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**AN INVESTIGATION OF EFL TEACHERS' PERCEPTIONS OF THEIR  
PROFESSIONAL IDENTITY THROUGHOUT THE COVID-19 PANDEMIC**

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**APPROVAL**  
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**DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

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**DEDICATION**

*To my beloved parents, particularly my mother Perizade ASLAN for her pure love, and my father Nazif ASLAN for his endless support, as well as my dear siblings Salih, Esmâ, Saftye, and Muhammed, and my ever-loving spouse Beyhan YILDIZ...*

**ETHICS DECLARATION**

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

16 / 06 /2022  
Meryem ASLAN

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**ABSTRACT****AN INVESTIGATION OF EFL TEACHERS' PERCEPTIONS OF THEIR  
PROFESSIONAL IDENTITY THROUGHOUT THE COVID-19 PANDEMIC****Meryem ASLAN****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****June 2022, 82 pages**

There are insufficient words to define the significance of teachers for the future; therefore, universal acknowledgement is required in which the professional identity of teachers is clarified and better understood. The sacrifices made by teachers cannot be ignored, particularly during COVID-19, when the entire world is affected. This study aimed to assess how the COVID-19 pandemic influenced educators' identities. The purpose of the study was to investigate the personal and professional experiences that influence the identities of EFL teachers and to determine how factors such as teaching beliefs, professional socialization, career development, and professional competence influence the identities of EFL teachers during the COVID-19 pandemic. For the aim of this study, the quantitative method was used. Participants in the study were EFL teachers from public schools in Malatya, Turkey. The total number of participants was 120. Participants in this descriptive study were chosen at random. EFL teachers' identities were disclosed using a 40-item, 5-point Likert scale questionnaire adapted from Noi et al. (2016) that focused on the following aspects: (1) teaching beliefs, (2) professional socialization, (3) career development, and (4) professional competence. The results of the study indicated that the teachers who participated in the survey had a high level of professional identity perception regarding their learning needs. Moreover, teachers' perceptions of their professional identity in regards to professional socialization, career advancement, and professional competence were above the medium level.

*Keywords: Teacher identity, English language teachers, professional identity perceptions, COVID-19 pandemic*

**ÖZ****COVID-19 PANDEMİSİ BOYUNCA İNGİLİZCE ÖĞRETMENLERİNİN  
PROFESYONEL KİMLİKLERİNE İLİŞKİN ALGILARININ İNCELENMESİ****Meryem ASLAN****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Seden TUYAN****Haziran 2022, 82 sayfa**

Öğretmenlerin gelecek için önemini tanımlamak için yeterli kelime yoktur; bu nedenle, öğretmenlerin mesleki kimliğinin açıklığa kavuşturulduğu ve daha iyi anlaşıldığı evrensel bir kabul gereklidir. Öğretmenlerin yaptığı fedakarlıkları, özellikle tüm dünyanın etkilendiği COVID-19 döneminde göz ardı edilemez. Bu çalışma, COVID-19 salgınının öğretmenlerin kimliklerini nasıl etkilediğini belirlemek amacıyla yapılmıştır. Bu çalışmanın amacı, İngilizce öğretmenlerinin kimliklerini etkileyen kişisel ve mesleki deneyimlere bakmanın yanı sıra, COVID-19 pandemisi sırasında öğretim düşünceleri, profesyonel sosyalleşme, kariyer gelişimi ve mesleki yeterlilik gibi faktörlerin İngilizce öğretmenlerinin kimliklerini ne kadar etkilediğini görmektir. Bu çalışmanın amacı doğrultusunda nicel bir yöntem kullanılmıştır. Araştırmanın katılımcıları, Malatya, Türkiye'deki devlet okullarında çalışan İngilizce öğretmenleridir. Toplam katılımcı sayısı 120'dir. Bu tanımlayıcı çalışmaya katılanlar rastgele seçilmiştir. İngilizce öğretmenlerinin kimlikleri, Noi ve diğerlerinin (2016) çalışmasından uyarlanan 40 maddeden oluşan 5 maddelik bir Likert ölçeği anketi kullanılarak ortaya çıkarılmış ve aşağıdaki hususlara odaklanmıştır: (1) öğretim düşünceleri, (2) mesleki sosyalleşme, (3) kariyer gelişimi ve (4) mesleki yeterlilik. Araştırma sonuçları, ankete katılan öğretmenlerin öğrenme ihtiyaçları konusunda mesleki kimlik algısının yüksek düzeyde olduğunu göstermiştir. Ayrıca öğretmenlerin mesleki sosyalleşme, kariyer gelişimi ve mesleki yeterlilik açısından mesleki kimlik algıları orta düzeyin üzerindedir.

*Anahtar kelimeler: Öğretmen kimliği, İngilizce öğretmenleri, mesleki kimlik algıları, COVID-19 pandemisi*

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## ABBREVIATIONS

<b>ANOVA</b>	: Analysis of Variance
<b>EFL</b>	: English as a Foreign Language
<b>ELT</b>	: English Language Teaching
<b>EFLTI</b>	: English as a Foreign Language Teacher Identity
<b>F</b>	: Frequency
<b>SPSS</b>	: Statistical Package for the Social Studies
<b>M</b>	: Mean
<b>N</b>	: Total Score
<b>SD</b>	: Standard Deviation
<b>P</b>	: Significance Level

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## 1. INTRODUCTION

In this chapter, we start by looking at the study's background. The problem and the objective are discussed next. Finally, a literature review is provided.

Initially, this study will provide a theoretical explanation of the ideas of identity, profession, and teaching. The notion of identity encompasses our culture, social life, traditions, attitudes, and views. Identity emerges in the form of unique qualities. Identity is both social and personal; it is a concept generated by the individual and assigned by another. Identity is one of the most fascinating and interesting concepts in the modern world. Identity is a characteristic, a sign of excellence. Identities, more than anything else, reflect the distinctions between individuals. The procedure that can be put onto an identity is a classification process that identifies distinctions. Identity, in its broadest sense, encompasses all of an individual's characteristics; how a person perceives himself and how society perceives him are issues related to the concept of identity (Askın, 2007, p. 1).

A person's professional identity, which evolves and changes with his or her knowledge, is formed during the primary school phase, after the influence of his or her parents. The individual who acquires his identity will learn to follow his norms, make meaning of himself within society, and become self-aware. A profession is a result of the division of labor necessitated by the social, cultural, and economic framework, and it is a factor that determines the social standing of individuals. The number of vocations has grown in recent years. Every profession has distinctive characteristics and fundamental functions within society.

The teaching profession is associated with educational institutions and is a specialized field requiring knowledge of its social, cultural, economic, scientific, and technological aspects. The profession of teaching, where face-to-face interaction is prevalent, requires cooperation. Teaching should therefore be elevated to the rank of a professional occupation. The teaching profession is associated with educational institutions and is a specialized field requiring knowledge of its social, cultural, economic, scientific, and technological aspects. Teaching should therefore be elevated to the rank of a professional occupation.

## **Background to the Study**

The coronavirus, which first appeared on December 31, 2019, in Wuhan, China's Hubei Province, and spread rapidly from person to person, was first reported in our country on March 11, 2020. (Ministry of Health, 2020, p. 12-13). The COVID-19 pandemic is widely regarded as one of the most severe educational and humanitarian crises. Since schools are closed, the education process has been disrupted, and children have begun learning at home. This method, which has been named the "new method" in the world, has an effect on education and teaching and a slew of issues. According to information from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the closure of educational institutions affected 1 billion 646 million students in 172 countries during this period when the entire world was struggling with COVID-19 (UNESCO, 2020). The distance education method is used in this phase to perform educational and training programs, and distance education receives more attention in terms of educational continuity.

Turkey had also taken several measures to combat the COVID-19 context, one of which had been the interruption of school classes. National Education Minister Ziya Selcuk described the actions taken in this regard, by configuring the weekly schedules, Education Information Network (EBA) via the Internet, Turkey Radio and Television Corporation (TRT), and the necessary remedial teaching television, and had announced that support would be provided (Ministry of Education, 2020). As a result, one of the measures taken was to conduct lessons via distance education during the COVID-19 process, and the distance education process had begun for millions of students and teachers.

Nowadays, we must recall the importance of teachers in society. Teachers' position has changed due to the introduction of the modern English curriculum and changes in world conditions. Teachers appear to be assigned increased responsibility for meeting curriculum and pandemic standards. The greatest burden appears to be on the shoulders of the teacher, as it is the teacher who is now required to implement teaching methods both in and out of the classroom. During the pandemic, this burden has been increased by two. In this sense, the teacher takes the lead during the teaching process, and it is vital to research the teachers' identity and find the answer to the question, "Who are they?" To comprehend teaching and learning, we must first understand who teachers are (Varghese, Morgan, Johnston, & Johnson, 2005) in terms of their professional and personal identities (Day, Kington, Stobart, & Sammons, 2006), which can be

investigated through a variety of psychological and social factors.

This study investigates the personal and professional experiences that influence EFL teachers' identities and the extent to which teacher awareness, professional growth, anxiety, and morals influence EFL teachers' identities during the COVID-19 pandemic. It is not the purpose of this study to create a general profile of the teacher identity of EFL teachers; instead, it aims to describe the teacher identity of EFL teachers individually to emphasize their individuality.

### **Statement of the Problem**

A continual process of integrating the "personal" and "professional" components of teaching is called "teacher identity" (Beijaard, Meijer, & Verloop, 2004, p.113). One must create one's own identity to become a teacher (Danielewicz, 2001). Teachers' professional and personal identities are influenced by their experiences in the classroom and their social lives. Thus, learning about the personal and professional experiences of EFLTI of teachers is an integral part of the research process.

Since teachers are at the heart of the learning process, their professional identities, teaching beliefs, and competencies are the most critical factors influencing educational success. As a result, the current study's findings may provide insights for language teachers, administrators, and researchers interested in teachers' mental lives and professional identities by revealing teachers' approaches to the educational process. Furthermore, despite the enormous influence of teachers' professional identities on the teaching and learning cycle, the literature contains a limited number of studies dealing with teachers' professional identities, teaching beliefs, and perceived competencies. This study was conducted to fill this gap and add to the literature on EFL teachers' teaching beliefs, professional socialization, career progression, and professional competence.

### **Aim of the Study**

The goal of this research is to investigate the personal and professional experiences that shape EFL teachers' identities and how factors such as teacher knowledge, professional growth, anxiety, and morale influenced EFL teachers' identities during the COVID-19 pandemic. This study does not seek to examine teachers to create a general profile of EFL teacher identity; instead, it aims to define EFL teachers' individual teacher identities to emphasize their significance. This research aims to investigate the

teacher identities of EFL teachers in Turkish public schools during the COVID-19 pandemic. It aims to provide answers to the following research questions:

1. What perceptions do EFL teachers have of their professional identity during COVID-19 pandemic?
2. Is there any statistically significant difference in terms of the four dimensions of the professional identity scale, mainly
  - a) teaching values,
  - b) professional socialization,
  - c) career development,
  - d) professional competence?
3. Are the factors listed below influential during the COVID-19 pandemic regarding the EFL teachers' professional identity?
  - a) gender
  - b) years of experience in teaching
  - c) grades taught (elementary school, secondary school, and high school)?

### **Significance of the Study**

Teacher identity has been widely studied in countries such as the United States, England, and China (Varghese, Morgan Johnston, & Johnson, 2005; Walker, 2005; Soreide, 2006; Richards, 2006; Tsui, 2007; Chen, 2009), but teacher identity in Turkey has received less attention and has not been thoroughly investigated. Almost no consideration is paid to the identities of language teachers in particular. Despite this, it is a crucial topic that should be explored in depth to obtain useful implications for effective teacher training and possibly the definition or growth of language teachers' identity.

Furthermore, like all teachers, English teachers encountered challenges during the distance education process. During this period, the teachers had issues that the students were unfamiliar with and encountered for the first time. Of course, we can say that it has been even more difficult for English teachers in this process because teaching students with different native languages has been more difficult than ever. This study desired to contribute to the teacher's professional identity and personal development as an English teacher during the COVID-19 pandemic.

## **Review of Literature**

### **Identity**

Identity encompasses all of an individual's features and reveals how its status and worth are evaluated by society. Individual, societal, and communal identities are established within a social system to create identity. The person recognizes himself through the group as a whole. The individual's identity is versatile. Therefore, the individual must balance identity consciousness both within himself and in his interactions with other people. Although the concept of identity has a long history, it was extensively studied and debated in the 20th century as a result of modernism.

Individuals and social groups of varying sizes and characteristics are asked, "Who are you and where are you from?" concerning their identity (Guvenc, 1993, p. 3). The context in which the topic of identity develops is predicated on the questions "What the individual defines as/on what basis" and "What distinguishes him/her from others?" These questions are not required to be posted by anyone else. Because, as suggested by Bilgin (2001), "everyone asks themselves who they are in diverse contexts" (p. 161). First, identity indicates the ability to define oneself as original, distinct from other individuals and things, and hence the ability to "separate oneself from what is not" (Kaypakoglu, 2000, p. 1). In this way, a person's identity is based on how that person sees himself. Identity awareness is how a person sees themselves and how they are different from other people. It is a constant search within the social system. Identity is a subjective sense of integrity, consistency, and continuity that we are who we were before. "Who am I?" is our answer to the question that we are unique person who is different from everyone else. This sensation is affected by our memories, value judgments, beliefs, experiences, and social position, such as gender, ethnicity, age, status, et., as well as our professional status and how others see us (Budak, 2000, p. 451). In other words, the individual's reference frames regarding "belonging", and "belonging" serve as the foundation for the identity "attitude." Here, identity comes from the need to be a part of something else (Gulec, 1992, p. 14).

Identity is both totally social and utterly unique. It is owing to references made by the individual himself or, to a lesser extent, by others. The dramatic quality of life is a result of the interminable problems of identities that an individual possesses but whose desires are not attributed to him or her or that are attributed to others but which the individual does not adopt. Life itself presents the individual with this problem.



Community circumstances lead to identity formation and dissociation between identities. History-based identity gains are susceptible to continuity, change, and transformation. The historical viewpoint, continuity, and subjectivity of identity to change and transition all contribute to its pluralistic nature (Aydan, 1998, p. 13-14).

Sociologically, identity is the public definition of the individual. Here, identity refers to the numerous self-representations we hold. Consequently, identity is the manifestation of a person's self-understanding. What phases are involved in the formation of an identity that reflects our diversity and individuality? How does our identity, which changes and evolves as the individual develops, impact the individual at the societal level? To make sense of these problems and assess teachers' identity, it is vital to study the formation and identity types.

### **Identity Types**

It is essential to address identity in a complex social framework with individual, social, and collective identity perspectives and to comprehend the individual's qualities and place in society. In addition, the community evaluates the identities assigned to subheadings in separate categories. For instance, if you wish to use the word identity in multiple contexts, such as religious, student, or scientific, identity refers to the individual's emergence in many areas within the community. Consequently, all social qualities serve as indicators of another identity. Thus, a social characteristic is highlighted. Identity might be religious, secular, scientific, linguistic, political, national, etc. For instance, political identity relates to political viewpoints, attitudes, and behaviors (Gordon, 1968, p. 115 - 130).

Sociologically achieving a more general category is an alternative method. At various times in the sociological literature, there exist social and individual identity categories that can be analyzed from a variety of angles. Social identity refers to the social category to which a person belongs, as well as any organization or group with similar capabilities. Individual identity, on the other hand, is a characteristic that distinguishes one person from another but is also significantly influenced by society. As noted in the explanation of the idea of identity, the second classification of groups can be made based on their belonging characteristics. If the nationality group is dominating within the political control of a society, then the individual is either a member of the majority group or the minority group. Individuals can also form their identities, attitudes, and behaviors based on a variety of reference groups (Karpat, 1995, p. 23).

Negatively, the notion of social disintegration weakens the feeling of individual and

collective identity, which is developed in two aspects as "I" and "we" by modernization. The versatility and various identities of the individual are always at risk, but they have undergone fundamental transformations. In earlier communities, identity was organized in circles with a hierarchical structure; however, the situation in contemporary societies is radically different. The individual has multiple identities in which he or she participates or which are solely governed by a portion of his psyche (www.umutdolu.com, 14. 12. 2008, p. 2- 3).

### **Theoretical Studies on Teacher Identity Formation**

There are different ways to do theoretical research on teacher identity. Teacher identity is mostly about how teachers want to see themselves, how successful they are, how long they want to be teachers, and how much they feel like teachers at school and in the classroom. But based on the information gathered in the current research, the teacher explains what makes people who they are and what stops them from becoming who they want to be (Baderstcher, 2007; Broyles, 1997; Chedzoy, & Burden, 2007; Hallman, 2007; Isbell, 2006; Miller, 2005; Williams, 2007).

Regarding the concept of identity, Beijaard, Verloop, and Vermunt (2000), Gee (1996a, 1996b, 2000), and Moje and Luke (2009) give three contrasting viewpoints that contribute to the process of establishing teacher identity. According to Beijjard et al. (2000), pedagogical knowledge is the second essential element in teacher identity development. Because teachers stress that a teacher with a balance between pedagogical and didactic skills will be helpful in identity building. By recognizing the individual differences and needs of their students, the teacher, who is a pedagogical expert to organize the forms of knowledge related to these differences focus on personal problems and issues, and simultaneously examines broad social problems in the process of learning and teaching.

Teachers' pedagogical expertise plays a vital role in teaching methods and student achievement. Therefore, the pedagogical knowledge and skills of teachers, as well as the pedagogical judgments they make during the teaching process, impact their professional identities. Moje and Luke (2009) investigated teachers' identities within the context of literacy. Examining teacher identity within the context of literacy, research, and teaching has shown the following conception of identity:

- a. Identity as the distinction
- b. Subjectivity as identity
- c. Identity as perception

- d. Identity as language
- e. Position as an identity

Gee (2000) founded the concept of identity on a dynamic approach, explaining how people continually shape their identities and how their identities impact their essences and pedagogies. It should be viewed as two interdependent aspects of a person's professional identity: how he or she is regarded and defined. Therefore, it is always claimed that a teacher's identity and function are linked like a kernel. However, according to the concept of identity, professional identity is a purposeful, ongoing, dynamic activity.

Beijjard et al. (2000) identify pedagogical expertise as the second crucial element in the development of teacher identity. As his masters emphasize that a teacher who has achieved a balance between pedagogy and didactics will be helpful in identity building. By recognizing the unique distinctions and requirements of its students, the teacher, as a pedagogical specialist, should organize the forms of knowledge relevant to these differences, focus on personal problems and subjects, and examine wider social issues in the learning and teaching process.

Teachers' pedagogical knowledge plays a crucial impact on teaching methods and student accomplishment. Therefore, a teacher's professional identity is influenced by their educational knowledge and abilities, as well as the pedagogical decisions made during the teaching process.

In teacher training research, Beijjard, Meijer, and Verloop (2004) attempted to illustrate that identity is a personal integration process. Beijjard, Meijer, and Verloop (2004) highlighted the content knowledge, pedagogical decisions, and didactic experiences of teachers, while Gee (2000) stressed the particular traits of the teacher in the idea of professional identity.

Beijaard et al. (2004) identified four crucial facets of the professional identities of teachers:

- a. Professional identity is a process that is continuously interpreted and reformed.
- b. Professional identity pertains to both the individual and the content context.
- c. The professional identity of a teacher is roughly congruent with the individual's sub-identities.
- d. Activity is an essential component of your professional identity. The word activity in this context refers to the teachers who are expected to be engaged in the process

of teacher identity formation.

The professional identity of a teacher; the context in which instructors work is continuously altering in relation to their pedagogical theories, instructional styles, and personal preferences. Teachers should analyze their identities in the context of their careers as learners within the "teaching culture." Danielwicz (2001) assumes that the process of building a teacher's identity originated in educational institutions or teacher preparation programs. Based on this premise, teacher preparation programs should aid and encourage teachers in establishing their identities. The significance of teacher education pedagogy in forming and establishing teacher identities is also emphasized. Pedagogy can be defined in this context as a structural and formative process that restructures activities, interactions, and initiatives to expedite the formation of teacher identities.

### **EFL Teacher Identity**

Almost everyone remembers their first teacher with enthusiasm or, on the other hand, with disgust. This makes it easy to forget about the first teacher, and it's normal for the memory of the first teacher to fade away. However, most of us recall her or him with a smile because of his or her caring and considerate behavior. Our teachers would sometimes discourage or encourage us, attack or praise us, love or despise us, notice us or ignore us. These events continue to occur in classrooms today, and all teachers play a vital role in allowing them to happen. Who is the individual designated to instruct our children? What is his or her teaching identity?

In general, "professional identity" and "teacher identity" pertain to how an individual perceives himself in the teaching profession and the type of educator he aspires to be (Beijaard, Meijer, & Verloop, 2004). In reality, the construction of a teacher's professional identity will depend on his or her attitude and perspective in the future. The importance of their peers and communication with teachers who are more experienced than their peers in the formation of identity is emphasized (Dede & Akkoc, 2016). This communication and interaction alter and shape identity. Teacher candidates' experiences and experiences throughout their university education play an important role in their development of teacher identity (Thomas & Beauchamp, 2011). The candidate's behavior reflects whether the teacher's persona fosters good or bad development. The

establishment and growth of a teacher's identity are inextricably intertwined with his viewpoint on life and his upbringing in all spheres. Miller (2009) defines knowledge, thought, belief, and experience; Borg (2009) defines teacher candidates' knowledge, thinking, and beliefs as part of the teacher's identity. Taner and Karaman (2014) emphasize the role of motivation, knowledge, cognitive abilities, and culture in the construction of teacher identity.

Obtaining an identity is crucial to the practice of a profession. The teaching era of continuing the teaching program and the early years of teaching are crucial to the creation of one's identity (Dede & Akkoc, 2016). In actuality, the pre-college infrastructures of the teacher candidates are also present (Hossain, Mendick, & Adler, 2013). From this point forward, the teaching faculties that provide four years of undergraduate education in the acquisition of teacher identity are tasked with significant responsibilities. Obviously, university education alone cannot be deemed sufficient for professional identity. Students who enroll in these universities intending to become teachers are expected to grow as individuals as a result of their interactions with their peers and the professional or teacher identities they acquire.

Consequently, the identities of teachers, which are one of the essential aspects of education, will affect all education stakeholders. From here, teacher education programs should not overlook teacher identity. To increase the quality of teacher education programs, modifications must be made to the programs strong. Moreover, teacher identity studies are essential for uncovering the difficulties and requirements of teachers and providing support in these areas. Thus, EFL teacher identity is a portrait of a teacher depending on the social, psychological, cultural, and personal characteristics, beliefs, and values that comprise the teacher's environment.

### **Knowledge of EFL Teachers**

To teach any subject, it goes without saying that you must have a certain level of comprehension. However, it is also acknowledged that subject knowledge alone is insufficient for teaching. This enables us to inquire "what type of information the teacher possesses." One thing that shapes an EFL teacher's professional identity is what they know about teaching (Shulman, 1987; Connelly, Clandinin, & He, 1997; Capel, Leask, & Turner, 2005; Arıogul, 2006). Teachers' professional identities are formed by the skills and strategies they learn and use in their education programs.

It is possible to argue that teacher knowledge is not restricted to subject knowledge.

Professional knowledge, professional judgment, and subject knowledge are components of teacher knowledge. When discussing the teacher knowledge of EFL teachers, it is essential to remember that EFL teachers must be skilled in teaching methods. One may have a native-like command of English, be proficient in all skills, and be familiar with the culture of the English-speaking world. Is it, however, enough to educate and transfer these skills to others? Being an expert in a field does not ensure that one can help others learn about it (Capel, Leask, & Turner, 2005, p. 8). Subject knowledge must be supported and reinforced by professional knowledge and professional judgment for teaching to be effective. For effective instruction, subject knowledge must be supplemented and reinforced by professional knowledge and professional judgment. In addition to the aforementioned aspects, Shulman (1987) categorized teacher knowledge as follows:

- a. Curriculum knowledge
- b. Content knowledge,
- c. General pedagogical knowledge,
- d. Pedagogical content knowledge
- e. Knowledge of learners and their attributes,
- f. Knowledge of educational circumstances
- g. Knowledge of educational goals, values, and philosophical and historical justifications

In conclusion, teacher knowledge is considerably more complex than one might imagine, as it encompasses not only what teachers know but also how they express their knowledge in the classroom (Connelly, Clandinin, & He, 1997). The categories of information that makeup teacher knowledge are crucial for effective education, and as a result, EFL teachers develop a professional identity. In this regard, it is essential to investigate EFL teacher knowledge.

### **EFL Teachers' Professional Development**

The professional growth of teachers is an additional fundamental aspect that shapes teacher identity. Professional development generally refers to the growth of an individual in his or her professional job (AbouAssali, 2014; Villegas-Reimers, 2003). It is defined as a lifetime process that enhances professional knowledge and abilities in

response to a professional's desire for information (Hoque, Alam, & Abdullah, 2011). Teachers, as lifelong learners, have varying professional demands throughout their careers (Senol, 2020). Teachers' professional development is also the process through which they acquire professional knowledge, skills, and practices through a variety of activities (Craft, 2002; Chang et al., 2011).

Professional development is also defined as a systematic process that includes scheduled learning opportunities and experiences to ensure teachers' professional development (Guskey, 2000; Wells, 2014). In this context, professional development is an ongoing learning process that demands active learning throughout the teachers' professional careers (Ozdemir, 2016). Professional development is a process and set of activities designed to enhance instructors' professional knowledge, skills, and attitudes to help students learn more effectively (Guskey, 2000; Reese, 2010). Because professional development promotes the performance of students by enhancing instructors' field knowledge and teaching strategies (Garet et al., 2001; Hoque, et al., 2011; Jacob, Hill, & Corey, 2017). Therefore, professional development enables teachers to become effective educators by enhancing their professional knowledge, abilities, and practices because student achievement is a significant indication of teacher quality (Kane, McCaffrey, Miller, & Staiger, 2013).

Professional growth is a lifelong learning process. Teachers acquire knowledge in various contexts, including their classrooms, school communities, professional development courses, and workshops. In addition, teachers are considered intellectually stimulated and acquire knowledge through social experiences such as participation in teacher education programs and socialization in schools and colleges. Thus, identity in the profession of a teacher's, is built on his knowledge and application of successful strategies for ongoing professional development, which include dedication, sustainability, interaction among colleagues, and the integration of theory and practice.

### **Emotions and the Identity of EFL Teachers**

Emotions play a critical role in the regulation of professional identity. Identity as a teacher is a dynamic combination of emotion and self-awareness (Zembylas, 2003). Understanding teacher emotions improves comprehension of teacher identity.

Certainly, pleasant emotions such as happiness, excitement, and joy positively affect one's identity. As mind and body are intertwined, they also promote excellent health (Revell & Norman, 1999). A teacher who smiles warmly when she or he enters the

classroom as part of her or his personality is likely to have an impact on the learners. It might be argued that pupils are not immune to the emotions of their teachers (Danielewicz, 2001). Favorable emotions can be claimed to have a positive effect on teachers, students, and their relationships. However, one may also feel unpleasant emotions alongside positive ones.

Almost all teachers have experienced frustration and difficulty controlling their temper. However, what if teachers frequently experience unpleasant emotions? What effect do unpleasant emotions have on the establishment of teachers' identities? However, it is necessary to define what is meant by emotion.

According to Goleman (1995), emotion refers to a feeling and its unique ideas, emotional, and natural processes, as well as a range of behavioral patterns. There are many variations and mutations of emotions, such as anger, melancholy, anxiety, anger, embarrassment, love, surprise, and joy. They play a significant part reflecting of in one's identity since they connect people's opinions, judgments, and beliefs.

Therefore, negative feelings are among the barriers that limit the development of EFLTI. As underlined by Zembylas (2005), one teacher's humiliation is a crucial negative feeling that grounds their professional identity and sensitivities. There has been a substantial increase in effective attuned in the teaching profession as a result of teachers' repeated exposure as defective. Shame happens when teachers lack self-confidence and self-esteem, resulting in their silence and isolation. Throughout their careers, teachers may experience negative emotions like shame and anger. In this manner, their individual and career values are badly affected.

### **EFL Teachers Anxiety**

The anxiety teachers experience while teaching also plays a significant part in the creation of teacher identity. Anxiety is more prevalent among language learners, particularly among novices. Furthermore, anxiousness also affects language teachers, especially non-native practitioners of the mother tongue. It is unreasonable to expect teachers of English as a foreign language to be fluent in all aspects of the target language. It could be argued that language teachers are assumed to be fluent in the language; thus, when they experience discomfort when using the target language, they are likely to encounter some awkward situations. It is evident that anxiety has a deleterious impact on EFLTI.

The anxiety teachers experience while teaching also contributes significantly to the



formation of teacher identity. Anxiety is more prevalent among language learners, especially beginners. However, anxiety also affects language instructors, especially those who are not native speakers of the target language. It is unreasonable to expect EFL teachers to be proficient in every ability of the target language. It can be argued that language instructors are expected to be native-level speakers; therefore, when they experience discomfort when using the target language, they likely experience some uncomfortable sensations. Clearly, anxiety has a negative effect on EFLTI.

On the basis of the detrimental effects of anxiety on the process of learning a foreign language, it can be seen that research focuses on anxiety management techniques. Based on the findings of these studies, it is possible to assert that strategies, methods, and techniques have been developed for coping with anxiety. According to the findings of the first study (Horwitz et al., 1986), which focused on techniques for dealing with anxiety, two techniques emerged. The first of these techniques is to teach students how to deal with stressful situations, while the second is to make the learning environment less stressful. Based on these findings, Ellis and Sinclair (1989) proposed that teachers be trained in methods that allow pupils to learn more effectively, focusing on how to teach rather than what should be taught. As a result, in addition to making students' learning environments less stressful and teaching the students some skills to cope with anxiety, the idea of adding anxiety coping strategies in teacher education has developed. On the basis of the detrimental effects of anxiety on the process of learning a foreign language, it can be seen that research focuses on anxiety management techniques. Based on the findings of these studies, it is possible to assert that strategies, methods, and techniques have been developed for coping with anxiety.

In order to alleviate anxiety in foreign language learning, it is advised, based on research synthesis, that teachers and students be trained to express and share their emotions. As a result, anxiety has a range of harmful impacts on the identity development of language teachers. However, by employing the aforementioned strategies, those negative effects can be avoided. In addition, educators should put in the time and effort to better their mental health and learn techniques for dealing with stress.

### **The Morale of EFL Teachers**

In addition to teacher concern, teacher morale is a crucial element when evaluating EFLTI. As it pertains to the inner world of teachers, teacher morale is directly tied to personal identity. When a person joins an organization, they act based on the rules and

expectations of that organization. If these requirements and expectations are not met, it makes him feel bad about being a part of that group (Bursalioglu, 1998, p. 25).

What exactly does the phrase "moral" mean? Collins Student Dictionary (2005) defines moral as a person's or group's level of confidence or optimism, or as the "moral or mental condition of happiness, optimism, and passion" (Macquarie Dictionary, third edition cited by Mackenzie, 2007, p. 92).

Morality is an abstract concept utilized frequently in everyday life but cannot be defined in tangible terms. Morality's emotional origins are the most crucial factor in the formation of abstraction. Morale can be characterized in a very general sense as "joy of life" or "enthusiasm for existing" for any reason. This happiness or zeal includes a sense of dedication. Engagement might be toward life, work, others, an organization, institution, or society (Askun, 1978, p. 468). According to Unruh and Turner (1970), morale is a mental state or attitude created by an individual's judgments of the gap between their purpose and their current situation.

Morale as a mental and exuberant situation based on individual perceptions can be helpful in producing a favorable or negative attitude toward the individual's work (Aydin, 2000, p. 106), which makes its value to the organization easier to comprehend. Here, the individual's perspective is crucial. If an individual views a success as noteworthy when others do not, his morale should be high.

It is important to encourage teacher morale. Every day, students are confronted by teachers with low morale, which results in significant losses. According to Lester W. Ander (in Aydin 2000, p. 114), recent low teacher morale has a quantifiable impact on student achievement. Koura (in Alic 1985, p.48), made the connection between teacher morale and student achievement once more: as teacher morale improved, so did student achievement. It has been established that as teacher morale drops, educational achievement declines. Given that teacher morale influences student accomplishment, the significance of the subject is increased.

From the above, it can be said that these levels generate teacher morale, where they interact with one another and form morale. However, one may argue that personal morale has a more significant impact on constructing the teacher's identity. In conclusion, EFLTI was seen through the lens of personal and professional identities and the influencing variables that contribute to their formation.

## **COVID-19 Pandemic**

Coronavirus, which spreads quickly from person to person, first appeared on December 31, 2019, in Wuhan, Hubei Province, China, and began to be seen in our country for the first time on March 11, 2020. (Ministry of Health, 2020, p. 12-13). Coronavirus infection is defined as a large family of viruses that can be transmitted through respiratory droplets. At the time of the pandemic's first outbreak, there were no treatments or vaccinations to prevent or treat COVID-19, which was caused by a virus from this family (World Health Organization WHO, 2020). On March 16, 2020, the first COVID-19 vaccine candidate began human clinical testing at an unprecedented rate. The experimental vaccination clinical trials in the second phase are the most advanced studies in the clinical procedure, and these studies have been ongoing until recently. Coronavirus owing to the outbreak; there is a global concern (Balta, 2020, p. 4); firms are closing, or the volume of work is decreasing (Kartal, 2020, p. 10). According to WHO figures, the demand for protective equipment and breathing apparatus has multiplied by 100, while their prices have increased by a factor of 20. (Mahase, 2020, p. 1). Conference of the United Nations on Trade and Development (2020, p. 4) issued a paper titled "Global International Direct Impact on Investments." According to this assessment, developing nations will be most affected by the economic catastrophe caused by the pandemic.

Although coronavirus has many negative physical, economic, and societal implications, it also has poor educational consequences. According to United Nations (2020), the school break affects at least 91 percent of kids worldwide. Due to the global spread of the pandemic, distant schooling is becoming the only viable treatment option. Governments, and health care in tandem with efforts aimed at continuity in education and ensuring that pupils do not fall between the cracks (Telli-Yamamoto & Altun, 2020, p. 26).

With this decision, distance education has taken its place in our lives alongside today's innovations. When we look at the beginning of the year, we can see that the start of distance education in the world dates back to the 1700s and 1900s in our country, in a process that begins with letters and extends to today's distance education with advanced software and hardware devices. The announcement in the Boston Gazette in 1728 that distance education would provide shorthand courses was noted as a significant development, and an important step was taken in the field of distance education in 1833 with an announcement that learning would be carried out using letters (Coban, 2013, p.2).

In Turkey, the initial steps of remote education were taken in 1927 with the handling of text teaching as a response to difficulties such as the physical shortcomings of educational institutions and the general problems of education (Arar, 1999, p. 26). With the formation of TRT in 1968, efforts were made to take advantage of television technology in remote education. In 1982, Anadolu University opened its Faculty of Open Education, and web-based distant education studies in universities accelerated in the 1990s (Cukadar & Celik, 2003, p. 33; Fis Erumit, Gedik, & Goktas, 2016, p. 666). According to Kırık (2016, p. 58), distant education has grown substantially in Turkey during the past few years. During the COVID-19 process, education was conducted remotely via the EBA platform and EBA TV.

The formal education process in which students and teachers are not in the same physical location is known as distance education (National Center for Education Statistics [NCES], 2008, p. 1). Using teaching resources and interactive communication platforms, students and teachers physically connect in separate locations during the distance education process (Simonson, Smaldino, Albright, & Zvacek, 2012, p. 10).

Distance education's goals include conceptualizing new educational opportunities; integrating business and teaching; ensuring equal educational opportunities; ensuring lifelong learning; integrating educational technology into the process; providing individual and mass education opportunities; and making education effective, efficient, and cost-effective (Alkan, 1998, p. 193; Cavanaugh, 2001, p. 75). Distance education is another way that students can learn when they cannot go to a traditional school because of age, illness, distance, family issues, or lack of time or money (Demiray, 1999, p. 85).

Although its functionality has increased for reasons we do not understand, especially when compared to face-to-face training, the significant benefits of distance education are apparent. Distance education provides information to a large number of people without regard to time or space constraints. It enriches and adapts educational processes by allowing students to learn continuously and independently at their own pace. Distance education provides instant and easy access to information through information and communication technologies, lowers educational costs, and provides a flexible and objective assessment (Elitas, 2017, p. 94; Isman, 2008, p. 18; Usun, 2006, p. 19).

With the rise of technology in education and its application, more advanced types of online education always have downsides. Elitas (2017, p. 95) outlined the following significant disadvantages of distance education: Lack of discipline and contact with the group might result in a learner's loss of motivation and associalization. It may not be

adequate for teaching courses or disciplines that require practice. Technology dependency and the reliability of measurement and evaluation may be at risk.

In this pandemic process, which we have restricted in many regions of the world, prolonged education creates the opportunity for teachers and students who cannot attend the same physical school to communicate actively and provides teachers and students with an individual and collaborative working environment independent of many variables (Altıparmak, Kurt, & Kapdere, 2011, p. 320). Also, recorded course videos can be watched at a later time, and students can get documents and videos at any time (Solak, Utebay, & Yalcin, 2019, p. 42). In addition to these benefits of distance education, it is also true that face-to-face education cannot be replaced, and there are limitations to the rapid transition of large amounts of teaching to the Internet (Lau, Yang, & Dasgupta, 2020). Researchers say that online learning has many parts and requires students to be independent in many ways (Yildiz & Seferoglu, 2020, p. 34).

Negativity in educational environments depends on the extent to which students are affected by long-lasting insecurity, low motivation, and lack of self-confidence in individuals with negative attitudes (Akmansoy, 2012, p. 60). Language, which is the best way to share feelings and ideas, has different triggers and effects in every setting when getting information and sharing it with other people. Correct, effective, and useful use of language necessitates diverse content and applications based on the peculiarities of the social environment (Karaduz & Sayin 2015, p. 886). By using uplifting language, administrators and teachers can help students get away from the chaos they are feeling (Bulbul, 2008, p. 57). According to Ersoy (2018, p. 2), instructors, who are the foundation of education and training, must possess all financial and spiritual qualities.

In the literature during COVID-19, there is few research on teachers' professional identities. Bakioglu and Cevik (2020) conducted in-depth research on the reactions of seventy-five secondary school lecturers in Turkey regarding distant education during the COVID-19 pandemic. The results indicated that prior to the COVID-19 pandemic, science teachers were unaware of the pandemic. It has been discovered that they face issues such as internet connectivity in the remote education process, communication with students, poor student participation, and exposure to school administrative pressure. In addition to the teaching methods and strategies employed during the distance education process, it was observed that the materials they used were altered, and students expressed fear that they would be unable to complete the distance education program and laboratory/workshop activities.

Additionally, it was discovered that the pandemic had a predominantly beneficial impact on the usage of educational technologies and their professional development. This process determined that teachers were concerned about the potential lack of information in their students, that they felt inadequate in the distance education process, but that they could develop themselves. Furthermore, science teachers were asked how the COVID-19 pandemic affected their professional growth, and it was discovered that most of the impacts were beneficial. They stated that they had the opportunity to improve, that they could teach in challenging situations and would develop a sense of confidence, that they were less fatigued during the distance education process, and that communicating with students from various fields improved them.

Gundogdu and Alkayalar (2021) explored how online education during COVID-19 influences the early identity development and teaching views of pre-service EFL teachers. Prospective teachers' school observations during the COVID-19 pandemic provided a new viewpoint, affected their teaching views, and made them recognize that teacher identity can vary dependent on circumstances and that they must be prepared for unanticipated events. This study's findings also suggested that, as a result of online education during the pandemic, there is rising respect for the use of technology. However, the appropriate integration has been found to improve student-teacher learning. Consequently, they recognize that effective technology integration is necessary for creating a professional teacher identity.

It is, of course, impossible to convey a teacher's identity with a few studies. If we need to examine the teacher's identity both from a general point of view and during a difficult period such as the COVID-19 pandemic, the value that teachers give to their work may be recognized. It should be explicitly mentioned that teachers continue to pursue their vocation and professional development despite the harsh conditions. In conclusion, professional development is a professional life, context-specific, ongoing endeavor (Schlager & Fusco, 2003; Maggioli, 2004) guided by standards, based on the teacher's work, focusing on student achievement, and adapted to the teacher's level of professional improvement (Schlager & Fusco, 2003).

## **2. METHODOLOGY**

### **2.1. Introduction**

This chapter describes the stages of the study, including the research design, participants, data collection methods, procedural particulars, research, and data analyses with reliability of the study.

### **2.2. Research Design**

The research “An Investigation of EFL Teachers’ Perceptions on Their Professional Identity throughout the COVID-19 pandemic” was conducted in the Turkish context. The quantitative method was used to analyze data in this study. It was held in the spring semester of the 2020-2021 academic year, with 120 EFL teachers from public schools participating.

Quantitative research studies quantify a problem by creating numerical data or data that may be turned into relevant statistics. Kumar (2019) further indicates that quantitative studies include information about the behaviors and relationships of a specific group of variables. An independent t-test, ANOVA, and correlational statistics were used to confirm the quantitative data about the EFLTI. ANOVA is a statistical method for assessing differences in the means of experimental groups (Sawyer, 2009). For analysis of the scale data, the descriptive and inferential statistics were carried out with the SPSS Statistical Package, and mean and standard deviation scores for each section of the scale were computed following the data collection process. In the context of inferential statistics, after checking the data set for normality, one-sample t-test or Wilcoxon U test and ANOVA were used for analysis. Therefore, the t-test is a standard statistical method for detecting the statistical significance of mean differences between two groups (Mishra et al., 2019). Also, it was discovered that the scale data did not meet the requirements for a normal distribution, and non-parametric analysis methods were employed to compare the scale scores to the demographic information of the teachers. To be more specific, a Mann-Whitney U analysis was used to compare gender scale scores, and a Kruskal Wallis H analysis was utilized to compare class and professional seniority training scale ratings. Both analyses were performed on the data collected. In addition, a Spearman correlation analysis was carried out in order to investigate the connection between the various scale subdivisions. The adopted scale consists of four

subcategories: teaching values, professional socialization, career development, and professional competence.

### 2.3. The Context and the Participants of This Study

This study was conducted in Malatya, Turkey, during the spring semester of the school year 2020-2021. The study was conducted with Turkish state school EFL teachers. This study involves 120 EFL teachers from Malatya who were chosen at random. Additionally, demographic information such as gender, class, and years of experience was collected throughout the administration of the survey. The researcher received formal permission from the relevant institutions before inviting individuals to participate in the survey and provided them with a consent form that described the study and its objective (see Appendix C). The demographic information of the participants is presented in Table 1.

**Table 1.**

*Demographic Information of The Participant ELT Teachers*

Variable	Sub-variable	f	%
Gender	Woman	76	63,3
	Male	44	36,7
Class	Primary school	39	32,5
	Secondary school	46	38,3
	High school	35	29,2
Professional seniority	1-5 years	28	23,3
	6-10 years	35	29,2
	11-15 years	32	26,7
	16-20 years	25	20,8

N=120

As shown in Table 1., 76 (63.3%) of the teachers who participated in the study are female, while 44 (36.7%) are male. Additionally, 39 (32.52%) are primary school teachers, 46 (38.3%) are middle school teachers, and 35 (29.2%) are high school teachers. 28 (23.3%) have 1-5 years of professional experience, 35 (29.2%) have 6-10 years, 32 (26.7%) have 11-15 years, and 25 (20.8%) have 16-2 years.

In addition, during each step of the study, participants had access to the essential



contact information and were able to ask any questions about the scale. For the validity of this study, participants were asked to confirm that the consent form was read and understood (see Appendix C).

Malatya is located in Turkey's eastern Anatolia area. In general, the eastern Anatolian region is more traditional and industrially underdeveloped. On the other hand, Malatya has a more developed and modern structure than the other provinces in this region. Women are highly valued in Malatya society, and education is essential to Malatya people.

#### **2.4. Data Collection**

The purpose of this study was to investigate the professional identities of EFL teachers in terms of their teaching beliefs, professional socialization, career growth, and professional competence during the COVID-19 pandemic.

Quantitative research methods, mainly a web-based survey (see Appendix D), was employed to collect data for this study. A 40-item 5-point Likert scale questionnaire which was adapted from Noi et al. (2016) and initially used to expose the professional identities of EFL lecturers by Ekinçi (2020), was used as a quantitative data collection tool to reveal EFL teachers' professional identities relating to the following aspects: (1) teaching beliefs, (2) professional socialization, (3) career development, and (4) professional competence. The first section of the scale, which deals with teaching values, has ten items, while the second section, which deals with professional socialization, has seven. The third section of scale contains the eight items that focus on career development, and the final section comprises fifteen items that focus on professional competence.

Initially, the supervisor, head of the ELT department, and institute manager of the Social Sciences Institute of Çag University were asked for approval from the research ethics committee (see Appendix F) After that, the necessary approval was also taken from Malatya MEB to gather data.

The survey derived from Noi et al. (2016) and first used by Ekinçi (2020) to discover the professional identities of Instructors consists of two important categories: The first component of the scale consists of demographic data such as gender, teaching style, and professional experience. As the purpose of the study is to examine the personal and professional experiences of teachers' identities, these demographic questions were

selected to better reflect these themes. The second section of the scale consists of 40 Likert scale questions regarding the professional identities of EFL teachers concerning the following aspects: (1) teaching values, (2) professional socialization, (3) career development, and (4) professional competence. The items were assigned ratings of 1, 2, 3, 4, and 5 for strongly disagree, disagree, neutral, agree, and strongly agree, respectively. Participants were required to supply demographic data and indicate whether they strongly disagree, disagree, are neutral, agree, or strongly agree with forty items. These items were translated into Turkish (see Appendix D), and a skilled translator back-translated the scale into the Target Language (TL) after the original translation was completed. After the second translation was completed, the accuracy of the translation was confirmed by an English teacher with 25 years of experience. A total of 20 participants were piloted, and after that, the scale was used to collect data for the study. Therefore, this study reveals the Cronbach alpha value .97. According to quantitative studies, a score of .80 is acceptable (Cortina, 1993). This indicates that the EFLTI scale utilized in this study is a valid instrument for determining the professional identity of teachers.

## **2.5. Data Analysis**

For analysis of the scale data, the descriptive and inferential statistics were carried out with the SPSS Statistical Package, and mean and standard deviation scores for each section of the scale were computed following the data collection process. Reliability and normality analyses were applied to the scales in the first stage of the analysis. Since it was determined that the scale data was not suitable for normal distribution, non-parametric analysis methods were used to compare scale scores according to teachers' demographics. SPSS is a relatively simple-to-use statistics tool that provides regularly employed algorithms. Instead of relying on statisticians who knew how to operate user-unfriendly programs on mainframe computers, a user-friendly and comprehensive statistical tool empowered researchers to independently conduct complex statistical analyses on enormous datasets (Wellman, 1998). In the context of inferential statistics, after checking the data set for normality, a one-sample t-test or Wilcoxon U test and ANOVA were used for analysis. Additionally, Cronbach's Alpha was used to confirm the items' reliability.

Therefore, a Mann-Whitney U analysis was used to compare scale scores by gender. A Kruskal Wallis H analysis was utilized to compare class and professional seniority training scale ratings. Spearman Correlation analysis was used to look at how subscales are related to each other.

## **2.6. Reliability**

According to Fraenkel and Wallen (2009), reliability shows if the collected data are logically coherent. Before distributing the survey, the researcher has a volunteer teacher double-check its accuracy and translation. In this manner, the researcher validated that each scale's item was appropriate and implementable. In addition, the Cronbach's alpha value is utilized to evaluate the reliability of the study in order to assure the internal consistency of the scales. As it is presented in Table 2., it is seen that Cronbach's Alpha coefficients for the subscale and total score of the professional identity perception scale are greater than .80  $\alpha$  ( $>0.80$ ). Consequently, the study was reliable based on the Cronbach's alpha value. One-Sample Kolmogorov-Smirnov analysis shows that the significant values are  $p < 0.05$ , so the scale data is not suitable for normal distribution.

### **Table 2.**

*Reliability Analysis and One-Sample Kolmogorov-Smirnov (K-S) Analysis Results*

Subcales	Cronbach's Alpha ( $\alpha$ )	K-S (p)
Teaching beliefs ( $=,951$ ) $\alpha$		
Item 1	,942	
Item 2	,941	
Item 3	,945	
Item 4	,946	
Item 5	,946	,000***
Item 6	,948	
Item 7	,945	
Item 8	,948	
Item 9	,947	
Item 10	,952	
Professional socialization ( $=,845$ ) $\alpha$		
Item 11	,820	
Item 12	,824	
Item 13	,806	,000***
Item 14	,817	
Item 15	,833	
Item 16	,817	
Item 17	,850	
Career progression ( $=,879$ ) $\alpha$		
Item 18	,870	
Item 19	,873	
Item 20	,862	
Item 21	,864	,000***
Item 22	,846	
Item 23	,857	
Item 24	,871	
Item 25	,866	
Professional qualification ( $=,946$ ) $\alpha$		
Item 26	,938	
Item 27	,939	
Item 28	,941	
Item 29	,939	
Item 30	,942	
Item 31	,950	
Item 32	,940	,000***
Item 33	,943	
Item 34	,942	
Item 35	,944	
Item 36	,943	
Item 37	,942	
Item 38	,944	
Item 39	,943	
Item 40	,941	
Total professional identity ( $=,970$ ) $\alpha$		,000***

N=120; \*\*\*p<0,001

### 3. FINDINGS

#### Introduction

This chapter highlights the quantitative findings of the study. The overall score and item score on the ELFTI scale are originally described in terms of the total mean score and subscale scores. Next, the subscales of the EFLTI are evaluated. Then, the correlation between each subscale of the EFLTI scales is evaluated. Furthermore, research questions 1, 2, and 3 are answered in order. Finally, participants' demographic information and its relationship to the EFLTI scale are provided.

Initially, an analysis of the quantitative data gathered via surveys are presented. This section includes scale responses representative of the entire study population. The statistics derived from the analysis of quantitative data included replies from 120 participants who teach English in government schools in Malatya.

#### Findings of the Research Question 1

The purpose of this section is to address the first research question, "What perceptions do EFL teachers have of their professional identity during the COVID-19 pandemic?" Hence, descriptive analysis results obtained from the data gathered by EFLTI scale are presented.

#### Findings of Descriptive Analysis

The results of the descriptive analysis of scale ( $M=3,90$ ,  $SD=0,73$ ) aim at revealing information about participants' perception of their professional identity. In line with this, frequency tables regarding each subscale are presented below.

**Table 3.**

*Averages for Professional Identity Perception Scale Total Score*

Scale	M	SD
<b>Total professional identity</b>	3,90	0,73

N=120

Table 3 shows averages for Professional Identity Perception Scale Total Score. It is seen that the professional identity perception levels of the teachers participating in the

study are above the intermediate level ( $M=3,900,73/5\pm$ )

The items of EFLTI scale are provided in Appendix C. The scale was given to the participants to represent their thoughts on professional identity as EFL teachers. Respondents evaluated each item using a 5-point scale. Certain items were worded in a positive manner, implying that a response of "Strongly Agree" reflects the highest level of approval regarding the identity of EFL teachers. Other responses were negative, so a vote of "Strongly Disagree" indicates the highest level of approval for EFL teachers' identities.

### **Teaching Beliefs**

The first section of the scale, which includes 10 items on a 5-point Likert scale, was used to determine the teaching beliefs of the participating EFL teachers. SPSS 22 was used to analyze the data, and Table 3. shows the results of the first section of the EFLTI Scale.

**Table 4.**

*Descriptive Statistics of Items of EFLT Scale Teaching Beliefs the Frequencies and Percentages*

Scale item		I strongly disagree.	I don't agree with that.	I'm undecided.	Agree	I totally agree.	M	SD
1. A good teacher is one who provides an environment in which students feel safe to explore and learn.	f	9	4	4	47	56	4,14	1,14
	%	7,5	3,3	3,3	39,2	46,7		
2. A good teacher should encourage active participation from his/her students.	f	8	3	3	38	68	4,29	1,10
	%	6,7	2,5	2,5	31,7	56,7		
3. Teaching is about providing an environment in which students are encouraged to take ownership of their learning.	f	5	4	9	54	48	4,13	0,99
	%	4,2	3,3	7,5	45,0	40,0		
4. A good teacher is one who recognizes the learning needs of his/her students.	f	8	2	2	43	65	4,29	1,07
	%	6,7	1,7	1,7	35,8	54,2		
5. A good teacher should have a genuine interest in their students' well-being.	f	6	5	3	57	49	4,15	1,02
	%	5,0	4,2	2,5	47,5	40,8		
6. A good teacher is one who can motivate students to learn.	f	6	1	9	46	58	4,24	1,00
	%	5,0	0,8	7,5	38,3	48,3		
7. A good teacher has to be a subject matter expert.	f	8	4	4	48	56	4,17	1,10
	%	6,7	3,3	3,3	40,0	46,7		
8. A good	f	4	4	7	50	55	4,23	0,95

education should prepare students for lifelong learning.	%	3,3	3,3	5,8	41,7	45,8		
9. A good education should prepare students for life.	f	9	2	1	41	67		
	%	7,5	1,7	0,8	34,2	55,8	4,29	1,11
10. Teachers must use technology to enable students to learn effectively.	f	7	3	8	58	44		
	%	5,8	2,5	6,7	48,3	36,7	4,07	1,03
<b>Lower dimension score</b>							<b>4,20</b>	<b>0,88</b>
N=120								

It is clear from Table 4 that the professional identity perception levels of the teachers participating in the study are high ( $M=4,200,88/5\pm$ ). According to Table 4, teachers' main beliefs are encouraging student participation ( $M=4,29$ ,  $SD=1,10$ ), identifying the learning requirements of their students ( $M=4,29$ ,  $SD=1,07$ ), and preparing students for life ( $M=4,29$ ,  $SD=1,11$ ). On the other side, the use of technology by a good teacher to help students learn effectively gets the lowest mean score ( $M=4,07$ ,  $SD=1,03$ ) among the other items. Nonetheless, all items on the subscale received a mean score of 4.00 or higher, according to the data. In this part of the scale, general scores are high, indicating that teachers have strong views about the listed teaching traits. Thus, we can deduce from the scale analysis that teachers are capable of self-evaluation and have stronger strengths. According to the findings of the study, teachers regarded their personal and professional identities favorably during the COVID-19 pandemic. Moreover, it makes sense to think that the EFL teachers who took part in the study will shape their lessons around these strong beliefs.

### Professional Socialization

Seven items on a 5-point Likert scale are included in the second subscale of the scale, which was used to determine the professional socialization of EFL teachers. Table 5. displays the findings of the second subscale of the EFLTI Scale.



**Table 5.***Descriptive Statistics of Items of EFLTI Scale for Professional Socialization Subscale Items*

Scale item			I strongly disagree.	I don't agree with that.	I'm undecided.	Agree	I totally agree.	M	SD
			f	%	f				
11. I can identify positively with members of the teaching profession.	f		5	8	13	55	39	3,96	1,04
	%		4,2	6,7	10,8	45,8	32,5		
12. Being a member of the teaching profession is important to me.	f		7	4	8	38	63	4,22	1,10
	%		5,8	3,3	6,7	31,7	52,5		
13. Share new teaching ideas/knowledge with colleagues.	f		5	11	12	49	43	3,95	1,10
	%		4,2	9,2	10,0	40,8	35,8		
14. I work collaboratively with my colleagues.	f		5	13	13	58	31	3,81	1,07
	%		4,2	10,8	10,8	48,3	25,8		
15. I participate in professional development/training courses/conferences within and outside my institution.	f		8	11	19	53	29	3,70	1,14
	%		6,7	9,2	15,8	44,2	24,2		
16. I need to learn from other professional educators within and outside my institution.	f		9	9	25	55	22	3,60	1,10
	%		7,5	7,5	20,8	45,8	18,3		
17. Staying connected with the industry I previously worked in important in supporting my professionalism as an educator.	f		13	19	27	35	26	3,35	1,28
	%		10,8	15,8	22,5	29,2	21,7		
<b>Lower dimension score</b>								<b>3,80</b>	<b>0,81</b>
N=120									

According to Table 5, it is seen that the professional identity perception levels of the teachers participating in the study are above the intermediate level ( $M=3,800,81/5\pm$ ). It is obvious from Table 5 that the overall ratings for the second chapter are relatively high, indicating that the participants strongly agree with the claims. “item 12” being a part of the teaching profession is significant to me, as indicated by the highest score ( $M=4.22$ ,  $SD=1,10$ ). The statement with the second-highest score “item 11” ( $M=3,96$ ,  $SD=1,04$ ) indicates that teachers can favorably identify with other teachers. Besides, item 17 “Staying connected with the industry I previously worked in important in

supporting my professionalism as an educator” had the lowest mean score compared to others (M=3,35 and SD=1,28). These findings are encouraging since EFL teachers maintain a sense of collaboration and professional socializing throughout their careers. Consequently, the results indicated that participants had a modest level of professional socialization.

### Career Development

The third section of the scale was used to determine the professional growth of EFL teachers and consists of eight Likert-scale questions. Using SPSS 22, the data were analyzed, and Table 6 displays the results of the third section of the scale.

**Table 6.**

*Descriptive Statistics of Items of EFLTI Scale for Career Development Subscale Items*

Scale item		I strongly disagree.	I don't agree with that.	I'm undecided.	Agree	I totally agree.	M	SD
18. I am proud to be a teacher.	f	7	8	7	26	12	4,23	1,19
	%	5,8	6,7	5,8	21,7	60,0		
19. Pursuing a career in education is important to me.	f	6	9	13	51	41	3,93	1,10
	%	5,0	7,5	10,8	42,5	34,2		
20. I am given job assignments that help me in my development as a teacher in my institution.	f	7	33	24	35	21	3,25	1,20
	%	5,8	27,5	20,0	29,2	17,5		
21. I have a clear vision of how to become a teaching professional in my institution.	f	7	12	19	53	29	3,71	1,12
	%	5,8	10,0	15,8	44,2	24,2		
22. There is a clear career track for teachers in my institution.	f	11	20	32	38	19	3,28	1,19
	%	9,2	16,7	26,7	31,7	15,8		
23. I am clear about the steps to achieve career progression in this institution.	f	8	16	26	45	25	3,53	1,16
	%	6,7	13,3	21,7	37,5	20,8		
24. My job has a high professional status.	f	21	19	10	38	32	3,34	1,46
	%	17,5	15,8	8,3	31,7	26,7		
25. My job as a teacher is well respected by the society at large.	f	20	20	16	38	26	3,25	1,40
	%	16,7	16,7	13,3	31,7	21,7		
<b>Lower dimension score</b>							<b>3,53</b>	<b>0,92</b>

N=120

In the Table 6, it is seen that the professional identity perception levels of the teachers participating in the study are above the intermediate level ( $M=3,530,92/5\pm$ ) The findings of the third subscale demonstrate that EFL teachers are proud to be teachers ( $M=4,23$ ,  $SD=1,19$ ) and believe they must pursue a career ( $M=3,93$ ,  $SD=1,10$ ) in education. On the other hand, item 20 "I am given job assignments that help me in my development as a teacher in my institution", and item 25 "My job as a teacher is well respected by the society at large", had the lowest mean score compared to others ( $M=3,25$ ,  $SD=1,40$ ).

### Professional Competence

The fourth section of the scale was used to assess the professional competencies of EFL teachers and consisted of 15 Likert-scale questions. Table 7. displays the findings of the fourth section of the EFLTI Scale.

**Table 7.**

*Descriptive Statistics of Items of EFLTI Scale for Professional Qualification Subscale Items*

Scale item		I strongly disagree.	I don't agree with that.	I'm undecided.	Agree	I totally agree.	M	SD
26. I have sufficient knowledge about my teaching subject.	f	8	4	2	51	55		
	%	6,7	3,3	1,7	42,5	45,8	4,18	1,09
27. I select appropriate teaching approaches to guide my students' learning.	f	7	4	6	61	42		
	%	5,8	3,3	5,0	50,8	35,0	4,06	1,03
28. I use	f	3	6	10	59	42	4,09	0,93

appropriate technologies (e.g., multimedia resources, games, and simulation) to enhance my students' learning.	%	2,5	5,0	8,3	49,2	35,0		
29. I facilitate my students' learning through the use of technology.	f	5	7	8	54	46		
	%	4,2	5,8	6,7	45,0	38,3	4,07	1,03
30. I can facilitate my students to collaborate using technology.	f	7	6	10	58	39		
	%	5,8	5,0	8,3	48,3	32,5	3,97	1,07
31. I can make active contributions to curriculum decisions.	f	12	12	21	53	22		
	%	10,0	10,0	17,5	44,2	18,3	3,51	1,20
32. I can foster a conducive learning environment for my students.	f	5	4	11	61	39		
	%	4,2	3,3	9,2	50,8	32,5	4,04	0,97
33. I can help my students apply what they have learned to real-life situations	f	5	5	16	70	24		
	%	4,2	4,2	13,3	58,3	20,0	3,86	0,93
34. I can motivate my students in their learning.	f	4	3	11	54	48		
	%	3,3	2,5	9,2	45,0	40,0	4,16	0,94
35. I can make active contributions to assessment decisions.	f	7	3	12	69	29		
	%	5,8	2,5	10,0	57,5	24,2	3,92	0,98
36. I use	f	3	4	13	73	27	3,97	0,84

assessment results to improve my students' learning.	%	2,5	3,3	10,8	60,8	22,5		
37. I support the diverse learning needs of my students.	f	5	5	4	75	31		
	%	4,2	4,2	3,3	62,5	25,8	4,02	0,92
38. I build rapport with my students.	f	4	4	7	62	43		
	%	3,3	3,3	5,8	51,7	35,8	4,13	0,92
39. I mentor my students.	f	4	13	12	63	28		
	%	3,3	10,8	10,0	52,5	23,3	3,82	1,02
40. I provide career guidance to my students.	f	8	3	15	63	31		
	%	6,7	2,5	12,5	52,5	25,8	3,88	1,04
<b>Lower dimension score</b>							<b>3,98</b>	<b>0,75</b>
N=120								

It is evident from Table 7, it is seen that the professional identity perception levels of the teachers participating in the study are above the intermediate level ( $M=3,980,75/5\pm$ ). Table 6 demonstrates that EFL teachers believe they have sufficient knowledge of the teaching subject. Having sufficient knowledge ( $M=4,18$ ,  $SD=1,09$ ) and motivating students in their learning ( $M=4,16$ ,  $SD=0,94$ ) are the roles that received the highest results. In addition, the participating teachers believe they build rapport with their students ( $M=4,13$ ,  $SD=0,92$ ) and use appropriate technologies to enhance their students' learning ( $M=4,06$ ,  $SD=1,03$ ). These roles are key components of professional identities.

### Findings of the Research Question 2

In this section, the study determines whether there is a statistically significant difference in the four components of the professional identity scale, which are primarily (1) teaching beliefs, (2) professional socialization, (3) career growth, and (4) professional competence. The descriptive analysis revealed that the total mean score on the EFLTI scale ranged between "agree" and "I completely agree" ( $M = 4.20$ ,  $SD = 0,88$ ). It can be inferred that EFL teachers are likely to be committed to teaching

ideals that are necessary for being a competent teacher, but they are still uncertain about a few points. To further comprehend these points, the scale's items were evaluated.

The findings indicate that EFL teachers have a strong sense of their professional identity in relation to instructional requirements. The results of the survey's subscales indicate that there is little statistical difference. The findings for the second research question will be given in four sections with related tables.

**Table 8.**

*Spearman Correlation Results for Professional Identity Subscales*

		Teaching beliefs	Professional socialization	Career progression	Professional qualification	Total professional identity
Teaching beliefs	r	-				
	p					
Professional socialization	r	,695	-			
	p	,000***				
Career progression	r	,433	,597	-		
	p	,000***	,000***			
Professional qualification	r	,680	,650	,567	-	
	p	,000***	,000***	,000***		
Total professional identity	r	,791	,852	,806	,851	-
	p	,000***	,000***	,000***	,000***	

N=120; \*\*\*p<0,001

It can be seen from Table 8, that there is a fairly significant positive relationship between teachers' perceptions of learning beliefs and their career growth ( $r=0.433$ ;  $p<0.05$ ). There is a significant relationship between perceptions of learning beliefs and perceptions of professional socialization ( $r=.695$ ;  $p<0.05$ ), perceptions of professional competence and total perceptions of professional identity ( $r=.791$ ;  $p<0.05$ ), and perceptions of professional socialization and career progression ( $r=.597$ ;  $p<0.05$ ). The relationship between perceptions of professional socialization and professional qualifications is positive and moderately significant ( $r=.650$ ;  $p<0.05$ ). There is a significant relationship between perceptions of professional socialization and total perceptions of professional identity ( $r=.852$ ;  $p<0.05$ ). Additionally, there is a positive and highly significant relationship between perceptions of professional competence and

total perceptions of professional identity ( $r=.851$ ;  $p<0.05$ ).

### **Findings of the Research Question 3**

In this section, the study concludes by identifying the elements that influenced the professional identity of EFL teachers during the COVID-19 pandemic: gender, years of teaching experience, and grade levels taught (elementary school, secondary school, and high school). It aimed to find a relation between their demographic variables and their responses to a scale measuring the teachers' professional identities. This study found no statistically significant gender differences in teachers' beliefs of their professional identity regarding career advancement. In addition, when analyzing the effect of age on teacher identity, there are no significant differences in attitude between age groups; nonetheless, older instructors have a higher opinion of their teaching competency.

A Mann Whitney U analysis was utilized to compare gender scale scores in order to determine the link between EFLTI and gender (see Table 1). Forty-four males and 76 females made up the total number of participants. According to the results, although it appears that male participants scored slightly higher than female participants, a Mann-Whitney U analysis revealed no statistically significant relationship between the two groups ( $p>0.05$ ). However, the teaching beliefs, professional socialization, professional competence, and overall professional identity perception levels of female teachers are significantly higher than those of male teachers ( $p<0.05$ ). Class and professional seniority training scale ratings were compared utilizing a Kruskal Wallis H analysis. The relation between participants' professional seniority degrees and teachers' professional identity is illustrated in Table 11. The identification of teachers with more professional experience is perceived to be above average. It is observed that the perception of elementary school teachers is greater and does not differ statistically substantially based on the grade levels they teach ( $p>0.05$ ).

**Table 9.**

*Results of A Mann Whitney U Analysis for Teachers' Professional Identity Scale Considering Participants' Gender*

<b>Subsize</b>	<b>Gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>U</b>	<b>p</b>
Teaching beliefs	Female	76	4,38	0,69	1175,0	,007**
	Male	44	3,90	1,08		
Professional socialization	Female	76	3,95	0,71	1188,5	,008**
	Male	44	3,54	0,90		
Career progression	Female	76	3,63	0,91	1373,5	,104
	Male	44	3,37	0,93		
Professional qualification	Female	76	4,10	0,69	1193,5	,009**
	Male	44	3,77	0,81		
Total professional identity	Female	76	4,04	0,65	1130,5	,003**
	Male	44	3,67	0,82		

N=120; \*\*p<0,01

It can be seen from Table 9 that, according to the results of the Mann Whitney U test used to compare the scale scores in terms of gender variable, the professional identity perception levels of the teachers who participated in the study do not differ statistically significantly ( $p>0.05$ ). However, the teaching beliefs, professional socialization, professional competence, and total professional identity perception levels of female teachers are significantly higher than those of male teachers.



**Table 10.**

*Results of Kruskal Walls H Analysis for Teachers' Professional Identity Scale Considering the*

<b>Subscales</b>	<b>Class level</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b><math>\chi^2</math></b>	<b>p</b>
Teaching beliefs	Primary school	39	4,40	0,70	4,6	,100
	Secondary school	46	4,08	1,00		
	High school	35	4,14	0,87		
Professional socialization	Primary school	39	3,92	0,72	1,9	,380
	Secondary school	46	3,71	0,85		
	High school	35	3,78	0,85		
Career progression	Primary school	39	3,62	0,98	2,1	,352
	Secondary school	46	3,57	0,93		
	High school	35	3,38	0,86		
Professional qualification	Primary school	39	4,13	0,70	4,4	,111
	Secondary school	46	3,91	0,82		
	High school	35	3,90	0,72		
Total professional identity	Primary school	39	4,05	0,65	4,1	,128
	Secondary school	46	3,84	0,82		
	High school	35	3,83	0,69		

*Class Levels*

N=120

It can be seen from Table 10 that, in accordance with the results of the Kruskal Wallis H analysis applied to compare the scale scores in terms of the grade level variable, it was determined that the perception of primary school teachers in terms of teaching beliefs, professional socialization, career progression, professional competence, and total professional identity was higher than that of teachers who participated in the study in both subdimensions. In addition, the perception levels of

professional identity do not change significantly ( $p>0.05$ ) based on the grade levels taught.

**Table 11.**

*Results of Kruskal Walls H Analysis for Teachers' Professional Identity Scale Considering*

Subscales	Professional seniority	N	M	SD	$\chi^2$	p
Teaching beliefs	1-5 years	28	4,07	0,89	2,1	,555
	6-10 years	35	4,17	1,04		
	11-15 years	32	4,16	0,93		
	16-20 years	25	4,45	0,41		
Professional socialization	1-5 years	28	3,87	0,80	1,7	,635
	6-10 years	35	3,78	0,80		
	11-15 years	32	3,67	0,86		
	16-20 years	25	3,90	0,79		
Career progression	1-5 years	28	3,55	1,07	1,1	,769
	6-10 years	35	3,41	0,93		
	11-15 years	32	3,55	0,92		
	16-20 years	25	3,68	0,76		
Professional qualification	1-5 years	28	3,80	0,79	3,7	,295
	6-10 years	35	3,98	0,82		
	11-15 years	32	3,94	0,81		
	16-20 years	25	4,23	0,45		
Total professional identity	1-5 years	28	3,82	0,80	0,8	,851
	6-10 years	35	3,87	0,81		
	11-15 years	32	3,86	0,79		
	16-20 years	25	4,10	0,41		

*Teachers' Professional Seniority*

N=120

It can be seen from Table 11, that according to the results of the Kruskal-Wallis H analysis applied to compare the scale scores in terms of professional seniority variable, the perception of teachers with 16–29 years of professional seniority is higher in terms of teaching beliefs, professional socialization, career progression, professional competence, and total professional identity. However, it is observed that the professional identity perception levels of teachers both in sub-dimension and total professional identity are lower.

## 4. CONCLUSION AND DISCUSSION

### Introduction

This chapter of the research study provides discussions, implications of the study, suggestions for further research, limitations, and conclusion sections regarding the study's findings.

### Discussion of the Research Question 1

In this study, the first research question centered on EFL teachers' opinions of their professional identity during the COVID-19 pandemic. According to the results, item 18 being pleased to be a teacher, have one of the highest mean scores compared to others. Evidently, EFL teachers are proud to be educators and should seek a profession in education. Specifically, it is also reasonable to conclude that the participants had a high degree of professional competence and a favorable opinion of being a teacher. On the other hand, EFL teachers require more job assignments that aid in their professional growth as teachers in their institution. As a result, it is also reasonable to conclude that instructors should be encouraged to take on additional responsibilities in order to make the learning and teaching process more meaningful and effective, thereby allowing them to develop in their careers. Moreover, society as a whole does not sufficiently value the teaching profession. We can conclude that there is insufficient regard for teachers as professionals. Teachers must perceive that they are performing a respected job in order to feel more valued. Ozdemir (2010) obtained similar findings on the teacher identity of classroom teachers in Malatya. The social framework in which the teacher is assessed has been found to significantly impact the teacher's identity. The rate of prestige among professions and the individual's viewpoint on the profession may alter due to social prestige, which is the respect given to professions by other individuals in society and the status of values. High scores indicate that our teachers are working hard to keep their professional positions, even though their social status and prestige have declined. Furthermore, to solve the problem, the standing and worth of the teaching profession must be elevated.

During a difficult time, such as COVID-19, society recognized what valuable job teachers performed. Even in difficult times, teachers have shown how much they love their jobs and how hard they work for their students. However, Kalin et al. (2017) found that, while teachers' duties and responsibilities have expanded through time, their status

in relation to other professions has remained stable or even declined. Teaching is one of the oldest professions in human history. Because one's profession as a teacher is a result of their social life. In the culture in which they reside, they live within the teacher. It is a significant force that communicates its ideals to future generations while simultaneously ensuring society's development, progress, and modernization (Oktay, 1991). For society to progress, teachers and the teaching profession must always receive the respect they deserve.

Ekinci (2020) conducted a similar study on the teacher identity of lecturers and obtained comparable outcomes. According to the study findings, English language teachers have strong teaching beliefs and a strong desire for career growth. It is crucial for them to pursue a profession in teaching, as they are proud to be teachers.

### **Discussion of the Research Question 2**

This study aimed to understand EFL teachers' perceptions of their professional identities during the COVID-19 pandemic regarding their teaching beliefs, professional socialization, career development, and professional competence. The study outcomes revealed some significant evidence about the professional identities of EFL teachers.

According to the research findings, EFL teachers are strongly aware of their professional identity concerning their instructional demands. In theoretical research in the literature, it was also discovered that the perception of teacher identity increased as he taught (Chong et al., 2011) and that programs that educate teachers would both make teachers more conscious and assist them in dealing with future professional issues (Beauchamp & Thomas, 2009). Once the findings of this study are evaluated, it is apparent that teachers are attached to their careers and appreciate their work. The education of teachers is incredibly significant for the profession and personality of identity.

The findings of this study also reveals that EFL teachers have higher rates of professional socialization. Similar conclusions were reached in Ekinci's study on teacher identity (2020). The findings are also consistent with Carrinus' (2011) findings, which suggest that teachers want relationship fulfillment and wish to develop themselves by seeking professional assistance.

The study's findings demonstrated that EFL teachers had strong teaching beliefs and a strong desire for career advancement. They must pursue a profession in teaching, as they are proud to be teachers. They also believe that their occupation has a solid

professional standing. This finding is corroborated by Mofrad (2006), who discovered that teachers appreciate their career development and consider it an honor to be educators. The study conducted by Kazımlar (2019), which demonstrated that language teachers have highly developed professional identities, also supports this result.

The study also discovered that professional identity perception levels of professional competence in EFL teachers are above the mid-level. It can be stated that instructors' roles in the educational process include providing a safe learning environment for students, encouraging them to participate, and preparing them for life-long learning. The finding above agrees with the study of Sayar (2014), in which the researcher discovered that the teachers act as mentors and nurturers regarding teachers' professional identities.

The study also revealed that teachers' social characteristics, such as their ability to socialize, work in collaboration, and their social positions within the teaching community, were above average. This result is corroborated by the study conducted by Farrell and Mom (2015). The researchers discovered that most teachers emphasize their reflective qualities while describing themselves as instructors.

### **Discussion of the Research Question 3**

In answer to the third research question, the findings of this study indicated that teachers' perceptions of their professional identity about career advancement do not differ statistically significantly by gender. However, female teachers' teaching beliefs, professional socialization, professional competence, and total professional identity perception levels are significantly higher than those of male teachers. Similarly, studies conducted abroad have demonstrated that female teachers have a more favorable impression of professional identity (Friesen & Besley, 2013; Zemblyas, 2003). In addition, Özdemir (2008) asserts that, in terms of gender roles, teaching is a more acceptable career for females and that some of the sensory characteristics required for teaching are more prevalent in women. These beliefs, which are believed to be widely held, are consistent with the study's findings. Therefore, Özdemir (2010) obtained similar findings on the teacher identity of classroom teachers in Malatya. The number of males and females is nearly equal. Female teachers have been found to conduct this vocation more lovingly and willingly. These survey results are generally favorable. Female teachers, in particular, have higher participation and scores. These findings could also be attributed to Malatya's high regard for women and education.

It is observed that teachers with 16–29 years of experience have a higher perception of career growth, professional competence, and whole profession identification. Teachers' careers may have advanced due to their years of experience. Furthermore, experienced teachers have a better awareness of themselves and their profession and a stronger sense of self as a teacher. When examining the effect of age on teacher identity, there is no significant variation in attitude between age groups; however, older teachers have a more outstanding assessment of their teaching competence. However, older individuals are more likely to have teacher anxiety when age is connected with teaching professional anxiety. It has been determined that they are highly anxious. The use of computers in distance education is critical. This could be because older teachers have restricted access to technology. It was also mentioned that the COVID-19 pandemic had a more significant impact on the health of the elderly. This may have raised the anxiety of senior teachers.

Consequently, even though attitudes toward teaching are pretty positive in both genders, perceptions of teaching competence are also positive. However, examining the process of teacher professional development reveals the significance instructors place on their job. The effects of age on the teaching credentials of older individuals despite their elevated perspectives, their teaching concerns are also elevated. It is now possible to find essential and high-level parts of teacher PI and the teaching profession when looking at the connections between relationships.

In addition, other studies supported that EFL teachers have, on average, excellent teacher identification scores. In this regard, it can be discussed that EFL teachers are also successful in establishing their professional identity, even throughout the pandemic phase. However, we hope that teaching will be understood again in our nation and throughout the world. During the COVID-19 pandemic, all teachers used patience and sacrifice to get the most out of their careers.

### **Implications of the Study**

Since this study explores EFL teachers' perceptions of their professional identity during the COVID-19 pandemic, it has various pedagogical implications for university EFL teachers, policymakers, and curriculum designers for teacher training programs. According to the study results, teachers are dedicated to their careers and place a high value on helping students' lifelong development and self-improvement. Furthermore, the results show that gender plays a role in the professional growth of EFL teachers. As a

result, teacher training programs can be more precisely planned, taking into consideration the findings of this and related studies.

Beginning with teaching beliefs, the findings of the study indicate that teachers have strong beliefs regarding the aforementioned teaching characteristics. This might be due to the support the EFL teachers received from the Turkish Ministry of Education, school management, and school environment. Therefore, this finding suggests that teachers should always be supported in their professional growth, and during difficult periods like the COVID-19 pandemic, this assistance should be enhanced. As a study researcher, I continued to teach online in Malatya during the pandemic. Malatya Ministry of Education and the school management with whom I worked inspired me and my friends more than ever during this process. They reminded us of the importance of our profession by emphasizing how valuable we are to pupils. The high scores in the study's results could also be attributed to the teachers' support in this process in Malatya. Furthermore, it is reasonable to assume that the EFL teachers who participated in the study prefer to shape their lessons in light of these strong beliefs. Hence, high scale scores indicate that teachers have achieved professional teacher identity. Furthermore, their scale responses demonstrate that teachers understand what to expect and how to succeed.

Another implication of this study is that teachers' roles in the educational process also include establishing a safe environment for learning, supporting their participation, and preparing them for lifelong learning for the professional competency of EFL teachers. Moreover, the study found that teachers' social traits, such as their capacity to socialize and collaborate, as well as their social standing within the teaching community, influence their performance. The purpose of this study was to discover how the COVID-19 pandemic affects teacher identity of EFL teachers. The teachers' collaborative efforts improved their performance and success in this procedure. The scale results already support this.

According to the study's findings, even though teachers have sufficient awareness, basic knowledge and skills, and also the desire to be a teacher, they might lack a better teacher identity. Therefore, it is crucial that curriculum designers design ELT teacher training program curriculums with a broader perspective in mind. Furthermore, this study may enlighten teachers on how to have a better understanding of teacher identity. It is expected that this study would enhance the perceptions of other educators.

Currently, there is limited literature on EFLTI. This study is intended to serve as a guide for future research.

### **Suggestions for Further Research**

It is essential to evaluate the professional qualities of teachers and their identities. This research attempts to develop a conceptual framework for EFL teachers in Turkey. Even though this study included 120 people, additional research might be undertaken with bigger sample size. Also, to contribute to the current body of knowledge, a comparable research might be undertaken with various teacher specializations.

Furthermore, an additional study may investigate the effects of EFL teachers' professional identities on their teaching beliefs, professional socialization, career progression, and professional competence. In addition, as a crucial aspect, participants' proficiency and influence on EFLTI could be incorporated into future research. Moreover, it may be advisable to employ mixed-method designs and supplement quantitative data with qualitative information to fully expose the EFL teacher identity's perception. Lastly, it is possible that the findings of a more extensive examination into the causes underlying the concept of EFL teacher identity, which is higher in females, will be used to raise this impression of male teachers.

### **Limitations of the Study**

As a result of the study's methodological approach, it contains several limitations and suggestions for future studies. Since the scope of the study is limited to the city of Malatya in Turkey, it is not possible to generalize these findings to the national level. More research can focus on different regions of Turkey to achieve more precise results on a national scale. Since the study only included EFL teachers from government schools, the findings cannot be applied to all education levels. In other words, because each educational setting has its characteristics and factors that influence difficulties, teachers who work with children of varying levels may have diverse experiences. Future research should involve EFL teachers from various educational levels to provide more insight into the concerns addressed in this study.

This study utilized quantitative research methods. A questionnaire was employed for the quantitative analysis. Additionally, qualitative research methods might have been utilized to collect data. The researcher may have strengthened the study's trustworthiness and obtained more reliable data by using other qualitative research approaches, such as interviews with teachers. Due to lack of time and the COVID-19



pandemic, the participants were merely administered questionnaires. Consequently, the outcome of this study could be very different if it were conducted with different participants.

### **Conclusion**

Beijaard et al. (2000) revealed that teachers' conceptions of their professional identities considerably impact their effectiveness as educators, their willingness to adapt to changes in education, and their efforts to introduce new ideas into the classroom. Changes and defeats in education throughout the COVID-19 pandemic also corroborate this. The importance of online learning and teaching, as well as the use of technology, has emerged in remote education. Changes and defeats in education throughout the COVID-19 period also corroborate this. The importance of online learning and teaching, as well as the use of technology, has emerged in distance education. In this way, this study aimed to investigate the professional identities of EFL teachers in terms of their teaching beliefs, professional socialization, career growth, and professional competence. The study investigated the effects of demographic factors such as gender, teaching grade, and years of experience on teachers' identity.

The study's findings demonstrated that EFL teachers had strong teaching beliefs and a strong desire for career advancement. They must pursue a profession in teaching, as they are proud to be teachers. Mofrad (2006) backed this study's results, who found that teachers care about their careers and feel lucky to be teachers. Consequently, it may be stated that their professional development plays a significant part in developing their teacher identity as EFL teachers.

According to the study's findings, gender in occupational identification is significant for career advancement. It is observed that there is no difference in level, but females have much greater levels of teaching beliefs, professional socialization, professional competence, and overall occupational perception than males. Moreover, when we examined the effect of experience years on teacher identification, we discovered that those with higher views of teaching competence also had higher perceptions. Lastly, the study also disclosed that EFL teachers have higher rates of professional socialization as they prioritize being a member of the teaching profession.

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## APPENDICES

## Appendix A. Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
<b>ÖĞRENCİ BİLGİLERİ</b>	
T.C. NOSU	-
ADI VE SOYADI	MERYEM ASLAN
ÖĞRENCİ NO	20198057
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 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
<b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>	
TEZİN KONUSU	COVID-19 PANDEMİSİ BOYUNCA İNGİLİZCE ÖĞRETMENLERİNİN PROFESYONEL KİMLİKLERİNE İLİŞKİN ALGILARININ İNCELENMESİ
TEZİN AMACI	COVID-19 pandemi sürecinde İngilizce öğretmenlerinin kişisel ve mesleki deneyimleri ile öğretmen kimliğinin nasıl etkilendiğinin neden sonucu bir anket ile değerlendirmeyi amaçlar.
TEZİN ÖZETİ	TÜRKÇE Öğretmenlerin gelecek için önemini tanımlamak için yeterli kelime yoktur; bu nedenle, öğretmenlerin mesleki kimliğinin açıklığa kavuşturulduğu ve daha iyi anlaşıldığı evrensel bir kabul gereklidir. Öğretmenlerin yaptığı fedakarlıkları, özellikle tüm dünyanın etkilendiği COVID-19 döneminde göz ardı edilemez. Bu çalışma, COVID-19 salgınının öğretmenlerin kimliklerini nasıl etkilediğini belirlemek amacıyla yapılmıştır. Bu çalışmanın amacı, İngilizce öğretmenlerinin kimliklerini etkileyen kişisel ve mesleki deneyimlere bakmanın yanı sıra, COVID-19 pandemisi sırasında öğretim düşünceleri, profesyonel sosyalleşme, kariyer gelişimi ve mesleki yeterlilik gibi faktörlerin İngilizce öğretmenlerinin kimliklerini ne kadar etkilediğini görmektir. Bu çalışmanın amacı doğrultusunda nicel bir yöntem kullanılmıştır. Araştırmanın katılımcıları, Malatya, Türkiye'deki devlet okullarında çalışan İngilizce öğretmenleridir. Toplam katılımcı sayısı 120'dir. Bu tanımlayıcı çalışmaya katılanlar rastgele seçilmiştir. İngilizce öğretmenlerinin kimlikleri, Noi ve diğerlerinin (2016) çalışmasından uyarılanan 40 maddeden oluşan 5 maddelik bir Likert ölçeği anketi kullanılarak ortaya çıkarılmış ve aşağıdaki hususlara

<b>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</b>	<p>Bu çalışma, 2020-2021 Akademik Yılı bahar döneminde Malatya il ve ilçe milli eğitim müdürlüklerine bağlı devlet okullarında görev yapan İngilizce öğretmenlerine yapılacaktır. Katılımcılar Malatya devlet okullarında çalışan 120 İngilizce öğretmeninden oluşmaktadır. Katılımcılar bu çalışmaya e-posta yoluyla katılmayı talep etti. Malatya MEB müdürlüğünden gerekli izin alınacaktır. Bu çalışma için katılımcılara google drive üzerinden hazırlanan anket e-mail yoluyla katılımcılara iletilecektir.</p>
<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN ÖLÇELERİN UYGULANACAĞI</b>	<p>Anket formu, Ecem Ekinci tarafından "Öğretmen Kimliği:Türkiye'de İngilizceyi Yabancı Dil Olarak Öğreten Eğitimcilerin Mesleki Kimliklerini Araştırma" başlıklı çalışma için veri elde etmek amacıyla uyarlanmıştır. Bu anket benim tarafımdan İngilizce öğretmenleri üzerinde yapılacak tez çalışması için Türkçe'ye çevirilmiştir.</p>

<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	<p>1.(1) Sayfa Teacher Identity Scale Ölçeği. 2. (2) Sayfa Çalışmaya Katılım Onay Formları.</p>
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	<p>odaklanmıştır: (1) öğretim düşünceleri, (2) mesleki sosyalleşme, (3) kariyer gelişimi ve (4) mesleki yeterlilik. Araştırma sonuçları, ankete katılan öğretmenlerin öğrenme ihtiyaçları konusunda mesleki kimlik algısının yüksek düzeyde olduğunu göstermiştir. Ayrıca öğretmenlerin mesleki sosyalleşme, kariyer gelişimi ve mesleki yeterlilik açısından mesleki kimlik algıları orta düzeyin üzerindedir.</p>
<b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>	<p>MALATYA İL MİLLİ EĞİTİM İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ</p>
<b>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	<p>Çağ Üniversitesi-Sosyal Bilimler Enstitüsü-Tarsus-Mersin</p>

<b>ÖĞRENCİNİN ADI - SOYADI:</b> MERYEM ASLAN		<b>ÖĞRENCİNİN İMZASI:</b> Enstitü Müdürlüğünde evrak aslı imzalıdır <b>TARİH:</b> 01 / 04 / 2021				
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>ANA BİLİM DALI BAŞKANININ ONAYI</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>			
Adı - Soyadı: SEDEN TUYAN	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ			
Unvanı: Dr. Öğr. Üyesi ...	Unvanı: .....	Unvanı: Prof. Dr.	Unvanı: Doç. Dr..			
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır			
12.04.2021	.... / .... / 20....					
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>						
Adı - Soyadı: Şehnaz ŞAHİNK ARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	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	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır
.... / ..... / 20....	.... / .. / 20....	... / .... / 20....	.. / .... / 20....	... / .... / 20....	... / .... / 20....	... / .... / 20....
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input checked="" type="radio"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 20/ 04 / 2021 - 01 / 06 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur</b>				
<b>OY ÇOKLUĞU İLE</b>	<input type="radio"/>					
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.</b>						

## Appendix B. Consent Form

### COVID-19 PANDEMİSİ BOYUNCA EFL ÖĞRETMENLERİNİN PROFESYONEL KİMLİKLERİNE İLİŞKİN ALGILARININ İNCELENMESİ

#### RIZA VE ÖLÇEK FORMU

Sayın katılımcı,

Araştırma, araştırmacının yüksek lisans tezi dahilinde olup, amacı **COVID-19 Pandemi** sürecinde EFL öğretmenlerinin kişisel ve mesleki deneyimlerine yönelik etkenlerin ve bu değişkenlerin ne ölçüde öğretmen kimliğini etkilediğini belirlemek amacı taşımaktadır. Sorulara içtenlikle cevap vermeniz, araştırma bulgularının güvenilirlik ve geçerliği açısından önem taşımaktadır. Soruları cevaplarken size en yakın hissettiren seçeneği işaretleyiniz.

Öncelikle, lütfen aşağıdaki rıza formunu dikkatlice okuyunuz. Herhangi bir sorunuz için gerekli açıklamaya ihtiyaç duyduğunuz takdirde araştırmacıya aşağıda verilen iletişim bilgilerinden ulaşabilirsiniz.

Meryem ASLAN

1. EFL öğretmenlerinin öğretmen kimliğinin kişisel ve mesleki deneyimleriyle incelenmesi ile ilgili yapılan araştırmayı anlıyorum.
2. Bu rıza formunu onaylayarak ankete gönüllü olarak katılmayı kabul ediyorum.
3. Bu çalışmadaki katılımının yalnızca araştırma amaçlı olduğunu anladım.
4. Bu çalışma için vermiş olduğum tüm bilgilerin saklı tutulacağını anladım.
5. Katılımımın gönüllülük esasına dayandığını ve uygun bulduğumu anlıyorum

**GÖNÜLLÜ ONAY (İMZA):**

Bu ankete katılmayı kabul ettiğiniz için çok teşekkür ederiz.

Araştırmacı: Meryem ASLAN

## Appendix C. Teacher Identity Scale

### 1. PART 1

#### *Demographer Profile Questions:*

**Gender:** Female  Male

**Class:** Primary School  Secondary School  High School

#### **Professional Seniority:**

1-5  6-10  11-15  16-20  21-25  26+

### 2. Part 2

No	Survey Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	A good teacher is one who provides an environment in which students feel safe to explore and learn.					
2	A good teacher should encourage active participation from his/her students.					
3	Teaching is about providing an environment in which students are encouraged to take ownership of their learning.					
4	A good teacher is one who recognizes the learning needs of his/her students.					
5	A good teacher should have a genuine interest in their students' well-being.					
6	A good teacher is one who can motivate students to learn.					
7	A good teacher has to be a subject matter expert.					
8	A good education should prepare students for lifelong learning.					
9	A good education should prepare students for life.					
10	Teachers must use technology to enable students to learn effectively.					
11	I can identify positively with members of the teaching profession.					
12	Being a member of the teaching profession is important to me.					
13	I share new teaching ideas/knowledge with colleagues.					
14	I work collaboratively with my colleagues.					

15	I participate in professional development/training courses/conferences within and outside my institution.					
16	I need to learn from other professional educators within and outside my institution.					
No	<b>Survey Items</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
17	Staying connected with the industry I previously worked in is important in supporting my professionalism as an educator.					
18	I am proud to be a teacher.					
19	Pursuing a career in education is important to me.					
20	I am given job assignments that help me in my development as a teacher in my institution.					
21	I have a clear vision of how to become a teaching professional in my institution.					
22	There is a clear career track for teachers in my institution.					
23	I am clear about the steps to achieve career progression in this institution.					
24	My job has a high professional status.					
25	My job as a teacher is well respected by society at large.					
26	I have sufficient knowledge about my teaching subject.					
27	I select appropriate teaching approaches to guide my students' learning.					
28	I use appropriate technologies (e.g., multimedia resources, games, and simulation) to enhance my students' learning.					
29	I facilitate my students' learning through the use of technology.					
30	I can facilitate my students to collaborate using technology.					
31	I can make active contributions to curriculum decisions.					
32	I can foster a conducive learning environment for my students.					
33	I can help my students apply what they have learned to real-life situations					



34	I can motivate my students in their learning.					
35	I can make active contributions to assessment decisions.					
36	I use assessment results to improve my students' learning.					
37	I support the diverse learning needs of my students.					
38	I build rapport with my students.					
39	I mentor my students.					
40	I provide career guidance to my students.					

## 1.BÖLÜM

### Demografi Profil Soruları:

Cinsiyet: Kadın  Erkek

Sınıf: İlköğretim  Ortaöğretim  Lise

Öğretmenlik mesleğinde deneyim süresi:

1-5  6-10  11-15  16-20  21-25  26+

## 2.BÖLÜM

No	MADDELER	Kesinlikle katılmıyorum	Katılmıyorum	Tarafız	Katıyorum	Kesinlikle katılıyorum
1	İyi bir öğretmen, öğrencilerin keşfetmesi ve öğrenmesi için kendilerini güvende hissettikleri bir ortam sağlayan kişidir.					
2	İyi bir öğretmen, öğrencilerinin aktif katılımını teşvik etmelidir					
3	Öğretim, öğrencilerin öğrenimlerini sahiplenmeyi teşvik edildikleri bir ortam sağlamakla ilgilidir.					
4	İyi bir öğretmen, öğrencilerinin öğrenme ihtiyaçlarını fark eden kişidir.					
5	İyi bir öğretmen, öğrencilerinin refahına gerçekten ilgi duymalıdır.					
6	İyi bir öğretmen, öğrencileri öğrenmeye motive edebilen bir öğretmendir.					
7	İyi bir öğretmen, konu uzmanı olmalıdır.					
8	İyi bir eğitim, öğrencileri yaşam boyu öğrenmeye hazırlamalıdır.					
9	İyi bir eğitim, öğrencileri hayata hazırlamalıdır.					
10	Öğretmenler, öğrencilerin etkili bir şekilde öğrenmelerini sağlamak için teknolojiyi kullanmalıdır.					
11	Öğretmenlik mesleğinin üyeleriyle olumlu bir şekilde özdeşleşebiliyorum.					
12	Öğretmenlik mesleğinin bir üyesi olmak benim için önemlidir.					
13	Yeni öğretim fikirlerini / bilgilerini meslektaşlarla paylaşıyorum.					
14	Meslektaşlarımla iş birliği içinde çalışıyorum.					

15	Kurumum içinde ve dışındaki mesleki gelişim / eğitim kurslarına / konferanslarına katılıyorum.					
16	Kurumumun içindeki ve dışındaki diğer profesyonel eğitimcilerden öğrenmeye ihtiyaç duyuyorum.					
No	<b>MADDELER</b>	Kesinlikle katılmıyorum	Katılmıyorum	Tarafız	Katıyorum	Kesinlikle katılıyorum
17	Daha önce çalıştığım sektörle bağlantıda kalmak, bir eğitimci olarak profesyonelliğimi desteklemek açısından önemlidir.					
18	Öğretmen olmaktan gurur duyuyorum					
19	Eğitim alanında kariyer yapmak benim için önemlidir.					
20	Kurumumda bir öğretmen olarak gelişimime yardımcı olacak iş atamaları yapılıyor.					
21	Kurumumda nasıl profesyonel öğretmen olunacağına dair net bir vizyonum var.					
22	Kurumumda öğretmenler için net bir kariyer yolu var.					
23	Bu kurumda kariyer gelişimi sağlamaya yönelik adımlar konusunda netim.					
24	Mesleğimin yüksek bir mesleki statüsü var.					
25	Öğretmen olarak mesleğime toplum genelinde saygı duyuluyor.					
26	Ders verdiğim konu hakkında yeterli bilgiye sahibim.					
27	Öğrencilerimin öğrenmesine rehberlik edecek uygun öğretim yaklaşımlarını seçiyorum.					
28	Öğrencilerimin öğrenmesini geliştirmek için uygun teknolojileri (ör. Multimedya kaynakları, oyunlar ve simülasyon) kullanıyorum.					
29	Teknolojiyi kullanarak öğrencilerimin öğrenmesini kolaylaştırıyorum.					
30	Öğrencilerimin teknolojiyi kullanarak iş birliği yapmalarını kolaylaştırabilirim.					
31	Müfredat kararlarına aktif katkıda bulunabilirim.					
32	Öğrencilerim için elverişli bir öğrenme ortamı oluşturabilirim.					
33	Öğrencilerimin öğrendiklerini gerçek hayata uygulamalarına yardımcı olabilirim.					
34	Öğrencilerimi öğrenmelerinde motive edebilirim.					

35	Değerlendirme kararlarına aktif katkı sağlayabilirim.					
36	Öğrencilerimin öğrenmesini iyileştirmek için değerlendirme sonuçlarını kullanıyorum.					
37	Öğrencilerimin çeşitli öğrenme ihtiyaçlarını destekliyorum.					
38	Öğrencilerimle yakınlık kuruyorum.					
39	Öğrencilerime mentorluk yapıyorum.					
40	Öğrencilerime kariyer rehberliği sağlıyorum.					

**Appendix D. Permission from Rectorate of Çağ University**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100002906  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hakkında

19.04.2021

**REKTÖRLÜK MAKAMINA**

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu komulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ayzıt Asena Meydan, Ezgi Aytok, Merve Çopur, Meryem Aslan, Zeliha Dilek Acet** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

## Appendix E. Ethics Committee Approval



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2100003294

01.05.2021

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.04.2021 tarih ve E-23867972- 050.01.04-2100002906 sayılı yazınız.

İlgi yazıda söz konusu edilen Ayzıt Asena MEYDAN, Ezgi AYTOK, Merve ÇOPUR, Meryem ASLAN, Zeliha Dilek ACET isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix F. Permission Request Form of Çağ University

	<p>T.C. MALATYA VALİLİĞİ İl Millî Eğitim Müdürlüğü</p>	<p>11.06.2021</p>
<p>Sayı : E-34259660-605.01-26365589 Konu : Uygulama İzin Onayı (Meryem ASLAN)</p>		
<p>VALİLİK MAKAMINA</p>		
<p>İlgi :MEB. Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarih ve 1563890 sayılı 2020/2 Genelgesi.</p>		
<p>Çağ Üniversitesi Rektörlüğü'nün 04/05/2021 tarih ve E.2100003341 sayılı yazılarında; Üniversitenin Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Meryem ASLAN'ın yürütmekte olduğu "Öğretmen Kimliği: Covid-19 Pandemi Sürecinde İngilizce Öğretmenlerinin Kişisel ve Mesleki Deneyimleri Üzerine Bir Araştırma" konulu tez çalışmasının Müdürlüğümüze bağlı resmi/özel tüm okullarımızda uygulanması talep edilmektedir.</p>		
<p>Anket-Tez Araştırma ve Değerlendirme Komisyonumuz, 09/06/2021 tarihinde yapılan toplantıda; İlgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek şekilde, denetimleri ilgili kurum müdürlüğü tarafından gerçekleştirilmek üzere, derslerin aksatılmaması, kişisel verilerin gizliliğine dikkat edilmesi kaydıyla, gönüllülük esasına göre ve araştırmacının araştırmasının bitimi tarihinden itibaren 30 gün içerisinde araştırma sonuçlarını Müdürlüğümüze bildirmesi şartı ile anket uygulaması yapmasını uygun görmüş olup, Müdürlüğümüze de uygun görülmektedir.</p>		
<p>Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.</p>		

Mehmet AKGÜN  
Müdür a.  
İl Millî Eğitim Şube Müdürü

OLUR  
Battal KANBAY  
Vali a.  
İl Millî Eğitim Müdürü



T.C.  
MALATYA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-34259660-605.01-26444305  
Konu : Uygulama İzni (Meryem ASLAN)

14.06.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü)

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Meryem ASLAN'ın yürütmekte olduğu "Öğretmen Kimliği: Covid-19 Pandemi Sürecinde İngilizce Öğretmenlerinin Kişisel ve Mesleki Deneyimleri Üzerine Bir Araştırma" konulu tez çalışmasına ait onay ilişikte sunulmuştur.

Bilgilerinizi ve araştırma sonucunun Müdürlüğümüze bildirilmesini arz ederim.

Battal KANBAY  
İl Millî Eğitim Müdürü



**Appendix G. Permission Request Form For Çağ University's Thesis Survey**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100003341  
Konu : Meryem ASLAN'ın Tez Anket İzni

04.05.2021

**DAĞITIM YERLERİNE**

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Meryem ASLAN isimli öğrencimiz, “**Öğretmen Kimliği: Covid-19 Pandemi Sürecinde İngilizce Öğretmenlerinin Kişisel Ve Mesleki Deneyimleri Üzerine Bir Araştırma**” konulu tez çalışmasını Üniversitemiz öğretim üyesi Dr. Öğr. Üyesi Seden TUYAN danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında Müdürlüğünüze bağlı tüm devlet okullarında görev yapan İngilizce öğretmenlerini kapsamak üzere kopyası Ek’lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

## Appendix H. Informed Voluntary Consent Form Çağ University Thesis Ethics

Tarih:01/04/202

**ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
ETİK KURULU**

### BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda “**COVID-19 PANDEMİSİ BOYUNCA EFL ÖĞRETMENLERİNİN PROFESYONEL KİMLİKLERİNE İLİŞKİN ALGILARININ İNCELENMESİ**” (Meryem YILDIZ tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

#### Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Araştırmanın temel amacı, eğitim kurumlarında öğretmenlerin kimliğinin kaybolmaya başlaması, neden-sonucu değerlendirme amacından biridir.  
Araştırmanın Nedeni: Eğitimde mükemmellik arayışı ve mesleki rol ve sorumluluklar doğrultusunda, bir ülke nitelikli öğretmenler yetiştirmelidir. Bu nedenle İngilizce öğretmenleri üzerine dayalı öğretmen kimliği çalışması yapılması hedeflenmektedir.  
Süresi: 2 ay  
Araştırmanın Yürütüleceği Yer: ADIYAMAN ve MALATYA  
Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.  
Katılımcının (Islak imzası ile<sup>\*\*\*</sup>)  
Adı-Soyadı: Meryem YILDIZ  
İmzası<sup>\*\*\*</sup>:

#### Araştırmacının

Adı-Soyadı:  
e-posta:  
İmzası:

<sup>\*\*\*</sup>Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.