imagined and current community of practice" (p. 11). More specifically, it is noted that the alignment of imagined and actual communities provides for more satisfactory emotional navigation and smoother LTI building against emotional labor (ibid).

Limitations of the Study

In order to increase the number of the participants, provide easy distribution, transfer questionnaire results to faster and more effective data analysis programs, or in cases where it is not possible to reach participants face to face due to an unexpected change, such as COVID-19, an online questionnaire can be applied as a solution. Dörnyei (2007) mentions the benefits and weaknesses of web-based studies and highlights that the lowered cost of developing an online questionnaire is the most important feature that overcomes the weaknesses. However, while managing online questionnaires researchers may face rejection or inattentiveness when using email invitations in an online questionnaire (Wright, 2005). One primary problem with using an online questionnaire is that the invitation may be ignored, or the researcher may receive emails from respondents complaining about it.

In the interview part of this study, only 12 academic staff agreed to participate. The interviews were conducted via an asynchronous, semi-structured interview submitted by the respected academic staff via emails. The explanation behind the limited number of participants in the interview is that, because of their busy schedules, academic staff claimed not to be able to afford time for the interview.

Another conceptual weakness we face is that the research mainly connects facets of TPI and online teaching attitudes because the number of respondents was inadequate to generalize the results. Therefore entire sample population of the research was included as respondents in this study due to its low returned questionnaire rates in the pilot study. As Buchanan and Hvizdak (2009) mentions online questionnaires' data collection procedure challenges and introduces new methodological dilemmas about data storage, protection, sampling, and survey design to conventional research ethics concepts such as consent, privacy, anonymity, confidentiality, and autonomy (p. 33).

The most important limitation lies in the fact that this study was conducted in Turkey, hence it is unlikely that the findings can be generalized to other nations and their educational systems. Still, it is assumed that other countries around the world, may face comparable issues during the COVID-19 outbreak, as instructors' adaptation to online education during complete or partial school lockdown is not unique to Turkey.

Suggestions for Further Studies

Despite these limitations, the present study has enhanced an understanding of the relationship between attitudes of OE and TPI. Hopefully, the current research will stimulate further investigation of this important area. Observational studies, field notes, focus groups, and group discussions can be used in further research to examine the data collected by qualitative data collection techniques in-depth and to reveal previously unclear dimensions. It may take time to collect, analyze and evaluate such data collection tools, but when the subject of the research is Teacher Professional Identity, it is thought that it would be more appropriate to explain the human being with a holistic approach, considering the ever-changing emotional, thought and mental structure and the complexity of his response to dynamic relationships in the social field (Merriam & Grenier, 2019). Using reflective journals, case studies or action research on teachers' professional practice and continuing development could shed more light on exploring the long-term impact of online education.

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APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Ezgi ÇELEBİ
ÖĞRENCİ NO	20198002
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Çevrimiçi Eğitimde İngilizce Öğretim Üyelerinin Profesyonel Kimliklerinin Dönüştürücü Deneyimleri
TEZİN AMACI	Bu çalışma, uzaktan öğretim tutumlarının EFL öğretmenlerinin mesleki kimlikleri üzerindeki olası etkilerini araştıracaktır. Çalışma aynı zamanda üniversite düzeyinde İngilizce eğitim veren öğretim görevlileri tarafından kullanılan mevcut ve/veya yeni ortaya çıkan uzaktan eğitim teknolojilerinin faydaları ve öğretmenlerin buna karşı olan tutumları hakkında fikir edinmeyi amaçlamaktadır. Bu çalışmada, her iki yöntemin zayıflıklarını ayrı ayrı önlemek için nitel ve nicel araştırma yöntemleri kullanılacaktır.
TEZİN TÜRKÇE ÖZETİ	Öğretmenler, çevrimiçi eğitime geçilmesiyle birlikte zorlayıcı günlerden geçmektedirler. Öğretimin dijital ortama aktarılmasıyla, İngilizce öğretmenleri de teknoloji ile internet araçlarını kullanma konusunda giderek daha yetkin hale gelme zorunluluğu ve öğrencileri öğrenme sürecine dahil olmalarını sağlama mücadelesi iş yüklerini önemli ölçüde artırmıştır. Buna paralel olarak, bu çalışmada çevrimiçi eğitim algılarının üniversite düzeyinde İngilizce eğitim veren öğretim görevlilerinin mesleki kimlikleri üzerindeki olası etkisi araştırılacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Çağ Üniversitesi ve Çukurova Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi / Mersin / Yenice Çukurova Üniversitesi / Adana / Sarıçam

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çağ Üniversitesi ve Çukurova Üniversitesi'ne bağlı Eğitim Fakültesinde ve Yabancı Diller Yüksekokulu Müdürlüklerinde halen İngilizce dersini vermekte olan öğretim görevlilerine anket uygulanacak ve gönüllülerle asenkron yarı yapılandırılmış röportaj yapılacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Ölçek A: Cheung's (2008) Profesyonel Öğretmenlik Kimliği Algısı Ölçeği Ölçek B: Karakaya (2010) Üniversite Düzeyinde İngilizce Eğitimi Veren Öğretmenlerin Uzaktan Eğitimde Teknoloji ve İnternet Kullanımlarına Yönelik Tutumlarını Keşfetme Ölçeği Röportaj: Simon (2012) Profesyonel Öğretmenlik Kimliği ve Uzaktan Eğitim Röportaj Soruları
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	Ölçek A: Cheung's (2008) Profesyonel Öğretmenlik Kimliği Algısı Ölçeği (2 sayfa) Ölçek B: Karakaya (2010) Üniversite Düzeyinde İngilizce Eğitimi Veren Öğretmenlerin Uzaktan Eğitimde Teknoloji ve İnternet Kullanımlarına Yönelik Tutumlarını Keşfetme Ölçeği (3 sayfa) Röportaj: Simon (2012) Profesyonel Öğretmenlik Kimliği ve Uzaktan Eğitim Röportaj Soruları (1 sayfa)

ÖĞRENCİNİN ADI - SOYADI: Ezgi ÇELEBİ	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 08/ 02/ 2021

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**	**A.B.D. BAŞKANININ ONAYI**
Adı – Soyadı: Seden TUYAN	Adı - Soyadı: …	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı: Prof. Dr.	Unvanı: .	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: …	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır
/ / 20	/ / 20	/ / 20	/ / 20

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN (Y.)**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA**	Adı - Soyadı: **Mustafa Tevfik ODMAN**
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır
/ /	Dr. Öğr. Üyesi Sami Doğru	/ / 20	/ / 20	/ / 20
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE	X	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 12/06/2020- 30 /07/ 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE		

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.

Appendix B: Attitudes of EFL Teachers towards ICT and their Use of Technology and the Internet in ELT

This questionnaire was created in order to explore the attitudes of you, the esteemed faculty members, towards the use of technology and the internet in distance education. The survey consists of 3 parts. In the first part, there are statements about demographic information, in the second part, technology and internet use in online education during the pandemic period, and in the third part, there are statements about measuring the perception of Teacher Professional Identity. Your answers will only be used in this research and will not be shared with any person, institution or research group in any other way. Thank you very much for your contribution to the study.

Instructor Ezgi Celebi

Demographic Information	
Age:	24-30 ___ 30-40 ___ 40-50 ___ 50+ ___
Gender:	Female ___ Male ___
Undergraduate Program:	English Language Teaching ___ English Language and Literature ___ Translation and Interpretation ___ American Culture and Literature ___ Other: ___
The Last Degree Completed:	Bachelor's Degree ___ Master's Degree ___ PhD ___
Type of university you are currently working:	Public University ___ Foundation University ___
Teaching Experience:	1-5 years ___ 6-10 years ___

	10-20 years ___ 20+ years ___
Took courses related to educational technology during the undergraduate study:	Yes ___ No ___
Attended PD on educational technology or integrating technology into language teaching	Yes ___ No ___

Statements	**Strongly Disagree**	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
1. Using technological devices do not scare me at all.					
2. Using computers make me feel uncomfortable.					
3. I am glad there are more technological devices these days.					
4. I do not like talking with others about technology.					
5. Using computers, mobile phones and tablets are enjoyable.					
6. I dislike using technological devices in teaching.					
7. Technological devices save time and effort.					
8. Students must use technological devices in all subject matters.					
9. Learning about technology is a waste of time.					
10. Using technology motivates students to study more.					
11. Technological devices are a fast and efficient means of getting information.					
12. Technology can enhance students' learning					

13. Technology does more harm than good					
14. I would rather do things by hand than with a computer.					
15. If I could afford, I would buy/renew my technological device(s).					
16. I would like to learn more about technology and the Internet use.					
17. I have no intention to use computers in my teaching in the near future.					
18. Technology and the Internet use improve education.					
19. Teaching with technology offers real advantages over traditional methods of instruction.					
20. Technology cannot improve the quality of students' learning.					
21. Technology use is appropriate for many language learning activities.					
22. It is hard for me to learn to use technology in teaching.					
23. I have no difficulty in understanding the basic functions of computer.					
24. Technological devices complicate the task of teaching.					
25. Everyone can easily learn to operate a computer.					
26. Technology and the internet have proved to be effective learning tools worldwide.					
27. I have never seen computers being used as an educational tool.					
28. I have colleagues who have been using technology and the internet to teach English.					

29. Technology use is appropriate for many language learning activities.					
30. I have never used technology or technological tools in my teaching.					
31. Online education saves time and effort in teaching.					
32. Online teaching is more effective than traditional teaching methods.					
33. Online teaching does not offer the sense of face to face interaction.					
34. Keeping track of the students is rather difficult in online teaching.					
35. Online education appeals to my interests.					
36. There is less interaction between teacher and students in online instruction.					
37. Totally online classes are not effective in teaching English.					
38. Online instruction offers more communicative practices.					
39. It would be better if an English class has both an online and face-to-face components.					
40. Online classes do not provide satisfaction for the students					
41. Online classes create problems in terms of access to the Internet.					
42. The workload is too much in online classes.					
43. I am competent enough to plan and manage an online class.					
44. I can use many more materials in online English teaching.					
45. Assigning tasks and homework to students is easier in online teaching.					

46. Students can learn more by doing web-based language learning activities rather than activities on paper.					
47. Designing, updating, managing and maintaining a website, forum, or an application is difficult.					
48. Using e-learning environments is difficult for learners.					
49. Online and distant learning environments are not clear and understandable.					
50. Using e-learning environments is complicated for me					
51. I have a supportive network and internet access for my work.					
52. Online instruction has the potential to empower students in well-designed language learning environments.					
53. Students can easily access a wide range of English materials on the web.					
54. It takes much time to prepare English materials and activities for online classes.					

Appendix C: Teacher Professional Identity Scale

As an EFL lecturer, I:	**Strongly Disagree**	**Disagree**	**Neither Agree Nor Disagree**	**Agree**	**Strongly Agree**
1. Help students apply what they have learnt to their daily life.					
2. Love and care for students.					
3. Thorough understanding of and great sensitivity towards the diverse family factors that may affect students' learning process.					
4. Motivate student learning effectively.					
5. Show awareness towards the complexity of the various factors that affect student needs.					
6. Have passion for continuous learning.					
7. Identify and support students' diverse needs for planning and designing curricular events.					
8. Promote close coordination among my colleagues and the school principal with a view to enhancing the quality of work.					
9. Commit to university goals in performing daily tasks.					
10. Demonstrate great flexibility and responsiveness.					
11. Believe all students can learn.					
12. Respect for diversity and differences.					
13. Commit and dedicate myself to my profession.					

14. Use assessment results consistently to develop programs that improve student learning.					
15. Enhance students' learning outcomes.					
16. Serve as a role model for students in showing concern for local/global issues and adopt positive social values.					
17. Collaborate, share and have team spirit.					

Appendix D: Semi-structured interview questions

Interview Questions

Please remind the participant of the anonymous nature of the study.

1. What adjustments did you have to make in your teaching to be able to teach online?

2. What were the biggest challenges you encountered as you started to teach online?

3. Tell me about your online teaching this semester.

a. Are you pleased/not pleased with your online teaching? Why?

4. If you had to choose between teaching face-to-face or online, what would be your choice? Why?

5. What is the nature of online learning and teaching for you as an EFL teacher?

a. Have you found a way to add visual or aural components to the online learning experience? In what ways? If not, would you want to do so? Why/why not?

6. How would you describe your online teaching presence? How would describe your social presence? Is it important for you to establish a social presence?

7. Overall, are you satisfied with the technologies you use to teach online?

Appendix E: Approval Request from the Institute of Social Sciences

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100000512 24.01.2021
Konu : Ezgi ÇELEBİ'ye Ait Tez Anket İzni Hakkında

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198002 numaralı öğrencimiz olan **Ezgi ÇELEBİ, "Çevrimiçi Ortamda EFL Öğretmen Kimliğini Yeniden Düşünmek: Uzaktan Eğitime Yönelik Tutumların Keşfedilmesi"** konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Dr. Öğr. Üyesi Seden TUYAN** danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitemiz Hukuk, Fen-Edebiyat, İktisadi ve İdari Bilimler Fakülteleri ile Meslek Yüksek Okulu, Yabancı Diller Yüksek Okulu Müdürlüklerine bağlı olarak halen çalışmakta olan İngilizce dersini veren öğretim görevlilerini** kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 4 sayfa tez etik kurul izin formu, 5 sayfa Sorular, Anketler, 8 sayfa tez etik kurul izin onay e-postaları.

Dağıtım:
Gereği:
Fen Edebiyat Fakültesi Dekanlığına
Hukuk Fakültesi Dekanlığına
İktisadi ve İdari Bilimler Fakültesi Dekanlığına
Meslek Yüksek Okulu Müdürlüğüne
Yabancı Diller Yüksekokulu Müdürlüğüne
Bilgi:
Rektörlük Makamına

E-Posta: aycankol@cag.edu.tr

Appendix F: Approval Request from the Law Faculty

T.C.
ÇAĞ ÜNİVERSİTESİ
Hukuk Fakültesi

Sayı : E-82356537-044-2100000662 29.01.2021
Konu : Tez Anket İzni

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 24.01.2021 tarih ve E-23867972-044-2100000512 sayılı yazınız.

İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrenciniz Ezgi ÇELEBİ'nin "Çevrimiçi Ortamda EFL Öğretmen Kimliğini Yeniden Düşünmek; Uzaktan Eğitime Yönelik Tutumların Keşfedilmesi" başlıklı tez çalışması ile ilgili yapmak istediği anket çalışması Dekanlığımızca uygun görülmüştür.

Bilgilerinize sunulur.

Prof. Dr. Yücel ERTEKİN
Hukuk Fakültesi Dekanı

E-Posta: gulcankaracali@cag.edu

Appendix G: Approval Request from the Faculty of Arts and Sciences

T.C.
ÇAĞ ÜNİVERSİTESİ
Fen Edebiyat Fakültesi

Sayı : E-33089555-044-2100000631 28.01.2021
Konu : Ezgi ÇELEBİ'ye Ait Tez Anket İzni Hakkında

DAĞITIM YERLERİNE

İlgi : Sosyal Bilimler Enstitüsü Müdürlüğünün 24.01.2021 tarihli ve E-23867972-044-2100000512 sayılı yazısı.

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencilerinden 20198002 numaralı Ezgi ÇELEBİ'nin "Çevrimiçi Ortamda EFL Öğretmen Kimliğini Yeniden Düşünmek: Uzaktan Eğitime Yönelik Tutumların Keşfedilmesi" konulu tez çalışmasına ilişkin anketi yapması uygun bulunmuştur.

Bilgilerinizi arz/rica ederim.

Prof. Dr. Deniz Aynur GÜLER
Fen-Edebiyat Fakültesi Dekanı

Ek : Anket ölçekleri

Dağıtım:
Gereği:
Rektörlük Makamına
Sosyal Bilimler Enstitüsü Müdürlüğüne

E-Posta: aozbek@cag.edu.tr

Appendix H: Approval Request from the Preparatory School

T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100000638 28.01.2021
Konu : Tez Anket İzni

REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Ezgi ÇELEBİ'nin uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi ÖNAL
Yabancı Diller Yüksek Okulu Müdürü

E-Posta: gokcenaydogan@cag.ed

Appendix I: Approval Request from the Vocational School

T.C.
ÇAĞ ÜNİVERSİTESİ
Meslek Yüksek Okulu

Sayı : E-98052352-044-2100000918 09.02.2021
Konu : Ezgi ÇELEBİ'ye Ait Tez Anket İzni Hakkında

DAĞITIM YERLERİNE

İlgi : 24.01.2021 tarihli ve E-23867972-044-2100000512 sayılı belge.

Sosyal Bilimler Enstitüsü'nün ilgi yazısında konu edilen İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrencisi (20198002 numaralı) Ezgi ÇELEBİ, "Çevrimiçi Ortamda EFL Öğretmen Kimliğini Yeniden Düşünmek: Uzaktan Eğitime Yönelik Tutumların Keşfedilmesi" konulu tez anket çalışmasının Yüksekokulumuza bağlı olarak çalışmakta olan İngilizce dersini veren öğretim görevlilerine uygulanması Müdürlüğümüzce uygun bulunmuştur.

Gereğini bilgilerinize Arz/rica ederim.

Prof. Dr. İlhan ÖZTÜRK
Meslek Yüksekokulu Müdürü

Dağıtım:
Gereği: Sosyal Bilimler Enstitüsü Müdürlüğüne
Bilgi: Rektörlük Makamına

E-Posta: albayrak@cag.edu.tr

Appendix J: Approval Request from Çukurova University

T.C.
ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-27224817-302.14.06-60152
Konu : Araştırma Uygulama İzni (Ezgi ÇELEBİ)

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSIN

İlgi : 10.02.2021 tarihli ve 2100000981 sayılı yazınız.

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ezgi ÇELEBİ'nin ''Çevrimiçi Ortamda EFL Öğretmen Kimliğini Yeniden Düşünmek: Uzaktan Eğitime Yönelik Tutumların Keşfedilmesi" konulu tez çalışmasına ait anketini, Üniversitemiz Eğitim Fakültesi ve Yabancı Diller Yüksekokulu Müdürlüğünde uygulayabilmesi uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Hayri Levent YILMAZ
Rektör a.
Rektör Yardımcısı

Adres:Çukurova Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı Balcalı Mah. 01250 Remzioğuzarık Sarıçam/ADANA
Telefon:0 (322) 338 61 50 Faks:0 (322) 338 70 22
e-Posta:ogrenci@cu.edu.tr Web:www.cu.edu.tr
Kep Adresi:cukurovauniversitesi@hs01.kep.tr

Bilgi için: Sebiha Dönmez
Unvanı: Memur
Tel No: 0322 671 26 73