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GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE**

**LIVED EXPERIENCES OF CHANGE: A MULTI-
PERSPECTIVE EXPLORATION OF EFL TEACHER
IDENTITY DURING THE TIME OF HYSTERESIS**

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DEĞİŞİMİN YAŞANMIŞ DENEYİMLERİ: HİSTERESİS DÖNEMİNDE İNGİLİZCE ÖĞRETMENİ MESLEKİ KİMLİĞİNİN ÇOK PERSPEKTİFLİ BİR KEŞFİ

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ÖZET

Bu nitel çalışma, acil uzaktan öğretim (ERT) döneminde İngilizce öğretmenlerinin deneyimlerini ve öğretmen kimliği gelişimlerini araştırmaktadır. Araştırma, yorumlayıcı fenomenolojik analizi kullanarak "hysteresis döneminde İngilizce öğretmenlerinin mesleki kimliği" kavramının özünü bulmaya odaklanmıştır. Çalışma, İngilizce öğretmenlerinin mesleki kimlik yapılarının, COVID-19 salgını nedeniyle zorunlu hale gelen çevrimiçi eğitime geçiş gibi önemli bir süreçte hangi etkiler altında değişime uğradığını incelemektedir. Çalışmanın teorik alt yapısı, yabancı dil öğretmeni mesleki kimlik gelişimi ve Bourdieu'nun (1968) Alan Teorisi çerçeveleri harmanlanarak oluşturulmuştur. Çalışma, 2020-2021 akademik yılında Türkiye'deki bir devlet üniversitesinde, çeşitli kariyer deneyimlerine sahip dokuz İngilizce öğretmeniyle yürütülmüştür. Çalışmaya katılan İngilizce öğretmenlerinin, acil uzaktan eğitim döneminde aktif rol almış olmaları ve bu deneyimleri üzerine derinlemesine düşünme becerilerine sahip olmaları temel ölçüt olarak belirlenmiştir. Veri toplama aşaması iki dönem boyunca sürmüş ve öğretmenler tarafından oluşturulan öğretim günlükleri, yarı yapılandırılmış mülakatlar, konsept haritaları, metafor çıkarma mülakatları ve odak grup mülakatları gibi çeşitli veri toplama araçlarından yararlanılmıştır. Nitel veri analizi aşamasında MAXQDA yazılımı kullanılmıştır. Bulgular öğretmenlerin bu dönüşümü nasıl yönettiklerini, Bourdieu'nun habitus, sermaye, alan ve hysteresis döngüsü kullanarak yorumlanmıştır. Bu araştırma, özellikle çevrimiçi öğretim uygulamaları ve acil durumlar bağlamında İngilizce öğretmen kimliği gelişimi hakkında değerli yeni bilgiler sunmaktadır. Bulgular, İngilizce öğretmenlerini, müfredat tasarımcılarını, eğitim psikologlarını, eğitim programcılarını ve öğretmen eğitimlerini bilgilendirebilir.

Anahtar Kelimeler: Dil öğretmeni mesleki kimliği, Çevrimiçi Eğitim, Acil uzaktan eğitim, Bourdieu, Fenomonoloji

LIVED EXPERIENCES OF CHANGE: A MULTI-PERSPECTIVE EXPLORATION OF EFL TEACHER IDENTITY DURING THE TIME OF HYSTERESIS

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ABSTRACT

This qualitative study investigates the lived experiences of EFL teachers and their teacher identity development during a period of emergency remote teaching (ERT). Utilizing interpretive phenomenological analysis, the research delves into the essence of "EFL teacher identity in hysteresis." The study examines how teachers' identities are impacted by a significant disruption as in this case of the shift to online learning necessitated by COVID-19. The study integrates two theoretical frameworks: the language teacher identity framework and Bourdieu's Field Theory. This multi-theoretical approach seeks to leverage the synergy between these frameworks, offering a richer understanding of this complex phenomenon. The study was conducted at a state university in Türkiye during the 2020-2021 academic year, involving nine EFL instructors with diverse career experiences. Data was collected over two semesters using various tools including teaching journals, phenomenological interviews, concept maps, metaphor elicitation, and a focus group interview. For qualitative data analysis, MAXQDA software was operated. The investigation focuses on how language teachers construct their professional identities during a period of significant pedagogical change, such as the shift to online learning. Utilizing Bourdieu's concepts of habitus, capital, and field, along with the phenomenon of hysteresis cycle, the findings reveal how teachers navigate this transformation. This research offers valuable insights into EFL teacher identity development, particularly within online teaching practices and emergency conditions. The findings can inform EFL teachers, policymakers, curriculum designers, educational psychologists, and teacher trainers.

Key Words: EFL Teacher Professional Identity, Online Learning, Emergency Remote Teaching, Bourdieu, Phenomenology

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ABBREVIATIONS

CAQDAS	: Computer Assisted Qualitative Data Analysis Software
CoP	: Communities of Practice
COVID-19	: Coronavirus Disease of 2019
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ERT	: Emergency Remote Teaching
ICT	: Information and Communication Technologies
IT	: Information Technology
L2	: Second Language
LTi	: Language Teacher Identity
MOOCs	: Massive Open Online Courses
MA	: Master of Arts
PhD	: Doctor of Philosophy
QDA	: Qualitative data analysis
SFL	: School of Foreign Languages
TCs	: Teacher Candidates
TPACK	: Technological Pedagogical and Content Knowledge
UNCTD	: United Nations Conference on Trade and Development
UNESCO	: United Nations Educational, Scientific and Cultural Organization
WHO	: World Health Organization

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INTRODUCTION

This chapter is dedicated to outlining the present research by introducing the background to the study considering the related literature. It also clarifies the problem statement addressed by the present research. The aim of the study and the research questions are stated as well as the significance and the limitations of the research. The definitions of the key concepts that come into prominence are also provided at the end of the chapter.

Background of the Study

The concept of identity has become increasingly complex in today's interconnected and dynamic world. Across various research fields, such as social sciences, education research, and applied linguistics, the understanding of identity has diversified, reflecting the multifaceted nature of this phenomenon. Understanding the identity construct is considered difficult by various scholars because of its multiplicity and complexity. Different interpretations for the phenomenon have been suggested and, diachronically, led into the evolution of the construct. For example, in the beginning of the 20th century, it was defined as an autonomous and individualized self-image by Freud (1967). Erickson, (1968) and Vygotsky (1978) conceptualized it regarding a social psychology lens and the phenomenon was designated as situated, dynamic and rational. On the other hand, social scientists brought a new perspective, and they considered identity as a construct having its roots from culture and ethnicity and being shaped in communities of practice (Anderson, 2008; Bourdieu, 1997; Lave & Wenger, 2001).

Lately, Gee (2000) provided a postmodern paradigm and defined identity as situated and contextual; when a person enters a context and interacts with others, s/he might be identified as a 'kind of person'. This 'kind of person' label recognized in a certain field

and period might evolve from time to time, from context to context, or it might stay stable and durable (Gee, 2000). He clarifies his definition as;

Being recognized as a certain "kind of person," in a given context, is what I mean here by "identity." In this sense of the term, all people have multiple identities connected not to their "internal states" but to their performances in society. This is not to deny that each of us has what we might call a "core identity" that holds more uniformly, for ourselves and others, across contexts. (Gee, 2000, p.10)

According to Gee, there are four ways of viewing identity, which are ‘nature-identity, institution identity, discourse identity and affinity-identity’ (2000, p.100). These four dimensions of the identity formulation are not discrete categories; however, they interrelate in a way both in theory and in practice. They provide us with rigorous proof about how identities are constructed and endured. When it comes to educational research, teachers’ professional identity has been one of the striking research focuses over the years because it is considered as a milestone marking the instruction, rapport, cognition, and professional practices in teaching fields (Beauchamp & Thomas, 2009).

Although there is a considerable number of studies (Connelly & Clandinin, 1999; Day, 2002; MacLure, 1993; Vargheese et al., 2005) emphasizing the importance of resolving teacher identity construction, it has been challenging to provide a complete definition of the phenomenon as it is under the influence of various factors such as teachers’ biographical background, learning experiences, teaching context, and the cognitive and emotional biases. According to Olsen (2008), teacher identity is a dynamic construct, encompassing both process and product. It is shaped by a convergence of factors, including the immediate teaching context, social positioning within the educational system, past experiences that have informed the teacher's self-concept, and the meaning systems they hold about teaching and learning. For this reason, scholars mostly have made effort to draw a scheme providing its general characteristics, the influences appeared constructing it and the theorization proposed by various research perspectives (Akkerman & Meijer, 2011; Bukor, 2012; Li, 2022; Vargheese et al., 2005; Yazan, 2018). Despite some common ground identified in the literature – teacher identity being multi-layered, fluid, and dynamic and its nature remains ever-evolving (Cheung et al., 2015; Christensen et al., 2022; Fives & Gill, 2020; Li, 2022; Olsen, 2016). In short, it can be revealed that

teacher identity is not developed once at a time, but it is constructed and reconstructed in a cyclical process. This underscores the ongoing need for research in this area.

Problem Statement

According to the educational researchers, the phenomenon teacher identity construction is particularly described as the way teachers view, feel, identify or position themselves as teachers in their own contexts and it also involves teachers' beliefs, values, conceptions, theories and pedagogical and practical knowledge (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Bukor, 2012; Yazan, 2017). Pennington (2014) defines it as a construct, a mental image or a model which justifies the meaning of being a teacher and directs teachers' teaching practices while they are '*being a teacher through specific acts*' (p. 38).

Cheung et al. (2015) assert that the social context has a substantive role when teachers are structuring their professional identity; their dynamic self-conception and insights about themselves may alter according to the variety of communities they participate in and the individuals they interact with. Teacher identity and teaching field are interconnected; a teacher who works in a specific field needs to know what to do, what not to do, how to interact with the subjects of the fields and how to conduct teaching considering the circumstances within this field. In other words, the field defines the rules of the game, and the teachers align themselves with the conditions of their specific field most of the time.

Language teacher identity (LTI) investigation has found a significant strand in the educational research area and in applied linguistics research recently (Barkhuizen, 2017; De Costa & Norton, 2017; Duff & Uchida, 1997; Kanno & Stuart, 2011; Kayi-Aydar et al., 2019; Pavlenko, 2003; Rudolph & Yazan, 2018; Song, 2016; Varghese et al., 2005). In the past, language teachers were regarded as technicians whose duty was to apply the right methodology to teach the target language. However, after the proliferation of classroom-based research, it has clearly been confirmed that language classrooms are complex places in which teachers have a significant role (Varghese et al., 2005). Therefore, investigating the professional identity of language teachers including their beliefs, knowledge, attitudes, emotions, ethnic roots, professional experiences, cultural

background, political stance and so on has become crucial. Therefore, in 2016, TESOL Quarterly published a special issue focusing on LTI and in the following year, the 101st volume of The Modern Language Journal also had a similar scope. The main purpose of these volumes was to enlarge the teacher identity research dimension by examining how novice or experienced language teachers from diverse contexts construct their identity and what makes this phenomenon dynamic, multidimensional and complicated. These special issues contributed by pioneering educational researchers put a multicultural, trans-linguistic spotlight on language teacher identity research.

Yazan (2018) provided a kind of wrap-up LTI conceptual framework considering the core constructs of teacher identity such as teachers' emotion (Zembylas, 2005), pre-service and in-service experiences (Barkhuizen, 2017; Bukor, 2012), beliefs (Fives & Gill, 2020), and context (Flores & Day, 2006; Van Veen & Slegers, 2006) mentioned by previous scholars. In this respect, LTI constructs are listed as teacher learning, teacher cognition, teacher participation in communities of practice, contextual factors, teachers' biographies and emotion by Yazan (2018). In the present research, this conceptual framework was chosen as the first scaffolder of the LTI investigation.

As mentioned earlier, the interdependence among sociological factors such as biographies of teachers, interaction with colleagues and students, field of teaching, context and its subjects, and community of practice are highly prevalent in the relevant research about teacher identity. Therefore, I would like to add a Bourdieusian perspective to comprehend the teacher identity construction from a sociological perspective. By juxtaposing the reports of educational researchers and Bourdieu, I tried to draw parallels between them in terms both of similarities and differences and aimed to increase the possibility of dialogue across theories. However, to comprehend Bourdieu's point of view, it is necessary to provide more information about thinking tools. Bourdieu, who is a well-known sociologist of 20th century, emphasized the effect of the '*field*' on individuals in his '*habitus-field-capital-hysteresis*' argumentation.

As Bourdieu (1968) defines, habitus is the compilation of socially oriented habits, skills, dispositions or perceptions. Individuals orient and react to the social world by using the dispositions which construct their habitus; the focus of the habitus is the ways of acting, feeling, thinking and being (Grenfell, 2012). Habitus seizes how individuals carry their

past within themselves, how they bring this past into present settings, and how they put it into work to make forthcoming choices in certain ways (Reay, 2004). In short, habitus is the amalgam among past, present, and future. Furthermore, it is the tie midst the social world, individuality, empirical knowledge, subjectivity, and agency.

However, it is certain that the activation of habitus is related to the field, and the same habitus can promote various practices, attitudes and tendencies depending on the case of this field. It is impossible to understand one's practices considering their habitus alone; the structure of the field, in which they are active, is significantly critical (Bourdieu, 1990). While the field is structuring the habitus, habitus contributes to constructing the field as a meaningful world, too. Therefore, there is both a relation of conditioning and a relation of cognitive structure at the same time (Bourdieu & Wacquant, 2008).

It is possible to consider education as a field in which it is confined and structured; it has been organized in its own logical way (Grenfell, 2012a). Reay (2004) argues that a teacher's identity is closely tied to their chosen field of teaching. To understand this identity, it's important to consider the specific context of their teaching environment. Factors such as the students, subject matter, teaching methods, colleagues, and school management all contribute to shaping a teacher's internal model of what it means to be a teacher in that particular field. Teachers need to be aware of the rules of the game in their specific context, which is influenced by their personal background and the teaching practices they learned in their teacher education programs.

The phenomenon *hysteresis* which has been explained and applied broadly in various disciplines is defined as the '*inelasticity of change based on a trajectory of past exposures*' (Strand & Lizardo, 2017, p. 192). When there is a situation including a sudden change, the habitus is directed to an unfamiliar field (Sanders-Smith et al., 2022). Bourdieu used the term *hysteresis* in human science to explain the mismatched relation between habitus and the field under chaotic circumstances. This mismatch might be resistant or inconstant depending on the exposure length, agency of the actor, environmental factors and the support gained from significant others. Actors in a steady situation are usually described as 'fish in the water' which means they navigate gradual pushes and pulls between their usual field and habitus (Bourdieu & Wacquant, 2008; Reay, 2004). When the rules and regulations within the field have changed, practices

might be too different from the previous forms which were fitted well before (Bourdieu & Wacquant, 2008; Grenfell, 2012). The actor who was self-confident, determined and efficient within the familiar field might feel confused and the dispositions may not fit in the new field any more. These changes might also cause uncertainty, insecurity, worry and inconsistency (Reay, 2004).

Like Bourdieu's concept of hysteresis, Yazan (2018) highlights how teachers' awareness of a changing environment can disrupt their existing practices. Hysteresis refers to the phenomenon where an experience (habitus) influences how individuals respond to present situations. In the context of the pandemic shift to online learning, language teachers were forced to re-evaluate not only their usual teaching approaches but also newly emerging online teaching norms. This immediate change may have triggered hysteresis for some teachers who struggled to adapt to these new expectations or interpret online practices effectively.

This phenomenological research leverages Bourdieu's social theory, particularly his concept of hysteresis, alongside Yazan's (2018) conceptualization of language teacher identity (LTI) as having past, present, and future dimensions. This combined framework allows to theorize how language teacher identity is constructed during a period of hysteresis. The goal was not to evaluate one theory against another, but it was aimed to use one to enlighten the other while unravelling the complexities of language teacher identity. Besides, the critical time of the global COVID-19 pandemic was an appropriate set to observe the possible identity shift caused by an emergency online learning experience for EFL teachers at a Turkish university context. In this sense, it is convenient to have a look at the role of the online learning in the research setting.

Recently, online learning has been widespread as a result of the growth of technology use in education. Especially, during the COVID-19 pandemic, there has been a huge need to create online learning environments rapidly. This unexpected and urgent transition from familiar teaching fields to remote teaching has led to many challenges and constraints both for teachers and students globally (Adedoyin & Soykan, 2020; Carrillo & Flores, 2020; Murphy, 2020). For a lot of teachers, the issues such as lack of technological pedagogical content knowledge (TPACK), the inability to use digital instructional formats, having insufficient information about the progress of students, getting

inadequate support from the colleagues and institutional management and the complex situation of working from home are the factors influencing the identity shifts. A review of the literature revealed a limited exploration of language teacher identity during periods of hysteresis. While previous studies have examined teacher identity in online contexts (McNaughton & Billot, 2016), online teacher development (Comas-Quinn, 2011), and teacher challenges (Baxter, 2012), they primarily focused on pre-pandemic scenarios. Investigating the impact of the pandemic's rapid shift on language teacher identity becomes particularly crucial to illuminate the complexities of LTI construction during hysteresis. Drawing on existing literature exploring language teacher identity construction, our study aimed to develop a novel research perspective by incorporating Bourdieu's concepts of habitus, field, capital, and hysteresis. This idiosyncratic research design was chosen to address a gap in current literature – the dearth of research examining EFL teacher identity development during times of crisis or upheaval. Given the unprecedented global crisis of the COVID-19 pandemic, employing a novel approach was not only justified but necessary to capture the unique experiences of teachers navigating this unforeseen situation. The focus was not on simply implementing existing perspectives, but rather on forging a new path for understanding teacher identity in the face of such extraordinary circumstances.

Aim and Research Questions

The foremost aim of the current research is to introduce the phenomenon *EFL teacher identity in hysteresis* in detail by bearing out the teachers' lived experiences during an emergency remote teaching (ERT) process. I tried to render it down to language teachers at a Turkish university context providing thick descriptions and a wide range of data.

Beijaard et al., (2000) assert that identity formation is a continuing process of one's interpretation and reinterpretation of experiences. Thus, in this current study, the reason behind the conceptualization of teacher identity development in the time of hysteresis as a lived experience is placing the emphasis on the contextual factors, affective domains, learning histories, cognitive aspects and participation in communities of practice. It is vital to identify the keystones of LTI construction in the time crisis to provide an essence for teacher education programs and for the empirical research areas of professional development.

Therefore, the findings of this study are expected to provide an insight into EFL teaching, teacher education programs and language teacher professional development investigations with respect to macro level and EFL teachers' identity construction in the local context. Bearing in mind the broad spectrum of research on language teacher identity trajectories and the relation among its constructs, the following phenomenological research questions are addressed:

R.Q.1. How do EFL teachers define their professional identity which has been shaped before ERT?

R.Q.2. How have the EFL teachers experienced hysteresis in ERT and its imprints in their professional identity?

R.Q.3. How do EFL teachers redefine their teacher identity using their experiences of the new online learning field?

Significance of the Study

There are various investigations focusing on the LTI considering the constructs such as teacher learning, cognition, communities of practice, personal background and emotional labour in different contexts all around the world (Barkhuizen, 2017; Block, 2017; Cheung et al., 2015; Duff & Uchiyoda, 1997).

From the constructivist perspective, teacher identity can be transformed under the influence of psychological and socio-cultural factors (Wang, 2007). In the field of education, Bourdieusian field theory inspired numerous scholars to analyse different aspects of teacher identity. Varghese et al., (2005) developed the social identity theory to investigate teacher identity considering in and out group contradiction among English teachers. Hashemi Moghadam et al., (2019) explored the different aspects of the educational field and the sub-field of English language teaching with diverse components of the professional identity of high school EFL teachers (Sadeghi & Ghaderi, 2022). On the other hand, Park et al., (2016) explored the interconnection between teaching context, cultural capital and the alchemy of teaching habitus.

Teacher identity development has been investigated with various teachers and different methods in Türkiye, too (Kocabaş-Gedik & Ortaçtepe Hart, 2021; Ortaçtepe, 2015; Oruç, 2013). Nonetheless, while designing the current study, the related literature was reviewed and I tried to find out a significant research gap to give a new impulse to the research area. I realized that in Turkish educational context, EFL teacher identity studies are limited both in number and in research design, so this is the first significance of the present research.

Second, although the previous studies (Çınar et al., 2021; Goktepe & Kunt, 2021; Gong et al., 2022; Kanno & Stuart, 2011; Kocabaş-Gedik & Ortaçtepe Hart, 2021; Ortaçtepe, 2015; Tokoz - Goktepe & Kunt, 2021) focused on in-service and pre-service language teacher identity, in-service EFL language teacher identity construction in a time of hysteresis at higher education has not been investigated in Turkish or global contexts. In this regard, the scope and the findings of our study is substantial.

Following the COVID-19 pandemic outbreak, numerous research studies have been published with the aim of questioning the emergency online learning and its disruption of education systems in terms of the teachers, learners, e – learning tools, online materials and evaluation procedures. The teacher identity in the time of pandemic has also been investigated in a limited number of studies (Bozkurt et al., 2020; Christensen et al., 2022; Pinard, 2022). However, most of these studies circled around the COVID 19 pandemic and tried to explain what happened all around the world in terms of educational changes. These studies typically questioned one or two constructs of teacher identity development, and they confined with a dimension usually including a case study plan. Even though the LTI studies, which were conducted through all these years, have significant findings and contributed to the empirical research world a lot, few of them applied a phenomenological research design merging the EFL teacher identity construction in the time of hysteresis with Bourdieu's thinking tools. I applied the phenomenological research design lumping two theoretical paradigms from two different research areas together in one study and tried to investigate teacher identity construction in relation to Bourdieu's constructs of social field, habitus, capital and hysteresis as the pandemic period has a big social impact on teachers. Thus, our research has a significant design, a unique perspective and a sound theoretical framework. This was another distinctiveness of our current investigation.

Another distinctiveness of our study is in the extensive data sources, deeper analysis and interpretation of EFL teachers' lived experiences of hysteresis. The studies having the similar scope mostly have one or two data sources such as interviews or written narrative inquires whereas the present research employs various qualitative data collection tools in a systematic way. All the data derived from teaching journal entries, semi-structured phenomenological interviews, metaphor elicitation phase, concept map drawings and follow-up interviews nourish one another in a circular row. Therefore, I was able to gain a profound understanding of the phenomenon by coding and recoding, making connections between the reflections from different sources, developing some in vivo codes and I could visualize the EFL teacher identity in hysteresis by using the words.

More preciously, the study may also contribute to find and adapt the ways to examine teacher identity construction in EFL settings by providing a perspective from Bourdieu. It will build a phenomenological bridge among the studies examining teacher identity construction regarding the lived experiences of English teachers at an inimitable time period. Hence, the study may serve as a basis for in-service language teacher training programs and may offer a broader standpoint for teachers to improve themselves as more professional online teachers.

Additionally, it is probable that the findings of this phenomenological study will be a guide for policy makers, curriculum designers and material developers as it enlightens the area of online learning which has become widespread day by day all around the world, especially after experiencing the COVID-19 pandemic. Our investigation has the potential to serve as a pathfinder for understanding teachers' experiences throughout their online teaching journey, particularly in relation to the evolving online teacher identity. The findings can inform not only teachers themselves but also teacher educators, equipping them to better support educators navigating this new landscape. This study also holds the potential to contribute to the participants' online teacher identity development. Reflecting on their experiences during data collection likely raised their awareness of their professional identities in the online setting. This process allowed them to identify both their strengths and weaknesses when teaching online. Additionally, the opportunity to compare their identities constructed in face-to-face and online classes provided valuable insight. The focus group interview served as a platform for participants to share

their ideas, lived experiences, and challenges, fostering a sense of community and mutual support. Many participants found this sense of shared experience to be particularly helpful.

Limitations of the Study

Although it includes a large number of qualitative data, this phenomenological study is limited because it investigated the lived experiences of a few teachers at a state university. The sample size of our research may not represent the situation of the whole EFL teachers. The number of the participants was adequate for this single phenomenological research whereas I could collect data only from one context. Therefore, in the future, it might be better to replicate the study in different educational contexts to be able cross check the findings before generalizing them.

One more significant limitation of this study is that it explores only the lived experiences of teachers at university level. The teachers working with younger learners or at high schools have not been included in the present study. The study was conducted in a critical period when the education world was suffering from the effects of the COVID 19 pandemic all around the world. The hysteresis appeared in this unstable time may not overlap with the findings of another time of crisis because of the multiplicity of conditions.

Definition of the Key Terms

While exploring the research questions, it is necessary to explain the essential terms in advance. The research topic uses teacher identity construction and hysteresis and emergency e-learning as the key terms. Additionally, teaching journal entry, phenomenological interview, metaphor elicitation, concept map, focus group interview are the main tools for data collection. To make this easier to follow, the terms in-service EFL teacher, pandemic, online learning/e-learning, Bourdieu's thinking tools, hysteresis, teacher cognition, metaphor, phenomenology will be clarified as follows:

Language Teacher Identity: The term refers to the self-conception and perceptions of teachers about themselves which might change as they become the member of different communities or diverse social contexts. This self-image may also be under the influence

of interaction with others and positioning themselves or being positioned by others in these contexts (Yazan, 2018). It is considered as being dynamic, continually constructed, fluid and unstable (Akkerman & Meijer, 2011).

In-service EFL teacher: The term refers to the people who are practitioners in classroom where English is taught as a foreign language.

Pandemic : The term pandemic refers to contagious diseases such as plague, cholera, influenza, and human immunodeficiency virus (HIV)/ AIDS causing severe consequences and extend over large geographic areas (Morens et al., 2009).

Online learning/e-learning: The term refers to a wide range of concepts having different meanings such as distance education, online teaching, Web-based learning, cyber learning, e-learning, emergency online education, remote teaching whereas they are sometimes used interchangeably. Online learning refers to the transfer of information via the Internet for the purpose of learning (Means et al., 2014).

Bourdieu's thinking tools: The term refers to the key concepts such as *habitus*, *field* and *capital* developed by Pierre Bourdieu who was one of the best-known social philosophers of the twentieth century.

Hysteresis: The term depends on the Bourdieu's sociological use highlighting the mismatch between the field and habitus (Bourdieu, 2000, p. 160).

Teacher cognition: The term cognition is mainly defined as the mental process of regulating the information. It includes phases such as coding, storing, transforming, retrieving etc. Teacher cognition refers to the unobservable side of teaching which is defined by teachers' own beliefs, thoughts, awareness and knowledge (Borg, 2003).

Metaphor: Metaphors are the similes that express one entity in terms of another entity (Lakoff & Johnson, 1980).

Phenomenology: The term refers to both a philosophical and theoretical approach which conceptualizes and studies the lived experiences (Giorgi, 1994).

CHAPTER ONE

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

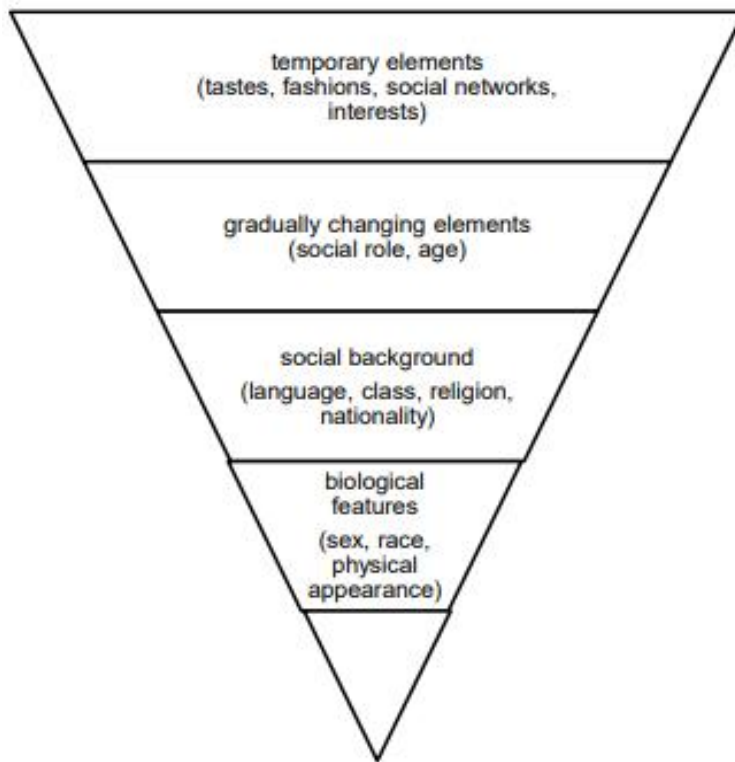
1.1. Introduction

This section aims to present a philosophical and theoretical base for our phenomenological research study into EFL teacher identity in hysteresis. Our intention is to provide a background on identity, teacher identity and language teacher identity construction with some fundamental issues such as teacher learning, teacher cognition, teachers' participation in communities of practice, contextual factors, teacher biographies, teacher emotions and to discuss the phenomenon in the light of Bourdieu's field theory implementing his toolkit.

1.2. The History of Identity Research

Identity is a multifaceted concept that has been explored across various academic disciplines. Erikson (1968) emphasizes that one's sense of self is not static, but rather shaped by a complex interplay of cultural values, social circumstances, and environmental factors. Building on this, Smith-Lovin (2002) and Vygotsky and Cole (1978) highlight the social dimension of identity development, arguing that it is fundamentally shaped by interactions with others. This emphasis on social interaction associates with the rise of structuralist perspectives in the 20th century, exemplified by Giddens (1987). Within this framework, identity is understood as a complex structure informed by considerations such as race, ethnic group, nationality, gender, socioeconomic class, language, and religion. Kiernan (2008) illustrated this structure by using the figure below:

Figure 2.1. Elements of identity



Reference: Kiernan (2008, p. 14).

Kiernan (2008) breaks down identity into layers. The most basic layer consists of physical characteristics. Race, ethnicity, and nationality form the next layer, with race being loosely associated with physical features, ethnicity reflecting shared ancestry, and nationality denoting a shared political identity. Social class, influenced by factors like religion and economic circumstances, are above this layer. Age and social role, inherently transient, come next. Finally, transient allegiances, formed through social networks and shared interests, comprise the top layer. Nevertheless, it is widely accepted by poststructuralists and postmodernists that some of the elements of the identity structure shown in the figure 2.1 change over time, and these elements are not discrete units. They are like the particles of a jigsaw puzzle or a mosaic which constitute a meaningful monolith when they congregate (Bauman, 1996; Hall & Du Gay, 1996; Norton, 2014).

The concept of identity in the modern world is no longer fixed, but rather a dynamic process of questioning and self-exploration (reflexivity) that is essential for navigating the complexities of our era. Giddens (2002) emphasizes the individual's agency in constructing their identity – a self that is continually 'made and remade' through reflection

on the past and anticipation of the future. However, Hall and Du Gay (1996) and Pavlenko (2003) remind us that identity is also socially constructed. As social beings, individuals participate in discourses (ways of communicating) that shape and define our identities within a particular social context.

According to Bauman (2000), identity becomes a pressing concern when individuals grapple with uncertainty. This uncertainty can stem from questions of belonging, where they fit within the vast spectrum of behaviours and social norms, and how their actions are perceived by others. Bauman argues that identity, though seemingly a noun, functions more like a verb – a dynamic process of navigating uncertainty and seeking validation within a particular context. However, this pursuit of identity is unique in that it is future-oriented; it's about shaping how individuals will be perceived and how they will belong.

The review of related literature shows that ground-breaking identity researchers such as (Akkerman & Meijer, 2011; Bauman, 2000; Beijaard et al., 2004; Kelchtermans, 2009; Ortaçtepe, 2015; Stets & Serpe, 2013; Wenger, 1998; Yazan, 2018; Zembylas, 2005) agreed upon three common points when defining identity. According to these scholars, identity is a repetitively changing concept; second, it is the process of re-negotiating self in time; and third, this progression is affected by society or the context / field. Moreover, they conceded that identity is a continuum of social experiences and the comprehended meaning of these experiences by the individuals.

Grenfell and James (1998) support developing nature of identity, and they maintain that it is impossible to talk about a finality or finished version of identity. According to Beauchamp and Thomas (2009), the phenomenon- identity-is complex and dynamic, and it continuous to evolve over time. In addition, Cummins (2011) and Pennington and Richards (2016) report that the identity of an individual is the set of certain characteristics which are particularly related to this person. It is not singular or deficient; however, it has multiple sides. Some of its facets are inborn, based on the genes, but some others develop in time depending on the learnings or interactions with others. Tsui (2007) emphasizes the multifaceted nature of identity arguing that identity is both relational and experiential. Relationally, individuals construct their identities through social recognition, being identified by or identifying with particular social categories, roles, or classes.

Experientially, identity is shaped by lived experiences and participation in various contexts.

Wenger (1998) proposes a comprehensive framework for understanding identity formation. He argues that identity is not just about how people perceive themselves or how others see them, but also about their unique way of life. Identity is not solely determined by societal factors or individual experiences; it is a complex interplay of both. It is problematic to identify where the borders of individual ends and the border of the collective begins in our everyday life. There is a mutual structure between individuals and collectives. In every respect of everyday attempts, practices, languages and even most hidden thoughts or feelings have pieces from individuals' social interactions. Therefore, an identity is the cumulation of daily experiences and social interpretations. Individuals define themselves by the way they experience through participation and, they reify themselves in a relation between local and global; it is an interplay between both. Identity also remains hidden deep beneath the familiar and unfamiliar. Identity can also be understood as a lifelong learning journey. The experiences (past) and aspirations (future) shape who individuals become.

Additionally, identity is considered as the common group of meanings defining individuals in society, in particular roles (such as being a parent, worker, teacher) and being a member of specific groups (such as football fans, a club). It is also accepted that being a person who has unique characteristics (such as having an athletic or an artistic person identity) make people different from others, and their identity may be described in this way (Stets & Serpe, 2013). The main aim of theorising identity is to focus on the relation among various identities and to show how these different identities are negotiated and managed in interaction. Moreover, it is also essential to show how identities relate to behaviours, how they shape feelings (such as stress, anxiety, or pleasure) and how they affect the self-concepts (such as self-efficacy, self-esteem, self-confidence) and social environment (Stets & Serpe, 2013).

It is clear that scholars have revolved around certain central ideas while defining identity in general. Primarily it is accepted as an unfixed, unstable, unitary and internally coherent but a multiple, fluctuating and contradictory trait. By the same token, it significantly

depends on social, political and cultural contexts instead of being context-free (Donovan et al., 2017; Duff & Uchida, 1997; Kelchtermans, 2009; Varghese et al., 2005).

According to Tsui, (2007) and Wenger, (1998), the three modes of belonging which are engagement, imagination and alignment serve as the sources of identification. In this concept, alignment means investing individuals in what they do as well as in their relations with other members of the community. It happens when individuals affiliate themselves with other people to understand who they are; it appears through engaging in practice. On the other hand, the second source of identification, which is the imagination, extends beyond the immediate community of practice. It involves individuals forming mental images of themselves and the world, going beyond their direct experiences. While imagination broadens our perspective, it can also lead to stereotyping if the underlying principles of a practice are not fully understood or if individuals oversimplify specific aspects. According to Tsui, (2007) and Wenger, (1998) sometimes the identity of a larger community such as an institution may appear as the identity of its participants. In this respect, alignment serves as a catalytic agent showing individuals the effectiveness of their actions beyond their own engagement. However, alignment achieved through compulsion and coercion results in dissociation and alienation.

1.3. Teachers' Professional Identity Construction

Teacher identity is a widely explored concept across diverse disciplines and research paradigms (Kanno & Stuart, 2011). Within teacher education, the distinction between "being" and "becoming" a teacher holds particular significance. Britzman (1992) differentiates between role and identity, highlighting that roles are externally assigned functions, while identities involve an internal commitment shaped through ongoing social interactions. Similarly, Danielewicz (2001) emphasizes that becoming a teacher is not merely assuming a role, but a transformative process that necessitates engaging the whole self.

Being a teacher is a phenomenon which is more role dependent and progressive; however, becoming a teacher is a long-lasting and dynamic process. Learning the skills and knowledge to fulfil the functions of a teacher is possible by learning to teach and it might result in becoming the teacher (Mayer, 1999). On the other hand, becoming a teacher also

means developing a sense of teacher (Danielewicz, 2001). Similarly, Britzman (1992) claims that learning to teach is the process of becoming referring a time of formation and transformation which is the analysis of what an individual is doing and who this individual can become. Teacher education is one of the most important concerns affecting the teachers' professional identity formation. The transition from being students of teaching to becoming teachers is facilitated by this education process. Student teachers are just candidates of the teaching profession but at the end of the education period they adopt a new identity as teachers. Naturally, the training program provides the necessary pedagogical and subject knowledge to these pre-service teachers, whereas their new teacher identity is not stable, it evolves and transforms in time by the help of getting experience in the teaching field (Danielewicz, 2001).

Beijaard et al. (2004) state that the growing interest in teachers' construction and reconstruction of their professional identities has given rise to accept the phenomenon as an emerging field of research within teacher education. Teacher identity has been considered as central to the teaching subject by educational researchers for a while (Rodgers & Scott, 2008). According to Olsen (2016) focusing on teacher identity allows us to see the diversity and complicated power of teachers' lived experiences causing the emergence of numerous perspectives over their teaching practices, so it provides a convenient path to follow for the researchers and teacher educators (Schutz et al., 2018).

While teacher identity has attracted growing research interest, a universally agreed-upon definition and scope remain obscure. Several scholars acknowledge this ambiguity: Beauchamp and Thomas (2009) highlight the "compelling argument" for a lack of consensus, Beijaard et al. (2004) point to the "inadequate consensus" hindering a clear definition, and Olsen (2016) suggests that contemporary paradigms struggle to provide a consistent one. Despite this definitional ambiguity, there is broad agreement on the concept's complexity (Beauchamp & Thomas, 2009; Olsen, 2016). Existing research primarily focuses on the formation, influences, and theoretical frameworks surrounding teacher identity (Yazan, 2018). Several studies (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2004; Reio, 2005) highlight the lack of a clear definition for teacher identity, making it difficult to understand its full impact on teaching practices.

Even though it has been challenging to deliver a certain definition for teachers' professional identity, some researchers have been able to draw a framework showing the constructs of its development. Maclure (1993) asserts that teachers can understand and explain themselves in relation to others to aptly contend their attitudes. For Goh (2013), teacher identity can be considered as a concept or imagined identity, or explanation of what "being a teacher" means and the answer of this question guides teachers' attempts throughout the process of "becoming a teacher". This identity developed by the teacher shapes teacher's self-image and his/ her choices as classroom roles, instructional applications, rapport with students and colleagues and future expectations. Scholars working on teacher identity research have accepted that it is impossible to view a teacher's identity as the combination of a set of inborn, learned or ascribed attributes. However, it is necessary to conceptualize it as a socially constructed, contextually situated and continually transforming sense of self that is influenced by numerous factors (Goh, 2015). In a similar vein, Beauchamp and Thomas (2009) view it as a forming component which is used to describe, rationalise and broadly construe teachers in relation to others in their professional lives. Additionally, teacher identity concerns the responses to the questions "Who am I at this moment?" and "Who do I want to become?"; these questions also refer to the dynamic, multifaceted, evolving and emergent nature of the phenomenon. Identities are usually under the influence of various factors, and they are created and recreated as they are unstable due to the conditions or contextual factors (Beauchamp & Thomas, 2009; Beijaard et al., 2004).

A series of recent investigations has indicated that it is possible to find out some prominent descriptions of teacher identity such as being many-sided, multi-dimensional and multi-layered (Cooper & Olson, 1996), being the result of lived experiences (Wenger, 1998), being multifaceted and dynamic (Beauchamp & Thomas, 2009) and being multiple, shifting and conflicting (Varghese et al., 2005). Considering these definitions, it is easy to see that to define teacher identity, it is necessary to be aware of the emotional, psychological, sociological and personal aspects holistically because being attached to the teacher role sometimes becomes a part of an individual agency, and it turns into an organising element in this teacher's life (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009). On the other hand, several theories have been proposed to theoretical approaches to teacher identity, some focusing on discursive and narrative nature

(Akkerman & Meijer, 2011; Alsup, 2006; Henry, 2019), others on the social and cultural side of the identity construction (Bourdieu et al., 2009; Duff & Uchida, 1997; Varghese et al., 2005).

Akkerman & Meijer (2011) provide a dialogical approach to conceptualize teacher identity. According to them, the most crucial feature of identity is being dynamically evolving, being in relation to others because of its nature, and consisting of multiple sub-identities. Three fundamental aspects of identity construction are listed as multiplicity, discontinuity and its social nature by them. Considering these aspects, they evince that identity is unfixed and unstable; it changes over and in time depending on the context. The multiplicity and unity in identity construction means dividing identity into multiple I-positions. These I-positions are always in relation, and they move from one to another. Self- dialogue is the key of discovering of these I-positions. Individuals discuss their I-positions and synthesize them to build a coherent and consistent self. Teachers may face various dilemmas, tensions or crises throughout their teaching career, and this triggers multiple I-positions of themselves. Therefore, it is vital to understand multiplicity and unity of identity construction while examining teacher identity. Secondly, discontinuity and continuity of teacher identity have been emphasized by considering these multiple I-positions in the investigation of Akkerman and Meijer (2011). According to this point of view, identity might change depending on the circumstances and the context. The answer provided for the question “who am I” might vary according to the individuals’ and others’ comprehension depending on the specific moments and contexts. Lastly, Akkerman and Meijer (2011) point out the social essence of the identity construction. In this regard, multiple I-positions also echoes the voices of other agents with whom teachers interact in a particular community. Dialogical approach sees the social characteristics as a part of the individuals, as an internal element, not an external component affecting them.

Rogers and Scott (2008) assert that current assumptions of identity imply that there are four basic characteristics: first, identity is dependent upon social, cultural, political and historical contexts and constructed within these constructs. Second, identity construction stands on the relationship with others and includes emotions. Third, it is ever changing, ambiguous and diverse; and lastly, identity is constructed and reconstructed throughout

experiences over time. They reveal that the external aspects of the identity formation are the contexts and relationships while the internal sides are stories and emotions. On the other hand, awareness and teachers' voice are the most challenging representations because the meaning making desires of the teachers may conflict with the rules of the external field (Rogers & Scott, 2008). From socio-cultural point of view, teacher identity never progresses in a vacuum; instead, it is the product of a context influenced by social and cultural forces (Bukor, 2012 as cited in Yazan, 2018).

Pennington and Richards (2016) highlight that identity is a dynamic and evolving construct. As individuals expand their social networks and participate in new contexts, their identities continue to be shaped and reshaped. This process is fuelled by interactions with new people and groups, often within communities of practice where individuals share common interests or goals. However, engaging with new experiences and perspectives can also lead to identity stress or crisis. This occurs when individuals grapple with the uncertainty of how these new experiences fit with their existing sense of self, potentially prompting them to question their previously held identity constructs. This stress and crisis may be boosted by the negative or unconstructive feedback from others within the communities of practice or by extreme changes or constraints in the context. Similarly, Bourdieu explains this condition by using the phenomenon hysteresis which refers to the mismatch between habitus and changing field conditions. The equivalents of habitus, field and hysteresis may be listed as identity construction, communities of practice and identity crises in identity research paradigm. Under these circumstances, identity is open to change and reconstruction through self-reflection because individuals need to question or rethink their values and changing attitudes (Bourdieu, 2008; Pennington & Richards, 2016).

1.4. Language Teacher Identity Constructs

The history of language teacher identity does not date back a long time; the phenomenon has grasped the attention of educational researchers and applied linguists recently. Most of the previous studies dealt with teacher agency, cognition, emotion and beliefs. In 1990s, scholars kept their eyes mostly on language learner identity issues which was a new and appealing focus in the research arena at that time. While investigating the language learner identity in different educational contexts, it was understood that

language learner and the teacher have an organic link which is a mutual relationship feeding each other's perceptions, beliefs, classroom experiences, cognitive process, and identity construction. Therefore it was unavoidable for scholars to have a shift in focus on learner identity to teacher identity (Kayi-Aydar, 2019).

To gain a comprehensive understanding of educators, researchers must consider the multifaceted nature of their identities. These identities encompass professional, cultural, political, and individual dimensions. Particularly critical is examining how language teachers shape their identities within various contexts. This includes interactions with colleagues and instructors during teacher education programs, as well as with students in their schools and classrooms (Varghese et al., 2005). Most of the former identity studies (Duff & Uchida, 1997; Johnson, 2009; Li, 2020; Pavlenko, 2003; Phan, 2008) addressed issues such as linguistic and sociocultural identities, professional identity construction of native vs. non-native speaker teachers, globalization and the identity alteration in multilingual contexts for language teachers. Moreover, in their work, some applied linguists Medgyes (1994), Pennycook (2004), Canagarajah (1999), Kumaravadivelu (2003), Wolff and De Costa, (2017) included phenomena such as power relationships, English as a global language, in/equality, privilege, ownership, pushing non-native teachers into the background. Therefore, language teacher identity research gained a post-method and socio-political perspective in the field of ELT, TESOL and ESL throughout these years. The professional identity of an ESL, EFL or TESOL teacher is constructed as a mixture of individual's characteristics and the disciplinary knowledge, values and applications of the field. This professional identity progresses in time depending on the interpretation of these elements through education and experience in work field (Pennington, 1999).

Regarding the language teacher education, identity research has been considered as a developing field which provides a critical and analytical frame to investigate and understand teachers and teaching practices (Britzman, 1992). Kanno and Stuart (2011) argue that being a language teacher transcends simply fulfilling a classroom role; it requires a deep personal commitment. Effective teacher training programs, coupled with practical teaching experience, can assist new language teachers in developing a genuine sense of identity as language educators beyond simply fulfilling the role of a teacher.

Effective language teaching encompasses a range of remarkable dimensions. These include strong language proficiency, deep content knowledge, and a repertoire of effective teaching skills. Additionally, successful language educators must be adept at navigating contextual factors, fostering learner-centred environments, and actively engaging with the communities they serve. Critical pedagogy, a framework that encourages students to question and analyse the world around them, can also be a valuable tool in the language teacher's toolkit. Considering these dimensions, Pennington and Richards (2016) propose that language related identity is based on an individual's language background, proficiency in the target language, communicative skills, and specific expertise and competencies to teach this language. Moreover, native or non-native origin of the teacher and the medium of the instruction is also determinant on teachers' professional identity construction.

Language teacher identity construction is also under the influence of the disciplinary knowledge, which refers to the expertise and in-depth content knowledge of a specific area, curriculum or subject (Cuthbert, 2021). This specific knowledge-expertise helps individuals navigate their social, professional and personal lives. In this sense, having a good command of knowledge regarding the language learning theories, instructional design and delivery, evaluation and assessment strategies, curriculum planning and implementation, and classroom management techniques supports building self-confidence and a positive teacher identity (Chong & Low, 2009; Pennington & Richards, 2016; van Lankveld et al., 2017).

Pennington and Richards (2016) explain that pedagogical content knowledge is another substantial impact on language teacher identity development. It is the basic knowledge of language teaching including areas such as curriculum planning, assessment, reflective teaching, teaching young learners, teaching the four skills and so on. Shulman (1986) stresses the importance of subject matter knowledge and the emphasis placed on the procedural skills in teacher training and licensing. According to Kanno and Stuart (2011), this type of knowledge can be enriched in time by sharing knowledge and experiences with others in the profession, and this enhancement forms a basis for building a stable and secure language teacher identity.

In their study, Kanno and Stuart (2011) investigated the two novice language teachers' identity development process in their first year as ESL teachers. Their findings supported the importance of subject matter knowledge in the development of language teacher identities. Although they were competent native speakers of English, both novice teachers were unconfident in their pedagogical content knowledge throughout the year. They were acting the role of a language teacher instead of adopting a proper teacher identity. Over time, they were able to hone their basic instructional skills with the help of experiencing the whole cycle of a course from the start to the end, and this contributed to their identity development. This sample study demonstrates a clear interdependence between identity and practice, with each influencing the other. Moreover, the 'identities-in-practice' perspective emphasizes that identities are not static but develop dynamically within specific contexts. Through participation and engagement, individuals learn the 'ways of being and doing' associated with a particular community, shaping their identity in the process (Varghese et al., 2005).

Lave and Wenger (1991) argue that the ongoing development of identities orients the approaches of individuals to their practices. Lave (1996) perceives that what you know is primarily and significantly shaped by who you are as identity and practice are so tightly knotted that they affect each other. Furthermore, teachers' personal understanding of teaching is united to their belief and teaching maxims (Borg, 2006). However, this understanding of teaching cannot be monolithic. Variations in teacher identity arise from a confluence of factors, including background characteristics and experiences, interactions with specific individuals, differing self-perceptions and perceptions of others, personal values and beliefs, and the unique ways teachers interpret and integrate past experiences into their future actions (Pennington & Richards, 2016). This personal belief system and tendency identifying teaching practices is described as teachers' maxims for language teaching by Richards (1996). Exploring teaching maxims like student involvement and planning within teacher education programs can provide a valuable framework for examining teachers' thinking-in-action and the development of their individual teaching philosophies, ultimately influencing the effectiveness of their instruction.

Similarly, teaching context (or field in the scope of this current research) is another factor influencing the language teacher identity re/construction process. The teaching context may be considered as a double-edged sword because it may provide numerous opportunities or impose severe constraints for teachers (Savage & Silva, 2013). If there is a supportive and reliable working environment, language teachers feel more confident and they can construct a professional identity which guarantees a positive sense of self-efficacy, solution oriented, open to improvements, and good at building positive rapport among all the stakeholders.

The professional identity of a language teacher may be constructed in a totally different way if the teaching context is full of constraints, profoundly hypocritical and judgemental members, unpredictable and instant changes or frequent crisis caused by numerous factors (Pennington & Richards, 2016). Recent research has proven that for language teachers some unenviable teaching conditions such as physically inappropriate teaching environments like large and overcrowded classes, insufficient facilities and course materials, unfamiliar teaching methods like online teaching, flipped classrooms, hybrid learning or administrative conditions such as strict rules, highly directive attitudes of the mentors, generalised tests, language teaching policies of the countries, the status of the language taught are the factors influencing teachers' performances during their teaching practices and their identity formation. If these disfavoured conditions abound, there may be a huge gap between the actual classroom performances or behaviours of teachers and their goals and ideals. They even lose the sense of belonging, their motivation, and start to question their situated identity which is perceived as inconsistent with their values (Cardelle-Elawar & Irwin, 2007; Pennington & Richards, 2016; Van Veen & Slegers, 2006).

Liu and Fisher (2006) conducted a longitudinal case-study with three novice teachers to understand their conceptions of 'self' regarding their classroom performance, interaction with students, their self-images and their conceptions of teacher identity. Research participants provided several key factors that significantly influence teacher change and professional growth. These factors were classified into three main categories: academic, institutional, and curricular; and cognitive, affective, and social. Academic and curricular factors include aspects like school environment, course content and structure. Cognitive,

affective, and social factors cover the influence of mentors, reflection practices, relationships with colleagues, and personal support networks (family and friends).

On the other hand, self-awareness or self-knowledge, which is provided by a transparent reflecting process, has also an important impact on language teacher identity construction (Farrell, 2013; Pennington & Richards, 2016). Reflecting on practices and using critical thinking strategies can move teachers to a higher level. Self-awareness in teaching centres in critical reflection. This means teachers must learn to scrutinize their own beliefs about teaching and learning through a critical lens (Farrell, 2013). The personal values, beliefs, perceptions, attitudes, and concerns of language teachers about effective teaching must be scrutinized by themselves (Farrell, 2013; Kelchtermans, 2009; Maclure, 1993). Self-knowledge is the key to construct a proper language teacher identity and the most important step to reach the language teacher competency in the classroom. If there is self-awareness, teachers are able to understand their own assets and weaknesses to untangle the knots in a time of crisis.

Nias (1996) asserts that teaching is a characteristically social profession, and it depends upon developmental interactions between teachers and students. Therefore, the professional identity of language teachers is also altered by the student-related factors as teachers and students are in a mutual interaction. This means that the attitude and activities of one reflect the other (Pennington & Richards, 2016, Cummins, 2011). Student-related factors can be listed as the knowledge of the students considering their needs, interests, general attitudes, features, future expectations and sociological background. Considering this relation, it can be said that the identity traits of teachers who work with highly motivated, responsible and autonomous student groups may be different from the teachers who always struggle with the classroom management problems caused by misbehaviours. According to the studies conducted by British Council (as cited in Pennington & Richards, 2016), the link between the desired teacher identity and the students' positive responses or feelings towards the learning process is obvious. Affective responses by students, the classroom atmosphere, effective interaction among teachers, students and peers are mentioned as the most important variables affecting teacher identity construction. Some negative student attitudes and behaviours are shown as the reasons of ineffective teaching and are accepted as the factors preventing

teachers to reach their goals. Especially, in the contexts including individual or cultural differences/ gaps between teachers and students might be thwarting to build the intended teacher identity. To bridge this gap, it is necessary to identify the characteristics of students (both as individual and group), habitus, needs, interests, cultural and linguistic capitals and the characteristics of the teaching context. By the help of this identification, the language teacher may reconstruct or alter his / her identity permanently or temporarily depending on the length of stay in this teaching environment.

Besides, native or non-native status of a language teacher may affect the teacher identity construction. A lot of researchers such as (Akkerman & Meijer, 2011; Goh, 2013; Kanno & Stuart, 2011; Lawrence, 2020; Lawrence & Nagashima, 2020) focused on native and non-native English speaker (henceforth NES and NNES) issues in their previous research studies regarding the dichotomy, challenges faced, trouble of identifying teachers' self-images as competent language users. Pavlenko (2003) explored the imagined linguistic and professional community inclusion and legitimizing new identity construction options of pre- and in-service NNES teachers in a TESOL program. The findings of the research show the certain interdependence between identity construction and legitimate language ownership, linguistic diversity of language teachers, bilingualism, social and cultural background. While some participants of the study had conflicts and hesitations as being non-native language teachers, the participants who could reidentify themselves as multicompetent and bilingual language teachers could view themselves in a positive way and could feel more self-confident and self-efficient (Pavlenko, 2003). In another study, Lawrence and Nagashima (2020) using poststructuralist approach, compared the identity construction of two language teachers, one NES and one NNES. These teachers had different linguistic capitals. Both teachers showing resilience toward identity-biased ascriptions, could position themselves at the institutional level. Moreover, they have tried to find out the ways of negotiating the possible ways of shaping their professional identities. For example, a native English teacher experienced the same mismatched power dynamic and emotional challenges in the Korean context when learning Korean although this teacher had a sound linguistic capital as the native speaker of English language. Pennington and Richards (2016) claim that teachers who want to or have to teach 100 % in the second language but cannot do this appropriately may develop a different sense of identity when it is compared with the teachers who are naturally bilingual or NESs. The

most distinct factor behind this is probably the lack of confidence in the second language and the insufficient linguistic proficiency. They may have the fear of being judged by others or they might judge themselves as being deficient if they focus on their non-native status. On the other hand, the teachers who are able to identify strategic goals in mind to teach bilingually might build a teacher identity by using their second-language user and learner experiences. Additionally, a significant focus on learners and appropriate preparation for classroom teaching might help those teachers to develop a confident classroom identity. When teachers consider their autobiographical identities as a language learner or their habitus taking its roots from the experiences instead of ignoring, they will have the opportunity to have a more fluid and adaptable identity (Lawrence & Nagashima, 2020; Pennington & Richards, 2016; Phan, 2008).

Barkhuizen (2017) has a broad conceptualization of language teacher identity including numerous categories into his perspective. He emphasises that LTI is social, emotional, cognitive, ideological and chronological. It is cognitive because teachers always seek the answers to some questions such as who they are, who they want to be and who they do not want to be. Moreover, LTI is related to teachers' belief and teaching philosophies, so it is considered as cognitive. The reason of accepting LTI as social is that it is constructed under the influence of stakeholders in the language teaching profession such as colleagues, administrations, students and policymakers both in micro and macro levels. LTI is emotional because teachers' future expectations, rapport in the teaching field and numerous affective factors impact teacher development and teaching performances. Besides, it is historical because teachers' own biographies and positive or negative experiences are the reasons of some identity shifts in time. According to Barkhuizen (2017), there is a complex relationship between the social world and the agency of a teacher, too. This connection identifies the LTI construction and the performance of a teacher because as Bourdieu (cited in Grenfell, 2012b) affirms, they need to play the game considering its rules. Not only the current performances but also teachers' future decision or expectations are determined by this field and agency interrelation. Barkhuizen (2017) says that "They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others" (p. 7). By stating that it is aimed to underline the multiplicity and multi-faceted nature of LTI, teachers are able to adapt in different circumstances they faced. It is possible to have some

crisis or *hysteresis*- as Bourdieu defined- in unfamiliar fields or through adverse circumstances but they have the ability to negotiate by constructing changeable identities with the help of their inner forces, knowledge and experiences and the interaction within their own field. Teachers may not develop the harmony among their multiple identities throughout their teaching career; sometimes they have identity struggles or dilemmas because of the changing conditions, so this may cause hysteresis. However, Barkhuizen (2017) claims that

Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical—they are both inside the teacher and outside in the social, material, and technological world. LTIs are being and doing, feeling and imaging, and storying. ...They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over time— discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online. (Barkhuizen, 2017, p. 7)

According to Pennington and Richards (2016), sometimes the roles of the teachers may be pinpointed by different teaching methods and approaches and teachers may find themselves in conflict because of them. It is likely to struggle with an identity stress or crisis for a teacher who has to teach following a certain course material or syllabus. As also mentioned by Bourdieu (cited in Hardy, 2014), the phenomenon hysteresis appears in such circumstances. The agency or the existing identity of the teacher may be in a conflict with the imposed constraints such as set syllabuses, course books, institutional or regional teaching policies, and contextual factors. Correspondingly, a new teaching context which means a new type or level of a course, an unfamiliar school or district, an obscure country or culture, a totally new way of teaching and new student groups entails adjustments for teachers' identity negotiation in response to the context (Pennington & Richards, 2016). Though, these restrictions may offer some opportunities to improve problem-solving skills and to help evolve teacher identity construction incorporating the teachers' values and teaching ideals. However, these adjustments also have the potential to result in chaos, crisis or *hysteresis* because the teacher identity resources or capitals possessed such as their social backgrounds, personal and teaching skills, linguistic capitals, social relations / capital, beliefs, values, content or pedagogical knowledge,

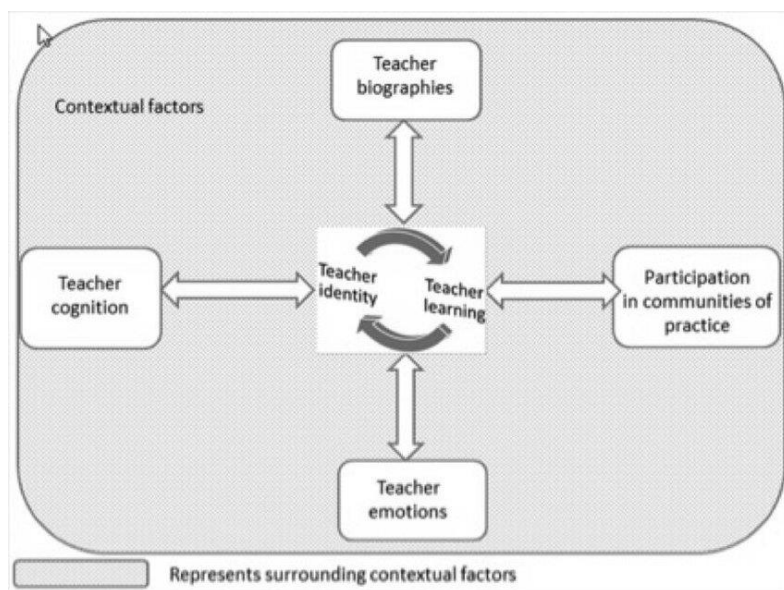
attitudes may be tested under these extreme conditions. Negotiating these alterations and challenging situations formulates the dynamic side of professional identity development of teachers (Bourdieu, 1990; Graham, 2020; Miller, 2009; Pennington & Richards, 2016; Strand & Lizardo, 2017).

The review of the literature undertaken confirmed that the emergency online learning process, which appeared under abnormal circumstances of the COVID-19 pandemic, was a real challenge for language teachers, and it was full of imposed constraints requiring adjustments to survive for many language teachers all around the world.

1.5. Theoretical Constructs of Teacher Identity Framing the Present Study

In this present research, Yazan's (2018) conceptual framework suggested in the light of existing literature for language teacher identity construction was used to collect the data in a systematic way. This section adopts a broad framework for understanding language teacher identity, informed by Yazan (2018). For him a multifaceted approach is essential, to encompass various aspects that shape language teacher identities. These aspects include how teachers learn and develop their professional practice, how they integrate theory and practice in their instruction, how they interact with their students, and how they collaborate with colleagues within the social environment of the school. Considering this framework, there are several key constructs of language teacher identity: teacher learning, teacher cognition (beliefs and knowledge about language teaching), participation in communities of practice (collaboration with colleagues), the influence of contextual factors (school environment, student demographics), teacher biographies (past experiences that shape their identity), and teacher emotions.

Figure 2.2. A conceptual framework for language teacher identity.



Reference: Yazan (2018).

As shown in the figure, all constructs are in an interplay with one another and under the effect of surrounding contextual factors. In the later parts of this chapter, each construct is defined and explained in detail by containing Yazan's (2018) and many other scholars' points of view.

1.5.1. Teacher Learning

Yazan (2018) argues that teacher learning and identity are intertwined, each shaping the other in a cyclical process. This sociocultural perspective challenges traditional teacher education programs that focus on isolated knowledge and decontextualized methods. The new focus is on providing opportunities for teacher candidates (henceforth TCs) to apply theory in real-world contexts, recognizing their experiences, values, and beliefs as key factors in teacher learning (Olsen, 2016). Teacher candidates' self-conceptions, prior experiences, and beliefs are now seen as central influences on how they learn to teach, which in turn shapes their identities (Johnson & Golombek, 2003; Richards et al., 2002). Through active participation in teacher education programs and practicums, TCs learn, revise, and reconstruct their identities as language educators.

Hubbard and Levy (2006) add a new dimension into teacher learning in relation to technology. They emphasize that teacher learning process includes a number of unique challenges in the 21st century because of the gradual technology implementation into language teaching. This new learning process needs to consist of not only major shifts in technical and pedagogical knowledge and skills combined with new roles but also the ability to adjust students to new ways of target language learning opportunities. Similarly, White (2009) notes that the most challenging and complicated part of e-language teaching is not the changes in knowledge, roles, skills and practices but the teacher identity construction and teacher self in each of these domains.

1.5.2. Teacher Cognition

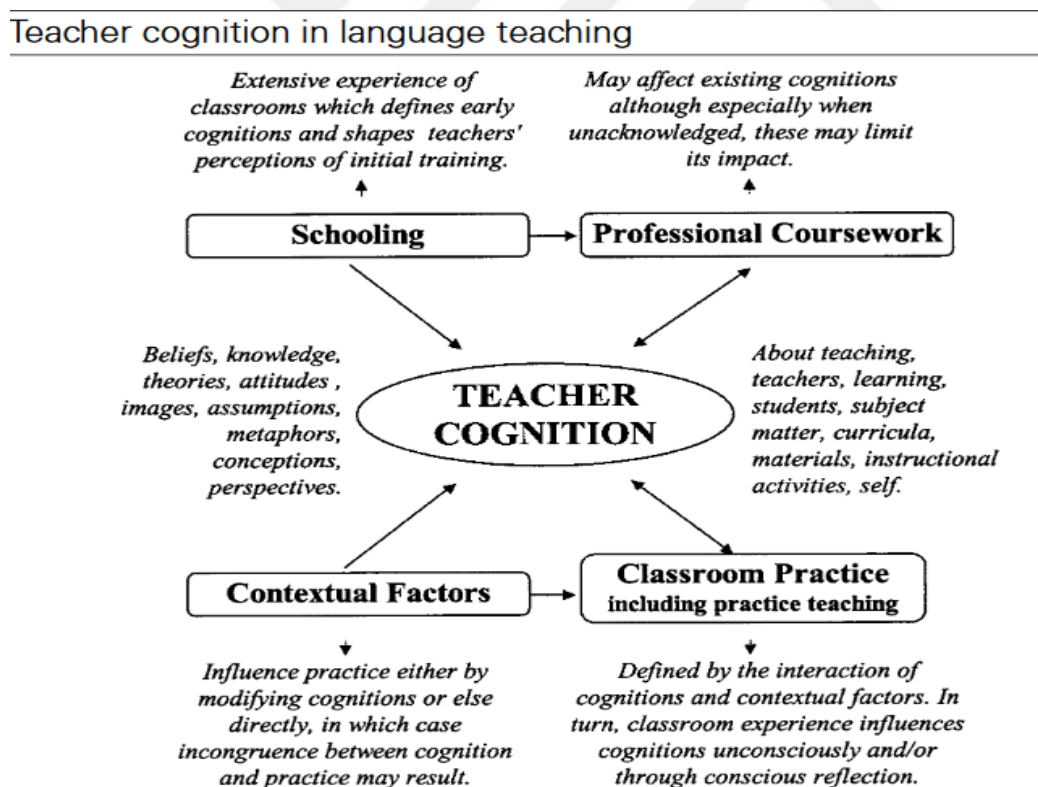
Yazan (2018) describes teacher cognition by citing Borg (2003) and describes the phenomenon as a teacher's beliefs, knowledge, theories, attitudes, and perspectives about teaching, learning, students, subject matter, and curriculum. It also includes underlying assumptions, metaphors, and conceptions that inform their decision-making in the classroom. It is all related to teaching such as students, subject, curricula, materials, methods, teaching practices and self as a teacher. Teacher cognition is a complicated chain of interacting factors including various rings connected to one another to build a whole. These factors can be listed as learning and teaching experiences, interactions with students and colleagues, classroom dynamics, future goals and expectations, learners' motivations and the way teachers overcome critical incidents throughout the teaching career (Barnard & Burns, 2012 as cited in Yazan, 2018).

Various studies have been conducted to find out effective teaching behaviours to be able to identify the effects of teachers' mental lives and how their cognition shapes classroom practices. Studies on teacher cognition specifically clustered into some research areas such as psychology of teachers (Bruzano, 2018; Freeman & Johnson, 2013), teachers' beliefs (Burns, 1992), teaching principles (Artiles et al., 1994; Borg, 2003; Freeman & Richards, 1993), conceptions of practice (Freeman, 2002), teachers' beliefs, attitudes, and knowledge (Kagan, 1990; Thomas, 2013) teachers' pedagogical systems (Borg, 1998), teachers' maxims (Tsang, 2004; Richards, 1996), teaching theories (Borg, 1999), teachers' personal theories (James, 2001), teacher learning (Freeman, 2002), contextual factors (Walsh & Wyatt, 2014) and using technology (Howard, Chan, & Caputi, 2015).

Kelchtermans' (2009) narrative-biographical research suggests that teachers develop a personal interpretive framework throughout their careers. This framework consists of a set of cognitive tools, including mental representations. It shapes how they interpret their work, assign meaning to it, and ultimately guide their actions in specific classroom contexts. Furthermore, this framework is not static; it is continuously modified by ongoing meaningful interactions within those same contexts.

L2 teachers' cognition research has focused on the unobservable mental extent of teaching which shows the reasons behind making some certain instructional decisions, preferring some teaching and learning theories to others, handling the subject matter issues, improvising some definite ways of problem solving and handling with unexpected teaching situations. The figure 2.3 developed by Borg (2003) displays language teacher cognition.

Figure 2.3. Teacher cognition in language teaching.



Reference: Borg (2003, p. 82).

According to Yazan (2018), teacher cognition might be considered as the torch that lights the way to understand the main reasons of teacher behaviours both in and out of the

classroom and it helps us see the main constructs of language teacher identity. Miller (2009) clarifies this by mentioning that identity and teacher cognition are two inseparable concepts. He empathizes that thinking, knowing, believing and doing act interdependently in classroom contexts, so it is impossible to separate them from identity formation.

Yazan (2018) also emphasizes that when teachers experience more teaching practices and more interaction with others in a teaching context, their thoughts, actions and their behaviours reveal their ideas, beliefs and knowledge more. Consequently, “all these shape what kind of teacher they imagine to be, and this shapes their instructional beliefs, values, and priorities at the same time. Therefore, teacher knowledge and cognition are inextricable parts of teacher identity” (Yazan, 2018, p. 33).

1.5.3. Teacher Cognition and Metaphor Elicitation

To investigate the effects of the teacher cognition on teacher identity, researchers (Alger, 2009; Carter, 1990; Marshall, 1990; Munby & Russell, 1990; Stofflett, 1996) used metaphor elicitation as a vehicle. Munby and Russell (1990) focused on teachers’ metaphor use to describe their teaching practices. According to them, individuals’ way of constructing their professional worlds can be understood by examining the metaphors they used. They were intrigued by how a teacher's metaphor for how he approached his subject matter seemed to reflect how he thought about his teaching strategies. Moreover, the participants found it beneficial to discuss about the metaphoric language they used.

A more comprehensive description of metaphor usage can be found in Stofflett’s (1996) case study. The study examined the development of teaching metaphors created by students enrolled in a particular course. The analysis included metaphors used throughout the semester, both in class discussions and in the final course paper. Research findings showed that participants found generating and articulating their teaching metaphors beneficial in critically reflecting on their practice. Moreover, the school context had a significant impact on metaphor formation.

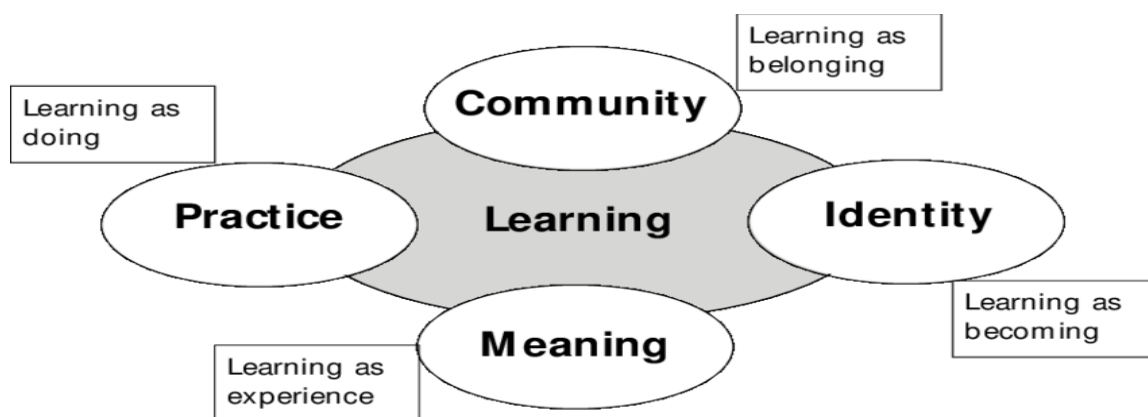
Alger (2009) developed survey-based research on metaphors to assess changes in teacher identity. High school teachers were the participants of this research, and the researcher

asked them to choose a metaphor that best described (a) what they expected teaching to be like when they first started, (b) what it was like for them now, and (c) what they hoped it would be like ideally. Alger (2009) found 1,053 metaphors in teaching literature and narrowed them down to the most common. These metaphors were further classified as either teacher-centered or student-centered by the researcher. According to Alger (2009), most of the teachers reported a shift in their teacher identity at various points in their careers. Forty-seven people indicated a difference between their desired and current metaphor. Respondents identified student motivation as the most common obstacle, followed by a lack of student preparedness and problems outside of school (Alger, 2009). The two most popular metaphors for describing current teaching and teaching aspirations were ‘tool provider’ and ‘guiding’.

1.5.4. Participation in Communities of Practice

A group of people with a shared concern or passion to involve in collective learning through continuing interactions and negotiations can be defined as a Community of Practice (CoP) by Lave and Wenger (2001). In this respect, the figure 2.4 below may provide a quick grasp of the concept.

Figure 2.4. Components of a social theory of learning: an initial inventory



Reference: Wenger (1998, p. 5).

Wenger (1998) provided a broad conceptual framework to describe the relation among identity construction, practice and community. According to his view, construction of an individual's identity depends on negotiation of the meanings of the experiences gained through the membership in social communities (Varghese et al., 2005). Identity is the axis

between the social and the individual; therefore, it can be said that each phenomenon constructs one another. Social analysis of identity views individual actions as interwoven with community practices. Researchers focus on how communities and individuals shape each other (mutual constitution). Separating the influence of the individual from the collective is challenging. Individual practices, languages, artifacts, even the world view are all the reflection of social relations. With his own words Wenger (1998) defines identity as

Identity is negotiated experience. We define who we are by the ways we experience ourselves through participation as well as by the ways we and others reify ourselves. Identity as community membership. We define who we are by the familiar and the unfamiliar. Identity as learning trajectory. We define who we are by where we have been and where we are going. Identity as nexus of multi-membership. We define who we are by the ways we reconcile our various forms of membership into one identity. Identity as a relation between the local and the global (Wenger, 1998 p.154).

As in the Bourdieu's (2008) framework explaining the relation between habitus and field, Wenger (1998) claims that when individuals are in a familiar territory of which they are a full member, they can handle the things competently as they know how to engage with others. These individuals not only understand their actions on a practical level, but their sense of identity is also informed by familiarity - they know who they are through what feels habitual and comfortable. On the other hand, Wenger (1998) proposed that if these people face with situations which are foreign, opaque, awkward and unfamiliar, they might have conflicts and contradictory beliefs as Bourdieu (Grenfell, 2012) discussed by using the phenomenon hysteresis.

Significantly, in the language teacher education field, some researchers (Ho & Yan, 2021; Morgan & Clarke, 2013; Varghese et al., 2005; Yazan, 2018) investigated the effects of CoPs on the L2 teacher identity development. CoP is defined as the field in which its members collaborate to achieve shared goals. As cited by Yazan (2018), a new community of practice and L2 teacher identity construction are considered as two intertwined processes. Being in a new CoP is not only about learning novel content but also about acquiring new perspectives, principles, beliefs and practices (Singh & Richards, 2006). The active participation and interaction of language teachers and teacher

candidates in their CoPs shapes their socially situated identity formation (Bukor, 2012; Mantero, 2004).

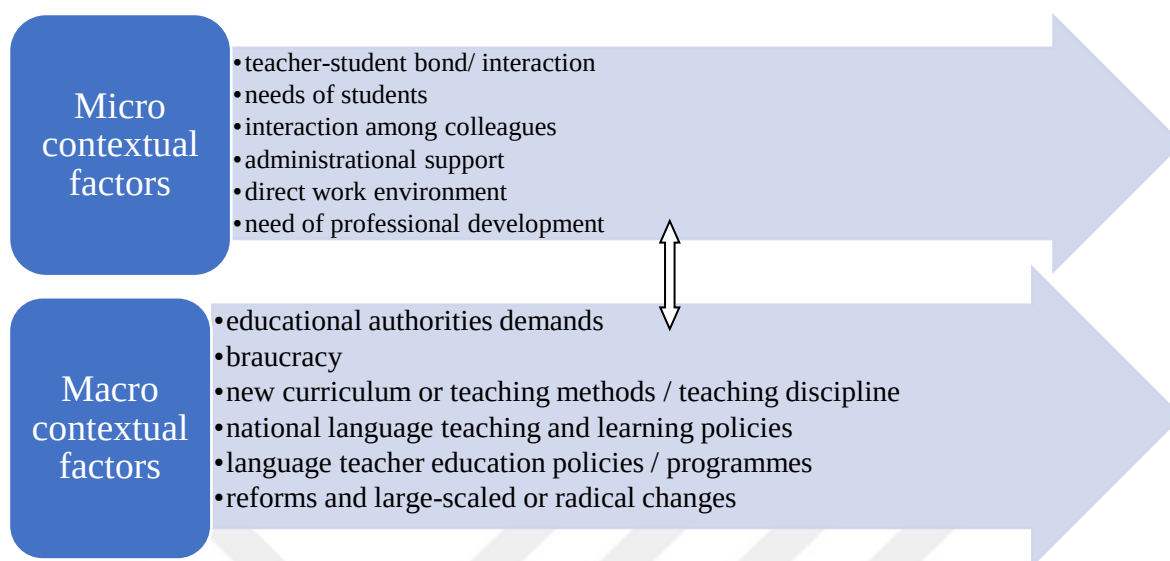
Wenger (1998) highlights that identity construction within CoPs is not always a smooth process, particularly during periods of significant change such as dramatic educational reforms. De Costa and Norton (2017) further emphasize the challenges faced by teachers transitioning between peripheral and core positions within a CoP. This transition can be conflictual, as different CoPs may activate contrasting beliefs that challenge existing identity constructs (Varghese et al., 2005). Building on this research, our study aims to investigate the role of CoP membership in shaping identity tensions experienced by educators during the shift to online learning amidst the pandemic.

1.5.5. Contextual Factors

The context is defined as the collection of circumstances and dynamics forming the setting of learning and teaching practices for L2 teachers both at macro and micro levels by Yazan (2018). As mentioned earlier, identity construction is not just personal but also it is related to social, cultural and political contexts (Varghese et al., 2005). Micro contexts might be listed as schools and classroom settings where teachers learn and teach. On the other hand, social, cultural and educational contexts are evaluated as the macro contexts effecting language teacher identity construction.

The figure 2.5 below is designed to show micro and macro contextual factors considering the review of the previous studies (Akkerman & Meijer, 2011; Barkhuizen, 2017; Duff & Uchida, 1997; Flores & Day, 2006; Pennington & Richards, 2016; Salinas, 2017; Varghese et al., 2005; Yazan, 2018; Zembylas, 2005) .

Figure 2.5. Micro and Macro Contextual Factors



These factors may either positive or negative influences on teacher identity construction; they might create strengthening or constraining impacts; in other words, they can promote or hinder the construction of identity (Beauchamp & Thomas, 2009). For example, teachers may feel as a part of the team when the school environment, the nature of the learner population, the impact of colleagues and of school administrators are supportive, and it emphasizes the value of teaching in this context. They experience a sense of community and construct a positive teacher identity. However, if there are constraining impacts caused by a competitive, hierarchical, non-supportive environment teachers feel isolated and inhibited (Beauchamp & Thomas, 2009). Some scholars (Johnson, 2009; Pennington & Richards, 2016; Varghese et al., 2005) also suggest that the choice of teaching discipline or methodology and the policy of teacher education programs or institutions may also affect identity in various ways.

1.5.6. Teacher Biographies

Like many other topics investigated in the exploration of teacher identity construction and reconstruction, biographies of individuals have attracted a surge of interest in the field. Mainly research on teaching has gained a biographical perspective for a while (Goodson, 1997). Humans exist within a temporal framework, each with a unique personal history. Life unfolds over time, from birth to death. The past significantly shapes

our present perceptions, thoughts, actions, and future aspirations (Kelchtermans, 2009). Teachers' personal histories or biographical trajectories are considered as the key players in the identity development process. According to scholars such as Bullough and Baughman (1997), Bullough and Pinnegar (2001), Knowles (1994) and Skerrett (2008) to understand teacher development clearly, it is necessary to look at the relation between his/ her biography and teaching practices because teacher biography is the story of an educator which shapes the way they think, behave and teach. Teacher biography refers to the experiences which are the basis for teacher identity construction; those experiences provide a frame for their teaching and learning beliefs and later for their conceptions about teaching practices in the classroom (Knowles, 1994; Olsen, 2016).

Sugrue (1997) emphasizes the multifaceted nature of student teacher identity development arguing that both the form (shaped by social and historical contexts) and content (beliefs, attitudes, and behaviours) of this identity are shaped by various factors. These factors include student teachers' personal experiences, observations during their apprenticeship, and the broader cultural archetypes associated with teaching. Sugrue (1997) further suggests that family background, mentors, unique teaching experiences, prevailing educational policies, established teaching traditions, and implicit cultural understandings all play a role in shaping this identity.

Borg (2003) mentions that beliefs held in the earlier periods of life are resistant to change even though there are contradictory evidences. These beliefs are mostly shaped by critical incidents in individuals' personal experience. Similarly, Barkhuizen (2017) and Ortaçtepe (2015) assert that teacher identity construction cannot be comprehended by detaching it from teachers' past experiences, life stories, family backgrounds, previous learning trajectories, various teacher models they met during their education life, and their future aspirations.

Scholars emphasise that the development of teacher identity does not directly start as soon as a candidate goes into a classroom or even begins a university program (Beltman et al., 2015; Sanders-Smith et al., 2022). Teachers' preuniversity experience, including school experiences and family views of education is always a part of an emerging teacher identity. As highlighted by Freeman (2002), Peercy (2012), Surgue (1997) and Yazan (2018) exploring the interplay between the biographical trajectories of educators and their

present self-images contributes significantly to the understanding of the complicated process by which second language (L2) teachers evolve and embody their identities during the stages of their career. Yazan (2018) also implies that teacher candidates spend a considerable amount of time in classrooms as learners observing various teacher models, so they have a widely held view about teaching before starting preservice education.

1.5.7. Teacher Emotions

To have broad exploration of language teacher identity construction, the examination of teachers' emotion is fundamental. Teacher identity is usually revealed and expressed through emotions consciously or unconsciously because these two phenomena are inevitably interrelated. This means that identity is the reflection of the emotions experienced by teachers (Schutz & Pekrun, 2007).

Schutz et al. (2006) describe emotion as:

Socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social historical contexts.... Particular emotional experiences involve person–environmental transactions. Consequently, in most cases there is both a social dimension of an emotional experience and also the person's enactment of the particular emotional way of being. (p. 344)

They clarify that the person-environmental transactions appear because of attempts to reach specific goals in various activity settings. Considering the classroom emotion, teachers and students may have various feelings according to the nature of the connections within a specific activity setting, so the activity setting is also an important focus of the inquiry on emotion. Emotions are considered as way of being and emotional experiences consisting of physiological, psychological, and behavioural aspects (Schutz et al., 2006).

Nias (1996) surmises that teachers invest their selves into their work because teaching is not just a technical term for a job. In other words, they are constructing their identity constantly through the interpretation of their experiences within their own context. Simply put, their identity and emotions are inextricably related to each other rather than

being linearly dependent or moving in one direction; these two phenomena develop in an ongoing, multidirectional, transactional process. Consequently, unpleasant emotions experienced by teachers in the teaching context might threaten teachers' identity by challenging their existing beliefs. She also asserts that the root of teachers' emotions is in their cognitions. Therefore, Golombek and Doran (2014) mentions that understanding the process of how teachers learn and think involves the discovery of their emotions.

Similarly, considering emotion and identity are both social and individual, Zembylas (2003) makes a connection with Bourdieu's habitus :

For example, in an environment in which particular emotions must be suppressed, issues of emotion and identity lead directly to the question of what is "appropriate," which in turn leads to the question how acceptable emotional stances and identities get defined. In other words, maintaining "appropriate" behaviour (and discourse) comes to be seen as reinforcing the hegemony of certain rules or norms. Like Pierre Bourdieu's habitus, identities are at once individual and social; they are the affective intersection of life experiences variably salient in any given circumstance. (p. 112)

There is also a strong connection between teachers' belief and their emotions. In this vein, Schutz et al. (2007) , Woods and Carlyle (2002) and Van den berg (2002) discern that emotions have the potential to stimulate belief change, which may in turn affect teachers' identities. This change happens when there is dissatisfaction with current beliefs. Because of the reconstruction of the beliefs, it is probable to have changes in teacher identity construction, too. While unpleasant emotions, such as dissatisfaction or burnout invoke negative perceptions about one's own teacher identity, a gamut of pleasant emotions which are in a harmony with teachers' belief provoke positive identity views. As aforesaid, teacher identities are not stable; they are constantly evolving, and as teachers transact among social historical contexts over the course of their teaching lives, their identities are progressing (Danielewicz, 2001; Hong, 2010; Zembylas, 2003). Therefore, the teaching process is directly associated with the teacher identity change.

Duff and Uchida (1997) argue that language teachers function as cultural workers. They play a crucial role in shaping students' cultural understanding, fostering appreciation for unfamiliar beliefs, values, and practices, and facilitating navigation of new social relationships. This role can be particularly challenging in English language classrooms,

where student performance can be a source of frustration for teachers, especially when academic success is central to students' futures (Schutz & Lee, 2014). Under these circumstances, teachers might start to question their own performances. Though, it is possible to experience vice versa for teachers. They may have enjoyment or pride, when their students are academically successful and learn / use the target language appropriately. These learner achievements might reinforce professional identity of English teachers and strengthen the positive emotions.

Flores and Day (2006) claim that if students' behaviours are parallel with teachers' expectations about the classroom and teaching atmosphere and if pleasant emotions appear, identities of language teachers' may be reinforced. However, if there is a divergence among a teacher's current identity beliefs and the classroom circumstances, it is possible to have some challenges for these teachers in terms of their identity construction. Obviously, the student profile is also another determining factor; if there are more compliant students, it triggers pleasant emotions about being a respected and accepted teacher identity. Conversely, when there are defiant or unmotivated students in the teaching context, teachers have frustrations and disappointments about their roles (Schutz & Pekrun, 2007). In short, it is necessary to reveal how teachers conceptualize, recreate and analyse their identities under the influence of their emotions (Yazan, 2018). To have a broader explanation about the identity construction of EFL teachers participated in this present research in the time of hysteresis, I need to analyse the emotional aspect of teacher identity, too.

1.6. Bourdieu and His Theory of Practice

Without a doubt, Pierre Bourdieu (1930-2002) was a distinguished sociologist in the twentieth century. His works have a significant impact in social theory, anthropology, sociology of education, sociology of art, media and culture and in relation to research methods in the social sciences. His thinking tools have been influencing the social sciences deeply. When someone starts an investigation about Pierre Bourdieu, it is usual to have an immediate encounter by the theoretical concepts he employed such as field, habitus, capital and hysteresis. Bourdieu is a sociologist, but the themes issued in his discussions have impacts and implications for various social science research areas and he inspired researchers focusing on distinct topics. In his theoretical framework *In*

Distinction, Bourdieu (1984) asserts that to produce practice or social acts the phenomena capital, habitus, and field all work together. Bourdieu (1984) explains this interaction by revealing an equation: $[(\text{habitus})(\text{capital})] + \text{field} = \text{practice}$.

To decode this equation Grenfell (2012) clarifies that one's practice is the product of two key factors: habitus, which refers to dispositions and beliefs, and capital, which encompasses the resources and status they hold within the field. The current state of this field, including power dynamics and ongoing changes, also shapes how these elements interact to influence individuals. In this research, it is considered to utilize Bourdieu's framework to investigate teacher identity construction in the time of crisis caused by COVID-19 pandemic. Therefore, Bourdieu's paradigm and his influence in the research arena need to be clarified by providing an extensive literature review.

1.6.1. The Theory of Practice: Habitus, Capital, Field and Practice

The Theory of Practice developed by Bourdieu focuses on the limitations of viewing social actions as merely a product of individual behaviours. Instead, he argues that these actions are shaped by a complex interplay of factors. Cultural norms, traditions, and the underlying social structures all influence how individuals and groups behave within society (Jenkins, 1992). For him 'phenomenal' structures are 'embodied' in individuals. The essence of Bourdieu's theory of practice is that human action is established within a dialectical connection among individuals' consideration and action and the objective world; he describes these as habitus, field and capital interdependence.

1.6.2. Habitus

The first notion of Bourdieu's theoretical toolbox is habitus. Although the origin of the term or the idea of 'habitus' was not invented by Bourdieu, his use and definition of the phenomenon has been applied to several research areas. Habitus is an elusive and original term, and it is the core of Bourdieu's distinctive sociological approach, "field theory" and philosophy of practice. The concept of habitus refers to a set of learned dispositions that shape how individuals perceive, think, and act in the world. These dispositions are not rigid; they are adaptable and can be applied to new situations. Habitus is formed through experiences and social context, and it equips people with unconscious strategies for

navigating the world around them. Even if they are not consciously aware of these strategies, they influence their actions and interpretations.

To understand habitus, it is more meaningful to have a look at the operational site of its structures by Bourdieu and Wacquant (2008):

The notion of habitus is relational in that it designates a mediation between objective structures and practices. First and foremost, habitus has the function of overcoming the alternative between consciousness and unconsciousness... Social reality exists, so to speak, twice, in things and in minds, in fields and in habitus, outside and inside agents. And when habitus encounters a social world of which it is the product, it finds itself 'as a fish in water', it does not feel the weight of the water and takes the world about itself for granted. (p. 43)

Habitus emphasizes the enduring influence of past experiences on present actions. It encompasses a set of implicit rules, dispositions, and biases that guide perceptions, thinking, and behaviour by internalizing through socialization. This internalized framework encourages the continuity of social practices by inclining individuals towards actions consistent with their background. However, habitus is not entirely deterministic; it possesses a degree of flexibility, allowing for adaptation within novel situations. (Grenfell et al., 2003)

Webb et al. (2002) imply that habitus refers to the incorporation of culture and tradition and it helps to define the features of social life. For Bourdieu, even they are not shown explicitly, the traits of a society are under the influence of history, tradition, customs, and social principles. Habitus has an inherent nature, so it usually stays as an unquestioned embodied reality developed by imitation. People unconsciously imitate the other actors within the field through a cyclical learning. However, habitus is different from the behaviours learned through explicit teaching because it is a kind of internalization happening during the early childhood and is a mostly unconscious process. In another word, habitus is individual's demeanour and nature leading to the actions that they take. It is even observable in people's physical manners such as the way walking, speaking, laughing etc. Habitus emerges as the outcome of one's internalization of the social structure and his/her position in it. Depending on this internalization, the individual

determines what is possible and impossible in life and generates aspirations and practices accordingly (Dumais, 2002).

As the repercussion of the development of habitus, the social structure is reproduced considering the habitus of individuals. As a matter of the fact that individuals develop ideas about their potentials regarding the class position, they were into. For example, a working-class person adheres to the idea of remaining in the working class throughout the life and this belief turns into actions in time which conduces to the reproduction of the class construction (Dumais, 2002). For Bourdieu, habitus cannot be identified just as a theory because it has several merits; it is an essential tool for tracing social practices, and it signifies a way of being. Therefore, it is used to sum up social actions referring to the dispositions. Costa et al. (2019) describe habitus as the process in which individuals engage, justify and interpret the world and their function in it.

Bourdieu, (1990) mentions that habitus acts a mental repository shaped by the accumulated experiences of an individual's social trajectory. Therefore, the dispositions generated by everyone are the reflections of lived trajectories and determine their approaches to practice. Furthermore, it is the attributions of actors like people, groups or organisations which cover a 'structured and structuring structure ... It expresses first the result of an organizing action, with a meaning close to that of words such as structure; it also designates a way of being, a habitual state (especially of the body) and, in particular, a predisposition, tendency, propensity or inclination' (Bourdieu, 1990; p.170).

It is considered as "structured" by one's past and present circumstances such as family background and educational experiences. It is "structuring" because individuals' own habitus helps to shape their present and future practices. It is regarded as a "structure" because it is systematically ordered rather than random or un-patterned. Consequently, this "structure" constitutes a system of dispositions which produce perceptions, appreciations and practices (Grenfell et al., 2003).

Considering the Bourdieu's formulation of practices mentioned previously, it is obvious that one's actions- practices- do not just simply appear as the consequences of one's habitus alone but it is the result of relations between one's habitus and his/ her current circumstances. It means that the nature of the fields is equally significant in terms of

understanding the practices of actors. There are two ways that the relationship between habitus and field works. It is a relation of both sides: on the one hand, it is a relation of conditioning: the field constructs the habitus, which is the result of the embodiment of the immanent necessity of a field; on the other hand, it is a relation of knowledge or cognitive creation. Habitus helps to make the field into a meaningful world, a world with significance and value, where it is worthwhile to commit one's time and effort (Bourdieu & Wacquant, 2008, p.127).

Simply put, individuals' way of acting, feeling, being are the focuses of habitus. It operates in past, present and future. Habitus, which is a collection of internalized codes, reflects how people carry their past experiences into the present. It shapes how they act, make choices, and ultimately arrive at future decisions. This dynamic and ongoing process plays a crucial role in constructing both personal and professional identities (Maton, 2012). Personal experiences and past events shape individuals' lives, both personally and professionally, influencing their vision. People often encounter numerous choices, but their dispositions or tendencies to choose one option over others are rooted in their habitus. These choices outline future opportunities, as each decision excludes other possibilities and sets a specific course, leading to a deeper understanding of oneself and the world.

On the other hand, another objective of habitus is to overwhelm a series of dichotomies; it formulates the relation between the objective and the personal, or "outer" and "inner", and shows how these social details become adopted (Grenfell, 2012b). Linking the social and individual, habitus show us how one's experiences in his / her life course may be considered as unique in the particular context of this person. However, it also includes the shared norms with others from the same social class, sex, ethnicity, profession, nationality and so on. Webb et al. (2002) assert that habitus is Bourdieu's ambitious attempt to integrate cultural and traditional aspects of life into his theory of practice.

Furthermore, habitus also excels the structure and agency dichotomy. Bourdieu usually uses the analogy of a *game* and *strategy* when talking about the active, creative and evolving spirit of practices. Each social field of practice might be comprehended as a competitive *game* or the *field of struggles* in which actors usually struggle to maximize their position. It is a certain fact that, actors in a social arena are not born with a full

knowledge of the state of play; however, they gradually gain a sense of belonging. They start to learn the rules and requirements of the game in time by the help of their experiences (Grenfell, 2012b). Therefore, Bourdieu uses the phenomenon “feel for the game” which means that for an individual it takes time to be involved within a field to develop.

As in the development of identity, habitus also can change as circumstances change. In so doing, habitus or identity do not determine our actions or future in a mechanistic way as suggested by Jenkins (1992). Slightly, there is a reflexive relationship between positions, dispositions, practices and relations (Bourdieu and Wacquant, 1992b). Whenever people act, others around them also perform and as positions, fields or contexts within which they are located change, their habitus is also altered (Dirk & Gelderblom, 2017). Significantly, the centre of the habitus is the relation between habitus and field; they are relational, homologically intertwined and mutually constituting structures which enable us to understand practice. Moreover, they are also evolving and the affiliation between them is ongoing and dynamic. Though, sometimes they are in a conflict with one another as they have their own internal rationale and story.

1.6.3. Field

Bourdieu (1990) describes society as multiple, interwoven and overlapping spaces including social, cultural and material aspects. These spaces are called as ‘fields’ which refers to a structured social space characterized by institutions, rules, rituals, and hierarchies. This structure influences and shapes the types of discourses and activities considered legitimate within the field. (Grenfell, 2012b; Hobbs, 2013; Park et al., 2016; Savage & Silva, 2013). Bourdieu (1990) describes the social life as a game which is mostly similar to a football game. It is suggested that not just in football, but also in a social field there are various positions hold by the agents. All the incidents happening in the field is consequently bounded to each other, nothing stands alone both in a football field and in the social field. In this respect, it is undeniable that there is a mutual influencing process and continuing co-construction: the things happening in the field of power shapes what can happen in a social field while as what happens in a social field shape and influences other social fields, too. The field is "a network, or a configuration, of objective relations between positions" (Bourdieu & Wacquant, 2008, p.97).

Another important point to keep in mind is that a social field is not determined or unchangeable. However, it is necessary to understand how change happens within a field to grasp the reality about it and its actors (Thomson, 2016). Furthermore, there are various fields such as a field of government, a field of politics, a field of sports and a field of education and each field can be considered as little 'social worlds' which has its own set of rules. Whereas these individual fields are shaped by, and shapes the overall field of power. Though, there are similarities and differences and commonalities between fields, each field is also autonomous and has its own rules. The relationship among various fields is not always attached, the tensions between them may be ongoing or intermittent. Moreover, all field statuses are not equal; some of them are subordinate to others. Education, with its identifiable interconnecting relations, can be considered a field. However, it is impossible to talk about isolated fields; there are always other fields within fields. In that case, if education is considered as a field, levels or types of schools may be regarded as subfields. These fields within educational field are also in a strong relation with other fields such as industry, medicine, media, art etc. (Thomson, 2016).

According to Bourdieu (1990) the field of education is a substantial field because it produces qualified people for other fields and it also assembles the necessary knowledge, skills and dispositions valued by the agents of other fields. In the field of education, there are various positions which are occupied by institutions such as schools, colleges, universities and by people-agents- such as teachers, students, mentors, administrators and head teachers (Grenfell et al., 2003; Thomson, 2016).

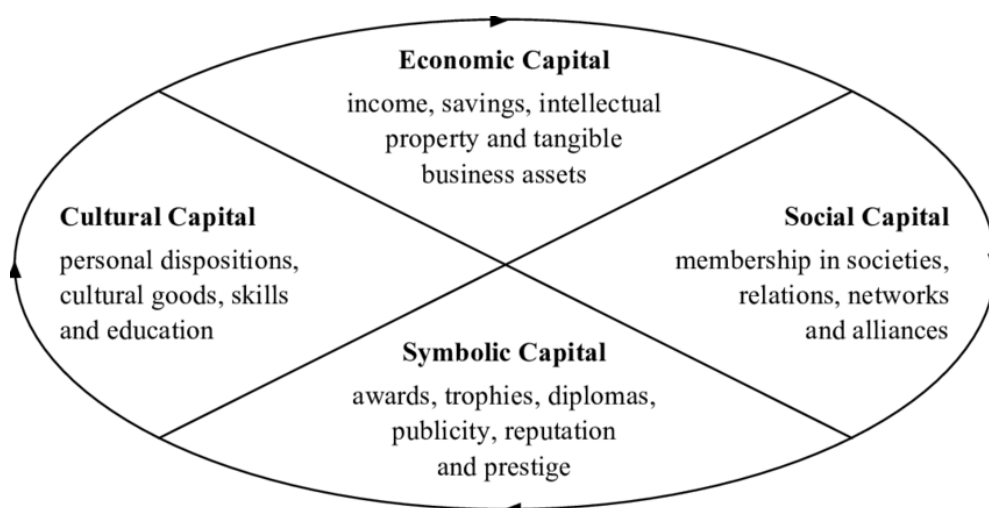
Positions in these places are not administered equally because there are status and power hierarchies of positions distributed both horizontally and vertically. A vertical hierarchy in the field of education is determined by the level of education such as preschool, primary or secondary or university degree education. Furthermore, the qualifications appeared in each level is the indicator of different kinds of status and value attached to them. A university is described as the highest level of education because it provides occupation-getting opportunities for its graduates which means having more-higher- social status. When it comes to identifying the horizontal divisions in the field of education, higher education institutions are highly horizontally different considering the age, size, the education offer. Crucially, some subjects and disciplines may be evaluated more

prestigious and more substantial than others; for example, studying or teaching science, technology or medicine might be seen more significant than media studies or literature (Grenfell, 2012b; G. Park et al., 2016; Savage & Silva, 2013).

1.6.4. Capital

It is not possible to consider Bourdieu's theory discrete entities because each concept interrelates with the others. Bourdieu (1984) emphasizes that capital, habitus, and field all operate together to form practice, or social engagement and each field is related to one or more types of capital. However, the phenomenon 'capital' mentioned by Bourdieu is different from the term "capital" which is associated with the economic domain and financial exchange. For Bourdieu, it refers to the products of the field regarded as the stocks of internalized ability and capacity as well as the socially valued externalized resources (Costa et al., 2019; Grenfell et al., 2003; Ignatow & Robinson, 2017). Scott (2002) declares that capital formation is not stable and static, but it is a continuing and dynamic process which overcomes the accumulation or attrition. It can be transformed, invested and reinvested like money or productive goods. Social, Cultural, Economic and Symbolic capitals are the capital forms in Bourdieu's outline

Figure 2.6. Bourdieu's Concept of Capital



Reference: Dodd et al. (2016, p.16)

Social capital refers to the interrelations amongst individuals in terms of change and increase of network links. It is observed clearly in the relationships between individuals in a field. The core social capital is related to its domains of influence; in other words, it

is well hidden in the networks fostered and the level of trust cultivated by individuals. The vital currency of social capital is the communication which is the cement of the social interrelationships among agents. These social ties have strong transformative effects on individual practices because these individual agents usually internalize the perspectives and conventions correlated within the groups they belong to. Social Capital depends on the contact and the network between individuals and individual groups (Bourdieu et al., 2009; Dodd et al., 2016; Dumais, 2002; M. Grenfell, 2012b; Jenkins, 1992; Mason & Poyatos Matas, 2016).

Cultural capital has different dimensions. First, it is the cumulation of dispositions, principles and values in an embodied form. This form refers to the inner culture, manners, customs and the way of living of people belong to a specific field. Second, in an objectified state it is the cultural and physical resources or assets acquired by individuals within their family and social circles. Third, in an institutionalised state it is the identification typified by educational qualifications. Harker (1993) emphasizes that it refers to the social advantages gained through cultural knowledge, skills, and tastes. These advantages can be both material (e.g., access to prestigious educational institutions) and symbolic (e.g., recognition of cultural references). Cultural capital is valuable and unequally distributed within a society, functioning as a form of social currency. It is transferred from older generations to children and in return it transforms into academic degrees. This order maintains keeping the social and economic places of families in the field (Bourdieu et al., 2009; Dodd et al., 2016; Dumais, 2002; Grenfell, 2012b; Jenkins, 1992; Mason & Poyatos Matas, 2016).

On the other hand, economic capital refers to the any kind of property which can be converted to or is money. Bourdieu (1984) defines it as the most dominant one among the others and it is considered as the root of all other types. Economic capital is exactly related to money wealth which means that it can be exchanged in any part of society.

Symbolic capital is usually related to the possession of fame, honour prestige, status and a positive reputation and generally is an assurance of material benefits and economic capital. This form of capital is represented by awards and recognitions; however, its significant value is contingent with the attributions of others. Symbolic capital may be transformed into social and cultural capital as it provides entrance to social networks and

prestigious educational opportunities. Indeed, each form of capital can be considered as a symbolic capital if it has been valued by other social actors in the field (Bourdieu et al., 2009; Bourdieu, 2008; Dodd et al., 2016; Kalogeropoulos et al., 2020).

Grenfell et al., (2003) mentions that according to Bourdieu, one capital brings another capital as similarities breed connection, but the several forms of it are not exchangeable. They argue that cultural capital, like academic qualifications, can be transferred into social advantages such as well-paid jobs. However, these advantages are not guaranteed. The value of capital depends on the specific field and the ongoing competition within that field. Furthermore, individuals entering these fields possess varying amounts and types of capital, creating inequalities from the beginning. Therefore, the same condition may produce different results within particular fields and for particular habitus.

1.6.5. Hysteresis

Under normal circumstances which means the way things normally happen, occur, or unfold, Bourdieu describes the actors in a field as ‘fish in water’ where habitus and field co-exist in a harmonious way. This metaphor is used to explain the gradual and well matched navigation of individuals pushing and pulling between fields and habitus (Bourdieu & Wacquant, 2008; Reay, 2004; Sanders-Smith et al., 2022). However, if there are sudden changes or unfamiliar and chaotic circumstances in the field, hysteresis which is a mismatch or a lag between the habitus and field happens. It is the result of these volatile times (Grenfell, 2012b). It is also described as the disruption in the affiliation between habitus and field which means that they cannot correspond evermore. Moreover, the phenomenon is used to explain the consequences of a drastic change in the constructions of an actual field and a disintegration of the habitus which has the power of an individual to fit into a society or a field. It is the conflict between habitus and field as well as the time dimension related to how habitus is asynchronous with field (Hardy, 2012).

Bourdieu (2008) explains that when commonly accepted rules and regularities within the field have changed, practices that would have been appropriate and fitted previously, become irrelevant or inapplicable. For the agents of the field, most of the previously held dispositions or practices are not correct, valid or legitimate anymore although they had

been axiomatic once upon a time. Reay (2004) warns that these rapid changes, while potentially transformative, can also be unsettling. People might feel lost or unsure of themselves, like "fish out of water," when their usual ways of doing things do not seem to work anymore. Bourdieu (2008) calls this a time of "hysteresis," where our ingrained habits (dispositions) clash with the new environment (field) and its expectations. He saw this happening in education, for example, when students from rural backgrounds moved to urban schools. These students might miss opportunities or feel disoriented because their familiar ways of learning no longer fit the new setting. In his own words

As a result of the hysteresis effect necessarily implicated in the logic of the constitution of habitus, practices are always liable to incur negative sanctions when the environment with which they are actually confronted is too distant from that in which they are objectively fitted (Bourdieu 1977: 78 as cited in Hardy).

According to Bourdieu (2008), previous experiences of an individual contribute excessively to the construction of the dispositions which are the core of habitus so it is mostly probable that the agents -or 'players' in his words- coming from secure and privileged backgrounds might be better equipped to comply with the rules of the new field. Since these players are richer in terms of economic, cultural and social capital, they generally know better how to handle the new positions or circumstances. Although they have some struggles in the beginning, they will manage to have smoother and shorter transition period to be able to play the game according to the new rules. They even benefit from these new circumstances in time. For these successful people, their habitus is the main induction to succeed further. On the other hand, the actors who has less capital become less successful to recognize their strengths and weakness to be able to adapt into the new field positions. Therefore, some of them quit the game whereas some others stay in limbo (Hardy, 2012).

As a thinking tool, hysteresis offers to build connection between the empirical characteristic of systemic transformation and the subjective response of individuals (habitus) to this alteration. Therefore, it helps us to see and analyse the characteristics and the consequences of field changes experienced both individually and collectively (Hardy, 2012).

1.6.6. Educational Research Studies Using Bourdieu's Toolkits

In this current study, it is aimed to integrate Bourdieu's theoretical framework – toolkits- and teacher identity research paradigm as a means of understanding the way in which individual and social and educational structures interweaves within the EFL teacher identity construction in the time of hysteresis. While doing this, examining the previous studies which included Bourdieu's research paradigm helped us to define the methodology of our research. In this part of this literature review, research studies mainly in the field of educational research paradigm using Bourdieu's toolkit are reported. At first, the empirical studies investigating the hysteresis effect in the educational world are presented. Then, various significant educational research implementing different aspects of Bourdieu's framework are reported.

First, Bourdieu's own study in *Homo Academicus* (1988) provided an extended discussion of field change and its consequences causing hysteresis at the time of French student revolts. Bourdieu combined ethnographic vignettes, statistical profiles and vivid details to describe the conflicts and interests shaping French intellectual world (Wacquant, 1989). The complex interrelationships between positions, dispositions and practice among French university academic staff in 1960s was the focus of Bourdieu's fieldwork exploration. For Bourdieu, it was a real time of field change for the academia because of the conflicts both in the social and academic world and the number of the students had increased and it was necessary to recruit less competent or less academic lecturers from different professions. The practical investigation displayed a certain divide between professors and lecturers because of change in employment practices and the recently constituted habitus for candidate lecturers. Bourdieu was in this world involving actively as an academician in the field of philosophy. However, because of this hysteric period, he decided to move to social sciences. For him, the time gap between change in the field and habitus was unexpected (Hardy, 2012; Wacquant, 1989).

To investigate the parental influence on student's educational preferences in higher education of native and immigrant students in Cyprus, Kleanthous (2014) conducted a significant research. The data gathered through interviews with parents and students were discussed using a Bourdieusian theoretical perspective. Findings succinctly indicated that indigenous middle-class students made their own choices for further studies in higher

education whereas immigrant students' higher education preferences were mostly under the influence of their parents' choices which were made in the light of their cultural capital. According to the Kleanthous (2014), this was the result of the hysteresis effect experienced by immigrant families because the habitus of these families misaligned with the new social context. Therefore, immigrant parents tried to find the ways of varying their children's social capital by choosing highly accepted qualifications.

Jeon (2021) conducted a cross-cultural study to examine how teachers in South Korea and the USA have integrated technologies into their new virtual educational settings which was a real environment of hysteresis throughout the COVID -19 pandemic. The data for the research collected through 18 semi-structured interviews with elementary school teachers from both countries. The findings of the study clearly showed that all the things that teachers had been doing naturally were not working anymore in this new virtual field, so it caused a significant hysteresis effect in their life. Furthermore, participants' age was an important factor identifying the way they get adapted to the new field because their previous experiences of using technology were dissimilar. Additionally, these teachers' prior experiences with educational technologies revealed how they were implementing it into the curriculum to manage the classroom and how they were working with fellow teachers.

Over the years, the amount of international education and the number of exchange students has increased. Matsunaga et al. (2021) conducted research to find out the relation between international students' agency and international education experiences of these students. For this study, the data was collected through individual interviews, guided reflective journals and focus group discussions. The research team evaluated this relation as being intertwined with habitus and hysteresis. The focus was to investigate the hysteresis experiences and agentic responses of Japanese international students at Australian higher education institutions. It was believed that the hysteresis effect appeared because of the mismatch between participants' current way of thinking, namely habitus and their international education experience happened in a totally new field. Because of the new rules of this new field, students' habitus was challenged. Although the phenomenon hysteresis had negative connotations, the results of the study clearly

displayed that it was a normal and predictable process of adapting and of negotiating normative practices helping international students to show their full potentials.

Verevi (2021) explored how Greek secondary teachers' identities and expectations shifted during the country's socioeconomic crisis. Using Bourdieu's concepts of capital and habitus, the researcher investigated how teachers' backgrounds and ingrained dispositions shaped their self-image and professional lives. Additionally, Verevi (2012) examined how teachers navigated this challenging context through Goffman's concept of "secondary adjustments," highlighting potential coping mechanisms. This research argues that analysing teachers solely through their actions provides a limited view, and studying their motivations and experiences offers a richer understanding. The research also suggested that teachers' life stories were as effective as the socio-educational changes in terms of affecting teachers' attitudes towards educational changes.

Field experiences- teaching practicums- has been an important part of teacher preparation programs to provide teacher candidates real-world situations while they are forming and reforming teacher identities. In a newly published scientific study, Sanders-Smith et al. (2022) explored how candidate teachers perceived the field change causing hysteresis effect and how they could reflect and build their teacher identities during the COVID-19 pandemic lockdowns. In this study, five teacher candidates in an early childhood teacher preparation program participated. Because of the pandemic restrictions, the practicum placement of these candidates was ended, so the faculty had to develop an alternative online teaching placement to continue their practice. It was a period which was full of uncertainties, anxiety and stress for these candidate teachers because of the pandemic conditions and the new online teaching conditions. A Bourdieusian theoretical framework was used to understand the impact of this critical period on teachers' identity construction. The analyses of the data collected by using various tools proved that the mission of teacher preparation programs is providing courses to acquaint candidates with different instruction delivery models and the strategies which are suitable for new possible teaching fields.

As mentioned earlier, the number of studies focusing on the hysteresis in educational contexts is limited. However, there are educational research which use Bourdieusian framework. Grenfell (1996) analysed a British language teacher training program using

Bourdieu's concepts. He examined how teacher candidates' experiences (*habitus*) and language skills (pedagogical *habitus*) were shaped by the program (*field*). The findings suggested that both personal background and program design play crucial roles in shaping future language teachers' professional identities.

Hodkinson and Sparkes (1997) developed a new concept of career decision-making and progression titled *careership*. To describe this new model, they benefitted from the Bourdieu's toolkits. Semi-structured group interviews with 115 young people in schools were conducted to collect data for this research project. Afterwards 10 of the interviewees were observed and followed for 15 months. Some follow-up interviews were conducted with parents, career teachers, employers and training providers. The findings of the study revealed that there are some completely integrated dimensions to the model; first, the decision making is the product of pragmatically rational decision-making, located in the *habitus* of a person. Second, interactions with others, who have different capitals in the *field*, play a significant role in the career decisions. Lastly, most of the decisions are located within the unpredictable patterns of turning points or routines.

In another study titled *Higher education field-work: The interdependence of teaching, research and student experience* conducted by James (2003) focused on the experiences of teachers and learners at a higher education field to show the interconnection between teaching and learning. Therefore, a Bourdieusian approach was used to facilitate the interpretation of qualitative data in useful ways. In this longitudinal case study, the researcher had a series of interviews with a group of adult students and tutors working in the faculty of social sciences. The data gained by the interviews enriched adding some observation, some use of documentary sources, a research diary and many conversations. It was intended to examine successful and unsuccessful learning experiences of students and the nature of good teaching, and the relationship between teaching and research. Using the concepts *field*, *capital* and *habitus* allowed the researcher to see the integrated and mutual nature of teaching, research and student experience.

Atkin (2000) compared and contrasted the views of educational policy makers and consumers in a rural context, using Bourdieu's notion of *habitus* as a tool for analysis. The study mostly focused on pioneering position of education as a cultural capital which was a motivational factor in lifelong learning. The interviews showed the alterations

between the continuing education providers' expectations and the learners. The study highlighted the vital role of community, cultural heritage, and family involvement in rural education.

Mutch (2006) employed a Bourdieusian framework to explore how field, capital, and habitus interact and function in relation to one another throughout an educational policy making and new curriculum design process in New Zealand. According to Mutch (2006) the construct of the field, which is a common ground, includes some boundaries set by the holders of the power. In this field, there are positional roles acted by the players of the game and habitus is connected to this field. Habitus creates attitudes, beliefs and practices, and it has the power to tie its members. The findings of the study revealed that context, complexity and contestation were the three main touchstones of a curriculum development process. Implementing Bourdieu's framework allowed the researcher to describe the features such as polarisation, fractionalisation, the forging of alliances and the fluid status of participants.

Grenfell (2012a) examined the aspects of classroom discourse in the light of Bourdieu's theory of practice through the application of a three-level method of analysis. In these case studies, the pedagogical language in classroom settings in England was investigated in terms of individuals, institutions and the broader context of language and education. For Bourdieu the language is not just expressing the words to utter ideas. Whereas it is the product and process of social activity. In his investigation, Grenfell (2012a) provided examples of teacher -pupil discourses from three different classrooms to show how aspects of pedagogic discourse appear in practice. For Grenfell, it is beneficial to understand classrooms as individual's habitus and the field they construct this habitus because it displays how the structure of pedagogic discourse is constructed. This understanding provides a great deal of awareness for the teachers allowing them to comprehend the meaning and the consequences of their actions. Grenfell (2003) mentioned that linguistic competence in a classroom is the blend of pedagogical capital and linguistic capital. The participants in this specific study construct their habitus depending on variously legitimated capital as a result of their associations with particular institutions. Therefore, the institutions' structure is also structured in turn by the experiences of these participants.

Costa (2014) investigated how the Participatory Web, which was a space of dynamic involvement, attendance and socialisation of knowledge, influences academics' views on digital scholarship. The researcher conducted a narrative inquiry study to examine the habitus of digital scholars. As a research lens, Bourdieu's concepts of habitus, field, and social and cultural capital were applied. The research findings revealed that the academics' digital scholarship practices were extremely under the effect of their online social capital. The online networks affected their ideas and viewpoint on academic practices, including their support of honesty and transparency of academic practice.

Mason and Poyatos Matas (2016) investigated the career attrition of foreign language teachers in Australia considering the relation between social capital and the career retention. 227 foreign language teachers participated in this mixed method study. Findings of the study confirmed that when teachers felt professionally valued and had strong bonds with their colleagues and organizational leaders, it was less likely to leave language teaching profession for them. Moreover, developing social connections with other foreign language teachers was another way of enriching social capital and overcoming their professional isolation. Finally, the study revealed that the language teachers who had lacking social capital reserves tended to leave their teaching career more. Therefore, it was advised to take some majors steps such as developing policies, encouraging and supporting social capital improvement.

Park et al. (2016) investigated the life stories and experiences of two international West African pre-service teachers continuing their education in the USA. The investigation was grounded on Bourdieu's theory to explore the interplay of capital, habitus, and field in the narratives of two participants. The life histories of these two candidate language teachers showed that their capital and habitus was depended on the field(s) in which they were positioned. Their habitus shaping their teaching practices underwent a process of restructuring or reconstruction. This process was influenced by their past educational experiences, teacher preparation programs, and the expected possibilities within various educational fields, where they would direct and exchange different forms of capital.

In another study Çelik (2021) analysed institutional habitus to see how schools accept particular dispositions and influence students' educational paths. He provided an interactive framework merging the concepts of institutional habitus, field and capital. The

aim of the research was identifying the implications used by a secondary school to improve the educational engagement of laboring, second-generation Turkish immigrant youth in Germany. At the end of the study, it was understood that the communal values of the immigrant community were blended with institutional habitus. By using Bourdieu's framework, it was observed that the source of institutional habitus might have created by schools' educational status, and this habitus may have clarified the decrease of inequities by schools.

1.7. Online Learning and Online Language Teacher Identity

The introduction of the internet has revolutionized how knowledge is delivered in the 21st century, creating a shift from static, teacher-centred methods to more dynamic and interactive approaches. From Massive Open Online Courses (MOOCs) to interactive learning platforms and educational videos, the internet has fostered a diverse landscape of online learning channels. This has led to the emergence of terms like online learning, distance learning, and blended learning, each with its unique characteristics yet sharing some common ground (Park & Shea, 2020). According to Siemens et al. (2015), online learning is a type of distant education; technology maintains the whole learning process and the entire curriculum is offered online. Likewise, blended learning is also a form of technology integrated teaching but in blended learning practices traditional face-to-face instruction is combined with online learning. Meanwhile, distance learning or distance education means that learning occurs in a different place from the planned learning. The improvement of new technology and the internet access through World Wide Web has also facilitated the online communication between instructors and students.

Since 1990s, online learning has been an ardently debated topic among institutions of higher education by the help of improving technologies, fuelled by the growth of the internet and the widespread availability of computers at homes and classrooms. There are also various reasons such as economic pressure, increased number of students, changing needs and financial issues (Anderson, 2008; Compton, 2009; Hodges et al., 2020). On the other hand, Hodges et al. (2020) reveal that online learning has been the topic of several scientific research studies, theories and models and scholars have focused on the quality online learning, online teaching, and online course design. When the development of information and communications technology (ICT) skills has been recognised as

important, the pedagogical competence of teachers in using educational technology has also become crucial. However, a whole change cannot be provided by just encouraging or allowing teachers in contact with technology (Choi, Cristol, & Gimbert, 2018; Englund et al., 2017; Kirkwood & Price, 2005; OECD, 2018 as cited in Bond et al.; 2018). Until the explosion of online learning practices, teachers have been considered as the people standing in front of a board in a classroom, not sitting behind a computer or in front of a screen. However, the proliferation of online, distant or hybrid teaching and learning environments has changed this stereotype both in the eyes of teachers and other stakeholders, so this new perception or position of the teacher has brought possible conflicts and challenges over to the teaching field (Simon,2012).

According to Anderson (2008), well-designed online learning environments propose significant benefits for both learners and instructors. Learners enjoy flexibility in terms of time and location; asynchronous online courses allow them to access materials and recordings anytime. Besides, synchronous learning provides real time interaction among peers and colleagues. Another benefit of online learning is that learners can use online resources stocked on the internet to find updated and relevant learning materials. Moreover, they may find the opportunity to communicate with experts or other learners from all around the world in the field in which they are studying. For the instructors, there is no time and place restrictions for the tutoring. Furthermore, if it is a properly designed online learning program, online learning systems or platforms, it will help teachers to control learners' needs to assign appropriate materials or extra tasks. The most important stage of online learning is the implementation of a careful instructional design and planning, even using a systematic model to design is recommended. The designing process and the careful planning ensure the quality of the instruction. For Englund et al. (2017) the competence of teachers to know why, when and how best to implement educational technologies is another indicator of the successful online learning. Unfortunately, in emergency online learning scenarios, this careful design process is generally missing because it is necessary to make quick decisions to find the most appropriate solutions (Hodges et al., 2020).

Increasing number of online programs and platforms has changed the role of the teachers and the construct of teaching practices. However, online teaching practices also require

increased support from academic and IT staff (Bennett & Lockyer, 2004). Therefore, teachers feel additional pressure as they are often at the forefront of online instruction. As a result, teachers are challenged to re-evaluate their core beliefs about teaching, knowledge dissemination, learning processes, and their roles within the educational landscape (Wiesenberg & Stacey, 2008).

For teachers, there are numerous intrinsic and extrinsic factors affecting the quality of online learning. It cannot be said that a teacher who is good at teaching in a face-to-face class can easily adopt and teach in online context (Compton, 2009). For example, Englund et al. (2017), assert that novice teachers are better at adapting at rapid change and digital development than more experienced ones. Moreover, these novice teachers are able to embark on more to student centred approaches and being more skilful to use the educational technology effectively, while their more experienced colleagues failed to do so. Similarly, Easton (2003) examines the skills required by distance learning instructors and finds out that online instructors need to have comprehension of instructional time and space for a fundamental transformation in the digital age. They need to have virtual management and virtual communication skills for effective classroom teaching practices (Howell et al., 2004).

Online language teaching requires a unique skillset compared to traditional or online instruction in other subjects (Hampel & Stickler, 2005). Limited learner-teacher interaction in online environments challenges replicating the interactive nature of language learning. They propose a pyramid of online language teaching skills, building from basic ICT proficiency to fostering online socialization and creative technology use. Teachers also need troubleshooting skills and familiarity with effective online language teaching applications (Chapelle, 2004). Hampel and Stickler (2005) presented their online teaching skills in a pyramid form but Compton (2009) argued that some of these skills can be developed in a parallel way and they do not have to come in the order implied in the pyramid. The researcher emphasizes the importance of developing online language teaching skills concurrently and mention that teachers can learn new software while simultaneously understanding the constraints and possibilities it presents. This integrated approach can be more beneficial than a compartmentalized one. Moreover, he proposes a

three-pronged framework for online language teacher expertise: technology, pedagogy, and evaluation (Compton, 2009).

In line with this increasing need for online education, teacher identity in this new mode of knowledge delivery has been a striking research topic recently. Some scholars have investigated online teacher identity in different teaching contexts (Archambault & Crippen, 2009; Baran et al., 2011; Comas-Quinn, 2011; Richardson & Alsup, 2015). On the other hand, Simon (2012) states that transition from traditional face to face teaching to online classrooms might be disrupting for experienced teachers whose professional teacher identity has become stable over the years in profession. Therefore, such a major and critical change might cause a severe disruption. Because of this disturbance, two different implications might be observed; either the marginalization of the online teacher identity or the transformation of existing identity are both possible. Especially for experienced teachers who see themselves as classroom teachers, constructing an online teacher identity might be vague. Moreover, it is possible for some teachers to feel their identities are under a threat during the online learning process. For many teachers, professional identity is tied to their past, face-to-face teaching where they feel secure with a high level of confidence due to their expertise. Hence, the transition process might be full of deconstructing and re-building of the existing teacher identity (Martin, 2017; Redmond, 2011; Richardson & Alsup, 2015).

The sudden outbreak of COVID-19 pandemic led a life-changing experience for teachers all around the world. Whilst the teachers were struggling with the crisis, social isolation, lockdowns, disrupted daily routines and economic instability causing fear, uncertainty and anxiety across the globe, they also tried to keep on teaching online which became compulsory rather than an alternative. According to Hodges et al., (2020), this new form of teaching cannot be defined as distant education or online learning because the teaching could not be planned in advance considering the online learning pedagogy. Thus, they used a brand-new term as 'Emergency Remote Teaching' (ERT henceforth) to define this extraordinary mode of instruction. It was emergent because everything happened all of a sudden and educational world and institutions were not able to find enough time and resources for the necessary preparation (Hodges et al., 2020). Bozkurt et al. (2020) clarify that online distance education and ERT cannot be the same notions ERT appeared during the COVID-19 pandemic to find a temporary solution to an immediate problem. While ERT

has proven valuable in immediate crises, long-term planning requires a reassessment of its strategies.

As mentioned previously, in the pandemic period, because of the lockdowns and social isolation precautions, the lessons were carried out synchronously or asynchronously based on students' needs and institutions' opportunities and conditions. Most of the teachers had to force with the challenges of online-emergency remote learning which they had not experienced before. There was a remarkable mismatch between their current identity-habitus and this new teaching environment-field, so the hysteresis was inevitable. Thus, researchers started to question the new identity formation of teachers during this period. While previous studies explored teacher identity in online learning contexts (Baxter, 2012; Bennet & Lockyer, 2004; Comas-Quinn, 2011; Hafsa, 2019; Steadman, 2020; White & Ding, 2009), the unprecedented nature of online teaching during a global pandemic presents a distinct research area. The rapid shift, coupled with heightened anxieties and the need for adaptation, influences teachers while evaluating their teacher identities in this new environment.

Bennet and Lockyer (2004) explored the effects of a transitional period of online learning. Their study presented the analysis of the changed education environment both for teachers and learners in a post-graduate coursework programme. It was a longitudinal study showing the impacts of changes on teachers, who tried to become online teachers, over the past five years of the programme development. The findings showed that the roles of teachers during the on-campus education were different from the roles appeared during the online teaching practices. As a result, teachers needed more preparation and training before teaching online to be able to adopt their new roles easily.

In his PhD dissertation, McShane (2006) conducted a study to explore the online teaching experiences of 12 Australian lecturers. His broad literature review showing the changes and challenges in teacher identity construction during the switch from traditional to online learning provided a sound framework for his study. He specifically investigated how academics constructed their teacher identities during an online learning transition period by focusing on the metaphor elicitation uttered by the participants. The findings revealed that in the online environment, most of the teacher roles had to be altered as they did not function in this new teaching field.

Another significant longitudinal study was conducted by White and Ding (2009) examining the identity formation of 5 teachers for nine months. The study dealt with not only individual but also group identity formation which was under the effect of transition e-learning process. Findings of the study showed that the construction of the teacher identity and in line with teacher self are two most important aspects of teacher learning process. They were formed and reformed by the interaction among the group members, community dynamics, teacher reflection and teacher actions.

Comas-Quinn's (2011) focused on the vitality of language teacher role and new identity construction in blended learning and in online education. A group of Spanish language instructors at tertiary level was participated in the study and the data collected through surveys, interviews and institutional end-of-course debriefing report. The main argument of the study was that having technological knowledge and skills significantly support teachers in online learning, but they also need to have an accurate pedagogical understanding of the new mode of teaching and to be able to accept their new role and identity to accommodate their teacher identity during the transition period. It was also recommended that the transmission of knowledge was not effective enough to inform and confirm the transformation of teachers' identity while moving from traditional face-to-face teaching environment to online teaching. The findings of the research also exposed that the technological obstacles and the level of change caused some negative teacher attitudes towards the course. At the end of the research, it was understood that for language teachers, learners and institutions, an effective training process was necessary to learn how to conduct and adapt a successful online learning process.

Richardson and Alsup (2015) allude that there was a considerable number of empirical research with a wide theoretical and philosophical background of teaching and teacher identity development at this level. However, a limited number of research has focused on how instructors who teach online at the colleges develop their online teaching identity. In this vein, they carried out a qualitative study in college setting investigating the online teachers' insights of identity development. Richardson and Alsup, (2015) particularly focused on clarifying the initial development of online teacher identity among college instructors. The participants included four male and three female teachers from various ages. As a theoretical framework they applied Beijaard et. al' s (2004) identity

development model. The findings revealed that participants' perceptions of online teacher identity were matched with the framework provided by Beijaard et al., (2004). At the end of the study, Richardson and Alsup (2015) expounded the framework suggested by Beijaard et. al (2004) and they added more themes to each aspect. They offered that 'teaching humanism' and 'online teacher identity as unique' were two newly added themes which were matched with identity as process. On the other hand, 'classroom management', and 'time management' were linked to factors related to 'the context' in the framework. 'Projecting presence' and 'communicating effectively' also appeared as additional themes and they were related to the third characteristic of the framework. Lastly, the theme 'personal agency' was supported by 'course of control' and 'role of mentors' in the research.

The study conducted by Hafsa (2019) included identity theory as the principal theoretical framework. The researcher focused on the programs preparing teachers to teach online. Specifically, the effects of these programs on the development of students' online teacher identity were investigated. To be able understand the participant's identity development and shift, the researcher collected various data from the beginning to the end of the semester. In this qualitative case study two rounds of semi-structured interviews were conducted with participants. Additionally, course artifacts like syllabi, lesson plans, student written work (reflective journals, discussion boards, online modules, and final reflections), and researcher memos were analysed. In the end, the researcher found out that after a one-semester online teaching course, participants' view of online learning and teaching was different from their perceptions held in the beginning. It was also mentioned that this online experience created an utmost effect in their career and on their teacher identity development. Moreover, participants claimed that online teacher identity construction is a part of their usual teacher identity, it is not a totally different construction.

The number of studies focusing on online teacher identity during the pandemic period, was limited in the related literature when the literature review phase of this research was started. However, researchers started to investigate the effects of the outbreak of COVID-19 pandemic and ERT on teachers' identity construction in time. A recent study from the Turkish context conducted by Bayram (2021) investigated identity construction of L2

English teachers throughout the compulsory online learning-ERT in other words- caused by the pandemic conditions. From a holistic perspective, the researcher wanted to investigate both professional and personal aspects of online teacher identity construction. In this respect, focusing on teacher emotions and teacher agency contributed a lot to understand this new phenomenon. A qualitative case-study was designed to collect through two semi-structured interviews. After implementing content analysis, some main themes such as the reasons behind choosing to be a teacher, feelings experienced in online education, challenges faced, the differences between face-to-face education and online learning, and future expectation and concerns had appeared. The findings concurred that online education had significant influences on teacher identity and a hybrid education model was accepted as beneficial.

In the light of this literature review, it is clear that there is an immediate need to conduct more research on teacher identity, especially on the professional identity construction of teachers in the time of crisis. As long as the world changes, the reasons of educational interruptions cannot be limited to global crises like pandemics; people face local conflicts, wars and various natural disasters. These are the issues and concerns that teachers should keep on their future agenda as potential sources of critical incidences and hysteresis (Bozkurt et al., 2020; Corbin & Strauss, 2014; Dirk & Gelderblom, 2017; Grenfell, 2012b; Richardson & Alsup, 2015). In these critical periods, most of the teachers may find themselves in the middle of a chaos and suffer from identity dilemmas because of the huge amount of obscurity they have struggling with. Therefore, it is necessary to explore identity construction of a teacher in the time of a crises by collaborating with different shareholders such as psychologists, sociologists, health consultants, and therapists to offer a better comprehension of the phenomenon (Bozkurt et al., 2020). In this vein, the theoretical framework of French sociologist Pierre Bourdieu was adopted to investigate the social, cultural and educational factors shaping language teachers' identity construction during this critical juncture. Bourdieu's concepts such as habitus, field, capital and hysteresis provided us with a lens to analyse how teachers' experiences, beliefs, and resources influence their identities within the online learning environment.

1.8. Benchmarking Bourdieu's Toolkit and Teacher Identity Research Paradigm in This Phenomenological Study

When I decided to explore the language teacher identity construction during the emergency online learning, Bourdieu's framework was far from my mind. In the beginning, I had not planned the research as I would have done at first. However, throughout the literature review process carried out to prepare a research proposal, I understood that the meanings of the identity construction under investigation for the participants was more complicated than to investigate using only teacher identity framework. By employing Bourdieu's theoretical framework, the research transcended the immediate focus of the study, offering a broader sociological understanding of the phenomenon 'EFL teacher identity in hysteresis'.

In the setting of this study, the usual experiences of language teachers were disrupted by the COVID-19 pandemic and subsequent school shutdowns, causing a dramatically complete change in the teaching field- context- that teachers were used to. On the other hand, they inevitably had impact and been impacted by symbolic, cultural, social forms of capital in this new online teaching environment. As it is known, various forms of capital and one's habitus are always in tune with the field. Therefore, their habitus (both professional and individual) -or may be considered as their teacher identity- had been under the effect of the pandemic conditions. As a result of this mismatch and the critical period, a significant hysteresis appeared. Including the phenomenon hysteresis into the research frame allowed us to make significant and innovative empirical and theoretical contributions while analysing and commenting on the findings of our research.

Grenfell et al. (2003) utters that individuals do not know whether they have capital until they enter a field where it is valued where it buys something. In this research, participant language teachers had not experienced an online teaching environment before, so they had not had the awareness if they had the necessary capital- efficacy skills- or if their identity-habitus-had constructed to deal with these challenges caused by the pandemic.

Nash (1999) asks of habitus, "Is it all worth the candle?" and he concludes:

If it takes the best part of a decade to make sense of the core concepts of Bourdieu's theory only to find one has no more ability to understand the world than one did before,

then perhaps not. Yet the struggle to work with Bourdieu's concepts ... is worthwhile, just because to do so forces one to think. (p 185)

I agree with Nash (1999) that adding Bourdieu's framework into this study is meaningful as it strengthened a fruitful way of thinking by making connections with the teacher identity construction frameworks. Similarly, Mutch (2006) mentions that using these concepts provided him with the detailed explanations of the place, the actors, and their approaches in challenging decision-making routes. I could find the opportunity to examine the ERT environment by using the concept of field; I used the concept of capital to explain who was able to play the game, why, and how; I adopted the concept of habitus by merging it with the phenomenon teacher identity to describe and analyse the strategies of the players in this definite setting. Last but not least, looking for the appearance of specific phenomenon 'hysteresis' helped me to understand the effects of the pandemic period from diverse aspects. It was a critical incidence on language teachers' identity construction and the development of their professional habitus. I set the study over a phenomenological research paradigm because in this critical period questioning the lived experiences of the participants in terms of identity hysteresis would be the significance of this research. I wanted to unearth the multi-dimensional and vibrant constructs of the educational field, individual capital, habitus and teacher's professional identity.

In a sample phenomenological study, Hashemi Moghadam et al., (2019) investigated the role of the educational field in the professional identity construction of EFL teachers through the Bourdieusian-inspired theory of social field. The hermeneutic phenomenological approach provided the perspective to comprehend the essence of EFL teachers' experiences. The findings of the study showed how the professional identities of EFL teachers were influenced by the intricate and multifaceted power interactions between the sphere of education and power.

Given our phenomenological assumptions and inherent reasoning, this current investigation focuses on individuals' constructed truth and subjectively meaningful experiences; the multi-layered, multi-faceted, contextual nature of experiences; and the uniqueness of these perspectives. As a result, multiple realities exist, and whether they support or contradict each other, they are all equally valid. This means that, even if they work in the same school with same conditions, each teacher interpret meaning in a unique

way. As a result, I accept each teacher's account of meaning making as equally valid, regardless of how well it aligns or misaligns with existing identity theories. Furthermore, as Husserl originally envisioned, I acknowledge that people's experiences and the meanings they attributed to these experiences do not exist in a vacuum. These experiences cannot be removed from their social, cultural, and historical contexts since they are ingrained within them. This research seeks to comprehend teachers' experiences including personal, professional, institutional, and cognitive markers. Finally, as the social actors are the primary contributors to the formation of meaning, this study tries to comprehend each teacher's perceptions and experiences from that vantage point. I purposefully highlighted teachers' voices in my inquiry on teacher identity by doing my best to put my own beliefs, values, and prejudices aside (i.e., "bracketing") so that participants' perspectives were at the forefront of our investigation.

CHAPTER TWO

METHODOLOGY

2.1. Introduction

This chapter aims to explain the epistemological and methodological standpoint that has informed the data collection and analysis of this research project. It is also dealing with clarifying the reasons why the researcher has chosen to pile up certain types of data and the process of collecting and analyzing the data gathered. In the beginning of the chapter, the research questions, the setting, the participants, and the sampling strategies are introduced in a detailed way. The rest is devoted to introducing the data collection tools and analyses process. Moreover, the information about the reliability issues, the role of the researcher, and ethical considerations are explained. Following the methodology section, next chapter then presents the findings describing the EFL teacher identity in hysteresis.

2.2. Rationale for Research Approach

There has been a considerable increase of attention in language teacher identity construction studies generating a discussion on the research agendas for the investigation of the phenomenon. Understanding teachers' identity construction and their professional development helps educational world to clarify the teachers' motivation and commitment to teach, the quality of their instruction and their future plans (Cross Francis et al., 2018). The intricate and multi-faceted nature of teacher identity has encouraged varied approaches to be able to understand and describe the concept within and across disciplines. Pervious scholars agree that researchers need to apply a qualitative research

paradigm providing thick descriptions and longitudinal data to create a broad depiction of the construction of teacher identity (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Cross & Hong, 2009; Day et al. ,2006; Hong, 2010; Schutz et al, 2016; Van den Berg, 2002).

Emerging from cultural anthropology and sociology (Kirk & Miller, 1986), the qualitative research paradigm gained power in educational research. As Golden-Bidddle and Locke (2006) explain, it allows researchers to gain an in-depth understanding of specific social situations, individuals, or group dynamics. Miles et al. (2014) further emphasize its exploratory nature, where researchers progressively make sense of social phenomena by analyzing, comparing, and classifying the data they collect. Marshall and Rossman (2014) emphasize the importance of immersion in qualitative research. Researchers become deeply involved in the everyday life of their chosen setting. They need to enter the world of their participants and understand their perspectives and interpretations of meaning through ongoing interaction.

Similarly, Denzin and Lincoln (2005) confirm that qualitative research is the study of handling things in their natural settings. The qualitative research paradigm focuses on understanding and interpreting social phenomena through the lens of the meanings people ascribe to them. Hence, it is an interpretive and naturalistic approach consisting of a set of interpretive material practices. Corbin and Strauss (2014) also assert that -for researchers- conducting a qualitative study means seeing the world from research participants' viewpoints. Therefore, qualitative research allows us to explore the inner experiences of subjects and comprehend the process of meaning-making by individuals. Furthermore, the qualitative research paradigm provides a holistic and comprehensive approach to study of a phenomenon.

There is another comprehensive definition of qualitative research provided by Creswell (2007) whose focus is on the process of applying research procedures and the framework to study social or human problems. Creswell (2007) explains that qualitative research starts with a set of assumptions, a worldview, and potentially a theoretical framework. It focuses on understanding the meaning individuals or groups assign to social or human problems. Researchers employ an emerging approach to inquiry, collecting data in natural settings while being sensitive to the people and places involved. Data analysis is

inductive, which means researchers identify patterns and themes as they analyze the data. The final report or presentation incorporates the participants' perspectives, the researcher's own reflexivity (awareness of their own biases), and a rich description and interpretation of the problem.

Creswell (2007) also emphasizes that we conduct qualitative studies when we desire to understand the natural contexts or settings in which participants in a study address a problem or an issue because it is not possible to detach what people say, think or feel from the context in which they say it. According to Creswell (2007), experimental, quantitative research methods provide a general picture of the issue in terms of associations and relations. However, qualitative methodology discloses the reasons why people responded as they did. It provides a thick description of the context in which the participants responded by revealing the multilayered thoughts, behaviors and attitudes governing their responses. There are five main qualitative research approaches with different characteristics in terms of research focus and procedures involved in conducting a study; these are narrative research, phenomenology, grounded theory, ethnography, and case studies.

Among all qualitative approaches, a phenomenological lens is most suitable for this current study. As mentioned earlier, the essential aim of the present research is to introduce the phenomenon *EFL teacher identity in hysteresis* in detail by bearing out the language teachers' lived experiences during an emergency e-learning process. Therefore, a phenomenological qualitative research paradigm is the most suitable choice for achieving the research objectives, as it offers a multifaceted and comprehensive understanding of participants' lived experiences.

2.3. Rationale for a Phenomenological Research Design

Phenomenology is both a theoretical framework and a methodology, based on the work of German philosopher Edmund Husserl (1970). Qualitative research prioritizes understanding individuals' lived experiences of phenomena. It is not a single, rigid philosophy, but rather draws from diverse traditions including transcendentalism, existentialism, and hermeneutics. According to Heidegger (1968), Husserl (1999), Moustakas (1994) and van Manen (1990), as a kind of qualitative research, the

phenomenological research paradigm is applied to describe structures and components of lived experiences in a systematic way. It helps to comprehend the nature and the meaning of a phenomenon thoroughly. Phenomenology focuses on obtaining a detailed comprehension of the nature or meaning of individuals' everyday experiences. It is not the same with other human science research methods and procedures because its endeavor is to gain a broader insight of the way individuals experience the world "pre-reflectively, without taxonomizing, classifying, or abstracting it" (van Mannen, 1990, p. 5). The key word for phenomenological research methodology is *to describe* since the main aim of the research is to investigate and clarify the core of a phenomenon accurately considering the perceptions of people who have experienced it (Welman & Kruger, 1999). In other words, phenomenology puts considering the ontological presence of entities into center before dealing with its epistemological existence. Becker and Schad (2022) highlight that phenomenological researchers aim to understand the "lived experiences" of individuals. By exploring these experiences, researchers seek to uncover pre-reflective consciousness, the unfiltered way individuals perceive the world before applying categories or interpretations. This approach enables a more natural understanding of the phenomenon.

There are two main theoretical frameworks to set phenomenological studies; one is developed by Martin Heidegger (1968) for hermeneutic or interpretive phenomenological research and the other one is constructed by the philosophies of Edmund Husserl (1970) for transcendental or descriptive phenomenological studies. These are the foundational philosophers of the phenomenological school of philosophical thought (van Manen, 1990).

The transcendental approach developed by Husserl (1999) is more descriptive and mostly deals with achieving 'transcendental subjectivity', which means that phenomenology is presuppositional; nothing should be presumed to be able to understand a phenomenon. The objective of the researcher should be uncovering the pure essence of the phenomenon, and to do this the fundamental property of consciousness *intentionality* plays a major role (Husserl, 1999). The principal of his philosophy is our awareness of something applying process of *bracketing (epoché)*, which means putting aside your judgements to focus on the phenomenon under investigation.

On the other hand, Heidegger (1968) developed hermeneutic phenomenology which is a more interpretive approach considering that the individuals understand themselves within the whole world or within a context. Therefore, according to hermeneutic phenomenology, the utmost aim of a phenomenological study must be the interpretation of a phenomenon instead of describing it. Thus, it is vital for researchers to be aware of the influences they utilize on the subject's experience of being. van Mannen (1990) affirms that for a phenomenological researcher the basic questions should be '*What is it like?*' '*What is the meaning and significance of this experience?*' (p. 166) to capture the methodological meaning and significance of the concept of lived experience. He continues as:

Hermeneutic phenomenological human science in education is, therefore, not simply an "approach" (alongside other approaches) to the study of pedagogy. That is, phenomenology does not simply yield "alternative" explanations or descriptions of educational phenomena. Rather, human science bids to recover reflectively the grounds which, in a deep sense, provide for the possibility of our pedagogic concerns. (van Mannen, 1990, p. 173).

The table 3.1, designed by Neubauer et al. (2019) and adapted by the researcher, shows main ontological and epistemological assumptions of transcendental and hermeneutic phenomenology frameworks. It also clearly reveals the role of the researcher during the data collection and data analysis phases.

Table 3.1. Comparison of transcendental and hermeneutic phenomenology

	Transcendental (descriptive) phenomenology	Hermeneutic (interpretive) phenomenology
Philosophical origins	Husserl	Heidegger - Gadamer
Ontological assumptions	Reality is internal to the knower; what appears in their consciousness	Lived experience is an interpretive process situated in an individual's lifeworld
Epistemological assumptions	Observer must separate him/herself from the world including his/her own physical being to reach the state of the transcendental I; bias-free; understands phenomena by descriptive means	Observer is part of the world and not bias free; understands phenomenon by interpretive means
Researcher role in data collection	Bracket researcher subjectivity during data collection and analysis	Reflects on essential themes of participant experience with the phenomenon while simultaneously reflection on own experience
Researcher role in data analysis/writing	Consider phenomena from different perspectives, identify units of meaning and cluster into themes to form textural description (the what of the phenomenon). Use imaginative variation to create structural (the how) description. Combine these descriptions to form the essence of the phenomenon	Iterative cycles of capturing and writing reflections towards a robust and nuanced analysis; consider how the data (or parts) contributed to evolving understanding of the phenomena (whole)

Reference: Neubauer et al. (2019, p.2).

Giorgi (1997) emphasizes that phenomenological research concentrates on how individuals experience a phenomenon, rather than simply describing the phenomenon itself. The goal, as Creswell (2007) suggests, is to gain a deeper understanding of how people share or experience a phenomenon in common. This understanding might inform new practices or policies.

In the context of education, it is much more multifaceted and difficult to enter into the world of an educator or a student because there are various factors to be considered. In addition, the educational research setting is a dynamic environment which is a world full of meanings. Thus, to gain a deeper understanding of the subject, it is necessary to employ an appropriate method. Becker and Schad (2022) support this view by saying that

phenomenological research is one of the convenient research paradigms to explore the nuances of human experience and attempt in education.

With the aim of understanding phenomenology in educational context, Marton's (1992) 'phenomenography' is one of the pioneering outlooks. Phenomenography, as defined by Marton (1992), is a research approach that maps the variations in how people experience, understand, and make sense of the world around them. However, to describe the essence, the researcher needs to hinder his or her own past knowledge and focus on the phenomenon being described (Patton, 2015).

Most qualitative research designs and methods avoid looking at the subjective aspects of a study. In contrast, phenomenology specifically focuses on the lived experiences of the subjects to understand or discover ways to interact and get along in a proper way. Cilesiz (2011) also indicates in his study that phenomenology is appropriate for studies dealing with the lived experiences. Therefore, phenomenological research paradigm can be a substantive approach in educational field, especially while focusing on professional identity construction of EFL teachers amidst a critical online teaching experience throughout the COVID-19 pandemic. Abrupt changes have emerged in terms of teaching methods, contextual factors, technological dependency in teaching and emotional adversities during the pandemic, and these changes caused a significant hysteresis. In this study, the main attention is on unearthing the individual lived *hysteresis* experiences of the participants to interpret the phenomenon instead of describing or identifying it in a limited context. A phenomenological research design might also fulfill important functions to detect lived experiences in a multilayered and inclusive manner because it provides a sound theoretical and methodological framework and clear guidelines for data collection, a consistent criterion for sample selection, data analysis, researchers' role and validity issues.

For the present research design, it is more appropriate to follow hermeneutic phenomenological study procedures because the focus of inquiry in hermeneutic design is identity and it has a reflective methodology (Larsen & Adu, 2022). Furthermore, when there is an additional framework, the current research might have a hybrid form. Because of the scope of the current investigation, there is an additional framework provided by

Bourdieu as a secondary lens so calling the design as *Bourdieuian*- hermeneutic phenomenological study would be more appropriate.

2.4. Research Setting

The study was conducted in the 2020-2021 academic year for two semesters -each including 15 weeks - School of Foreign Languages (SFL) at a state university, in Türkiye. The participants continued to teach for 6 weeks before starting the data collection phase because they needed some time of experience to reflect. The university, which is one of the 10 state research universities in Türkiye, is situated in the middle of Anatolia with 2300 lecturers and instructors teaching 45.000 students in 19 faculties and 7 institutes. It is also among the most important higher education institutions providing educational and research opportunities for both national and international students and lecturers. The university has a place in the top 10 according to the success ranking in Türkiye and it is among the top 500-1000 in international university rankings.

The School of Foreign Languages (SFL) situated in the main campus provides one-year English preparatory program for the students of Faculty of Engineering, Faculty of Economics and Administrative Sciences, Faculty of Aeronautics and Astronautics, Faculty of Education and Faculty of Letters before the students enroll their departments for undergraduate courses. 85 full time and approximately 15 part- time English instructors work in SFL; the numbers might change slightly year after year. In SFL, there is an administration unit run by one manager and two assistant managers, dealing with managerial issues. There is also Basic English Department, led by one department head and two vice heads, coordinating all academic issues such as forming academic commissions and defining their duties, choosing teaching materials, defining learning outcomes, assessment tools and evaluation criteria, curricular or extracurricular activities. Having more than 20-year institutional experience and a strong organizational scheme, SFL has always been good at providing a decent and well-planned language education with its successful and capable EFL instructors. Before the pandemic, the weekly workload for each instructor was around 18-20 teaching hours and some shared responsibilities in academic commissions.

In December 2019, a new form of corona virus called COVID-19 was discovered in Wuhan, China (Huang et al., 2010). As the clinical analysis showed that the virus transmitted from person to person following the respiratory route quickly, the World Health Organization (WHO) declared COVID-19 as a pandemic. Because of the rapid spread and the fatal consequences of the corona infection, countries all around the world started to take adequate precautions including social distancing to restrain dissemination of the disease. Unfortunately, physical closure of schools, businesses and many other precautions was declared globally in a few weeks. Therefore, most of the institutions rushed to move their actions into online platforms.

For the education world, online learning -whether asynchronous and synchronous- was the only way to continue instructional delivery (Mishra et al., 2020). Actually, this was an ‘emergency e-learning’ transition, from face-to-face classes to online learning systems rather than being a systematic e-Learning process (Murphy, 2022). Under normal conditions (pre- pandemic), this rapid digital transformation of education would have taken a long time due to the managerial regulations, systematic procedures, curricular adjustments etc.; however, it had to be presented frenetically within a few weeks (Strielkowski, 2020).

In response to the COVID-19 pandemic in the 2020-2021 academic year, higher education institutions abruptly implemented online learning activities based on virtual platforms such as Zoom, G-class, Moodle etc. to enable education during lockdowns and ERT. Unfortunately, there was little- even no- time to prepare and train faculty members and learners or to familiarize them with digital technologies and online learning curricula. Like other universities around the world, all educational activities had to be conducted online at this university, too. Clearly, it was the first time in the history of this SFL to undertake all educational activities online. For Cameron and Green (2019) the process of digital transformation in higher education contexts requires essential prerequisites such as strategic planning, collaboration of all parties, organizational knowledge, setting up trust among stakeholders to apply online learning successfully. However, in the beginning of the 2020-2021 academic year, neither the administration nor the instructors or students at SFL were prepared enough to carry out such a long online learning procedure, which

is full of unpredictable, uncertain and vague constituents. The transformation caused by the pandemic circumstances happened in the blink of an eye.

The study was initiated under these abnormal-so called new normal- conditions. Whilst EFL teachers at this state university had to continue their teaching activities online, which was a totally new teaching field for them, they were also trying to cope with the changing life conditions like losing social connections, isolation at home, increasing amount of the house chores and trying to continue work from home. Classrooms, which were the usual teaching contexts/ environments for these teachers, left their places to screens during the synchronous lessons. Technology integration was a must rather than being an option for the teachers. For Bourdieu (2000) hysteresis happens when a field suffers from a major crisis and its regularities and rules are profoundly shifted. In this situation, the pandemic period was a representative example of this critical case mentioned by Bourdieu. Moreover, this was a real time of *hysteresis* because there was a noteworthy mismatch between the teaching circumstances and pandemic conditions. Concerning all these issues, the volatile time of the COVID-19 pandemic was the most appropriate basis to conduct a study focusing on the phenomenon *EFL teacher identity in hysteresis*.

2.5. Participants

The crisis caused by the pandemic triggered sudden changes both at macro and micro levels. At macro level, more than 1 million people died due to the coronavirus disease, and the global economy has been contracted by a staggering 4.3 per cent in 2020 (UNCTAD, 2020) since the outbreak of the pandemic. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had to stop continuing to face-to-face classes. At micro level, the crisis entailed unforeseen changes in teachers' lives. The abrupt transition to remote work and online teaching in higher education during the pandemic presented significant challenges for many educators. These challenges included adapting to new workplace arrangements, rapidly transitioning to digital teaching without adequate preparation, experiencing anxiety over health risks, and balancing concurrent caregiving and homeschooling responsibilities (Graham, 2020). Given these disruptions and the resulting hysteresis, this study aimed to explore the

impact of these abnormal circumstances on the identities of EFL teachers working at a Turkish university context.

A large sample size for phenomenological research is not a requirement because of the in-depth nature of the study; the appropriate number of a sample group is 3–10 participants (Creswell, 2007; Polkinghorne, 1989). Therefore, nine full-time EFL instructors working at SFL were chosen as the participants of the current study bearing in mind the recommended sample size for phenomenological research design. All participants voluntarily consented to participate in the research when they were approached. They were provided with a detailed explanation of the study's purpose and informed consent regarding the study's objectives, confidentiality, and the privacy of collected data (see Appendix 7). Pseudonyms chosen by the participants for themselves were employed to protect real identities due to ethical issues. Further information about the participants is provided in Appendix 1.

In phenomenological studies, generalizability to a larger population is not the primary goal (Morrell-Scott, 2018). Instead, capturing the shared experiences within a specific group is the main focus. Therefore, while representativeness of the entire population is not essential, it is aimed for a relatively homogeneous group of EFL instructors in this research. However, to gain diverse perspectives within the field, it was also ensured some variation in EFL teachers' characteristics, genders, educational and social backgrounds and teaching experiences. The participants, comprising both native Turkish speakers and EFL teachers, varied in age, gender, the length of experience in profession, sociocultural, and educational background. Participants had actively engaged in various educational settings, including public and private schools, universities, and language training centres before they started to work in SFL. This diverse sample provided a rich and nuanced understanding of the participants' experiences and perspectives within the broader context of language teacher professional identity construction.

For a phenomenological study, criterion sampling is the most appropriate method for participant selection because the subjects need to be chosen among people who have experienced the phenomenon being investigated first hand (Creswell, 2007). Therefore, for the current research, the criterion sampling model is used to identify the participants. The predefined criteria for the study were finding out the participants who shared the

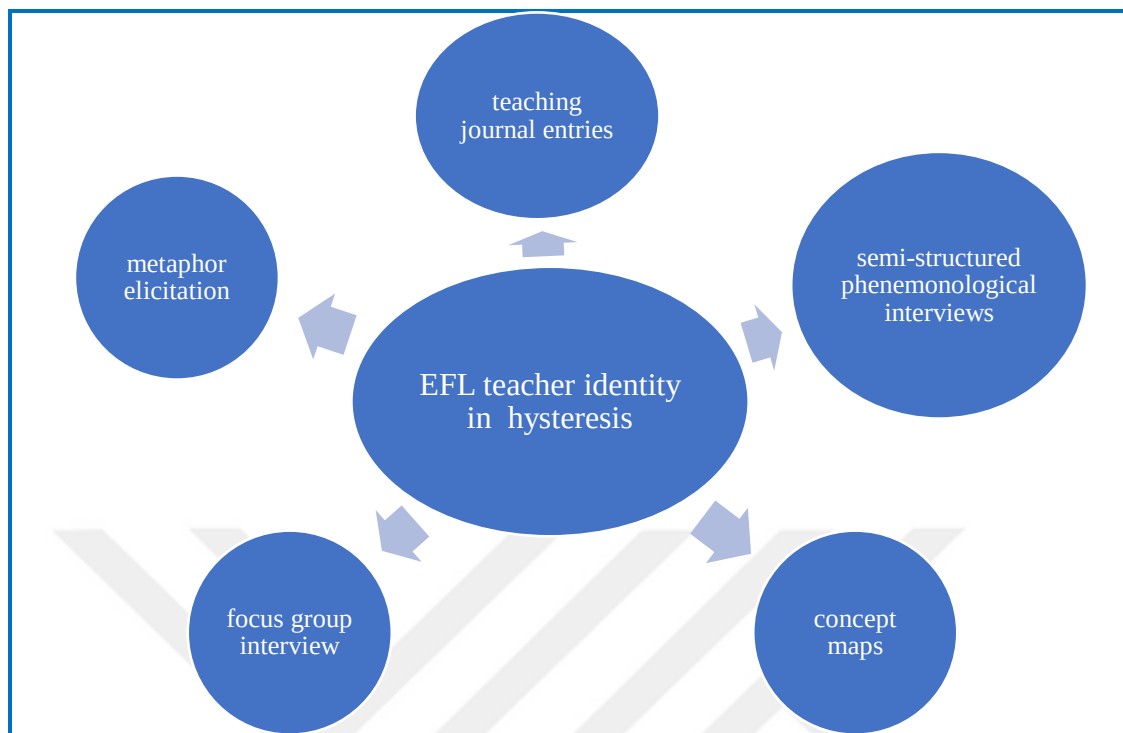
substantial experience of hysteresis in times of dislocation and disruption (COVID-19 pandemic in this situation).

The selection of participants was a critical aspect of this study, as their ability to articulate and reflect upon their lived experiences was essential for generating rich and insightful data. Leveraging my long-standing professional relationships with the participants, I carefully identified individuals who possessed the capacity for deep self-reflection and detailed narrative. Through preliminary discussions, I assessed their strengths and weaknesses in articulating their identity development within the dynamic context of online learning. Ultimately, I selected participants who were not only willing but also eager to engage in in-depth conversations about their experiences. This careful selection process ensured the credibility and richness of the data collected.

2.6. Data Collection Instruments and Procedure

To comprehensively explore the lived experiences of the participants, this phenomenological study employed a triangulation of qualitative data collection methods. The following sections present an in-depth examination of each data collection instrument, underscoring the methodological rigor of the study. A detailed account of the data collection process is provided, demonstrating the systematic approach taken to ensure the trustworthiness of the findings. The figure below visually represents the various data collection instruments utilized. For further details regarding the precise timing of each data collection phase, please refer to Appendix 6. Additionally, Appendix 4 provides a randomly selected sample participant's appointment schedule for an interview, offering a concrete example of the data collection process.

Figure 3.1. The data collection instruments



2.6.1. Teaching Journal Entries

Dewey (1978) expresses that “we do not learn from experience. We learn from reflecting on experience” (p. 78). Experience alone does not guarantee learning. As Chitpin (2006) suggests, it is the reflection on those experiences that truly assists growth. Journal writing can serve as a valuable tool for this reflection, allowing teachers to critically examine educational practices and policies they encounter, fostering deeper understanding and potentially prompting them to question or challenge the status quo. Journal writing has become a common technique used in teacher education programs and teacher research for encouraging language teachers to reflect on their professional practices (Cole & Knowles, 2000). Fletcher (1997) asserts that teaching journals are the records to get sincere perceptions of and reactions to classroom / teaching situations. Thus, the journal entries are important vehicles for comprehending oneself as a teacher and it has always been considered as obliging to deal with challenging questions with no simple answers (Chitpin, 2006).

Keeping the strength of reflective journal writings in mind, in this research the first written data collection instrument was teaching journals kept by the English teachers at

regular intervals for 6 times in total. It is aimed to obtain more in-depth reflective qualitative data by focusing on the entries of teachers. The participants continued to keep these journals from the beginning till the end of the 2020-2021 academic year. Each journal entry dealt with one of the main paradigms of teacher identity construction framework developed by Yazan (2018). The topic and related prompts of each entry were emailed to the participants by the researcher (see Appendix 3). They were free to write either in English or Turkish so that there was not a kind of language barrier restraining the reflectivity and openness.

2.6.2. Semi- Structured Phenomenological Interviews

The second instrument was semi-structured interviews conducted after writing each journal entry. Six online, one-on-one semi-structured interviews were conducted at regular intervals with each participant throughout the academic year of 2020-2021. During these interviews, demographic information of the participants was also collected (Appendix 1).

Longhurst (2003) declares that even though the researcher has a list of predetermined questions, it is vital to conduct semi-structured interviews in a conversational manner providing opportunities for the participants to delve into the issues considered important. Thus, each semi structured interview session consisted of both predetermined and specific questions that emerged depending on the responses given to the pre-arranged questions. The organization of predetermined interview questions were based on the existing research in the literature (Akkerman & Meijer, 2011; Alsup, 2006; Arvaja, 2016; Beauchamp & Thomas, 2009; Bukor, 2012; Danielewicz, 2001; Kanno & Stuart, 2011) and preceding journal entries. Some particular focus themes and questions were identified for each participant after analyzing the related journal entry. The data from individual semi-structure interviews were assumed to present in-depth, detailed and proper understanding of the participants' perceptions and experiences at personal level.

Because of the pandemic lockdowns, all interviews were conducted online via Zoom, and all sessions were recorded by taking participants' approval. This enabled the researcher to transcribe the recording and apply content analysis in a systematic way. Each interview session lasted approximately 60 minutes. Participants were asked to choose the language

of the interview sessions - whether Turkish or English- in the beginning and all of them wanted to continue in their mother tongue declaring that it was easier to reflect in Turkish. (For specific interview dates, refer to Appendices D and F)

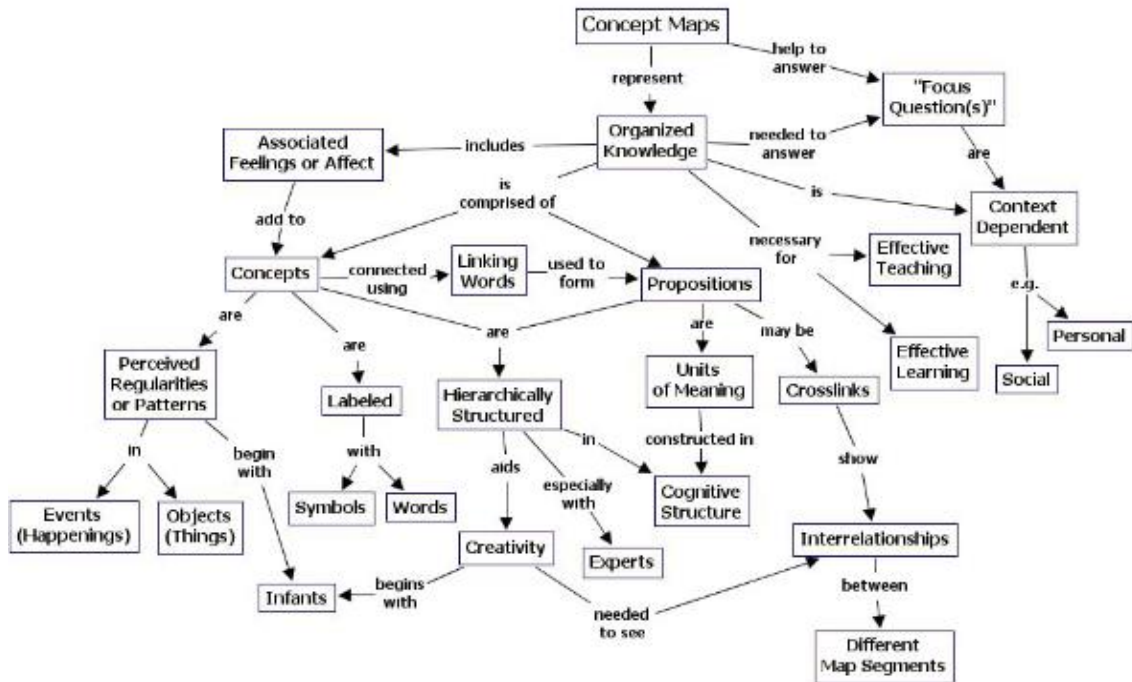
2.6.3. Concept Map and Follow-up Interview

In qualitative studies, it is more general to use observations, field notes or artifact reviews as research tools (Corbin & Strauss, 2015). However, in addition to more traditional research designs, using concept/ mind maps has been common among scholars recently. It is a type of visual tool used to represent ideas and the connections between them (Trochim & Kane, 2005; Wheeldon & Faubert, 2009). They can be created by individuals or groups and often utilize lines or arrows to depict these relationships. On the other hand, concept mapping is a technique which is applied to demonstrate how people visualize connections and relationships among various concepts (Lanzing, 1998).

Concept maps, originally developed by Nowak (2012), are considered as a part of cognitive maps in psychology to offer a visual representation of dynamic schemes of understanding within the human mind. In empirical research, the maps might be used to allow the researcher to make meaning connections across the concepts mentioned by the participants. Wheeldon and Faubert (2009) state that user-generated maps also help research participants to frame their experience in a better way. They also assist qualitative researchers to design the study and expand their data collection strategies. Similarly, Trochim and Trochim (2007) assert that concept maps are beneficial means to collect data from participants in social science research.

In interpretive phenomenological research, concept maps offer a creative tool for engagement, and they are used to investigate the hidden meanings of experiences, perceptions and the connections (Hathaway & Atkinson, 2003). The data gathering tools like participant observation, interviews, or narratives are so practical and convenient: however, mapping provides opportunities to have participant- generated themes guiding more in-depth analysis.

Figure 3.2. A concept map showing the key features of concept maps



Reference: Novak & Cañas (2008, p.2)

In that respect, the third data collection instruments of the current research project were participant generated concept maps and follow-up interviews conducted afterwards. The aim of this participatory method was to allow participants framing their experience in more spontaneous ways and to carry out more comprehensive analysis by using participant generated themes. Participants were given a brief online overview of concept mapping before they illustrated and generated a concept map about the snapshots of their experiences about teaching and working online, hysteresis they had been going through, the contextual factors driven by working remotely, their emotions, strengths and weaknesses throughout the process. They were asked to reflect on the situation and challenges and how they made a decision to cope with these challenges on a concept map template provided by the researcher.

A model template was e-mailed to the participants beforehand; however, they were also informed that it was free to design their own concept map diagram extending and expanding the cords. The participants handed in the maps in a week via email. After collecting the concept maps generated by the participants, follow-up one-on-one-

interviews were carried out to explore the areas identified in the map and to uncover the perceived connections between their experiences and the impacts of these experiences on their teacher identity reconstruction.

2.6.4. Metaphor Elicitation Interview

Metaphors are considered as a means of understanding a phenomenon or entity by using another concept because human conceptual system is naturally metaphorical, too (Lakoff & Johnson, 1980). Bullough and Knowles (1991) affirm that metaphors, especially root metaphors, function as implicit theories and may show how the world of people and things is understood. They also help to create boundaries for meaning making about self and others. The cognitive theory paradigm defines metaphors as efficient mental products which are used to understand the world in relation with complex phenomena to something previously experienced (Saban et al., 2006). Thus, metaphors are powerful tools which open the door of inaccessible rational consciousness (Fenwick, 2000) and they are convenient to divulge the complex relationship between identity and teaching, as well (Beauchamp & Thomas, 2009).

In educational research field, there are several studies utilizing metaphor elicitation (Alger, 2009; Bullough, 1992; Cook-Sather, 2003; Leavy, McSorly, & Bote, 2007; Saban, 2010; Yesilbursa, 2012) seeking to understand pre/ in service teachers' beliefs, characteristics of teaching and learning in different contexts and future expectations. On the other hand, there are also numerous studies (Akkerman & Meijer, 2011; Alger, 2009; Yesilbursa, 2012) conducted to identify teacher identity by using metaphor elicitation as a research tool. In these studies, most of the teachers describe teaching as not a simple role but a form of life defining who the teacher is or striving to be as a human being (Sugrue, 1997).

In this respect, using metaphor elicitation as a research tool was considered vital in this current research to gain a better understanding of the teacher identity reconstruction regarding the cognitive constructs, emotional aspects, contextual factors, teaching methodologies, work-life balance and teacher -learner interaction. By this way, it was tried to bring out the spontaneous images or concepts participant EFL teachers had for the phenomenon. Bullough and Baughman, (1997), Saban, (2009), Sumison, (2003),

Zapata and Lacorte (2007) mostly used the question template *What is like? Why...?* to elicit metaphors in their studies. On the other hand, using the prompt *X is like.... because* was another way for some researchers like Buchanan (2015) and Seferoğlu, Korkmazgil and Ölçü (2009).

Participants were asked to use metaphors to describe how they see being an English teacher, online learning, being an online teacher during the pandemic, working remotely from home, learners in actual classrooms and online learners. The interviews conducted one-on-one and online via Zoom because of the pandemic lockdowns. All sessions were recorded to use later in the analysis phase. The participants had enough time to think and express themselves freely; they just were asked to make resemblances in English to avoid the loss of meaning in translation from Turkish. The resemblance between the metaphor topic and metaphor vehicle was clarified by asking *Why?* as a follow up question or adding ... *because...* at the end of the fragment. Consequently, metaphors uttered by the participant teachers highly contributed to highlight the undisclosed meaning of the phenomenon under investigation.

2.6.5. Focus Group Interview

The fourth data collection instrument was a focus group interview conducted online at the end of the academic year. Focus groups, as defined by McLafferty (2004), are researcher-selected groups where individuals discuss and share personal experiences relevant to the research topic. Their unique value lies in the synergy created by group interaction, which can produce rich details about complex experiences (Rabbie, 2004). Through guided, interactive discussions, focus groups can elicit participants' reasoning behind actions, beliefs, perceptions, and attitudes (Powell & Single, 1996). Kitzinger (1995) emphasizes that in focus group discussions, participants talk to each other, ask questions, swap their experiences, and comment on other participants' experiences and ideas rather than answering questions directed only by researcher.

For that reason, the group discussion was another critically important data collection tool for the current research project. To gain further insights into the participants' perceptions and lived experiences, an online-recorded group discussion on selected topics was planned. The main aim to conduct this discussion session was to obtain more data

revealing the essences of teacher identity construction in the time of hysteresis caused by the COVID -19 pandemic. On the other hand, the focus group discussion allowed the researcher to triangulate the data and to support the credibility and dependability of the research. At the end of the academic year, an approximately one-hour online focus group interview was conducted with all participants (see Appendix 5 for sample focus group interview questions). In this interview, detailed information was obtained about the participants' online learning experiences and the difficulties they encountered during the distance education process.

2.7. Pilot Study for the Interviews and Teaching Journal Entry Template

To increase research quality, conducting a pilot study, which allows the researcher to practice and to have adequate experience, is an essential step; it is especially required for enhancing reliability and validity (Malmqvist et al., 2019; Yin, 2015). Firstly, with the help of the supervisor and three volunteer EFL instructors from SFL, all interview questions and teaching journal entry rubrics were proofread for the pilot study of the current research. Additionally, the consent form was reviewed by the same instructors to clarify all items in it. These proofreaders were specifically asked to address if there were any ambiguities of meaning, inconsistencies, grammar or spelling mistakes. They also revised the interview questions in terms of grammar and wording to make the meaning clear and more comprehensible. After making necessary changes and adjustments following the feedback of proofreaders, two pilot interviews were conducted with volunteer teachers from SFL. This piloting step allowed me to realize that I need to ask additional follow-up questions to encourage the interviewee to speak more. Another important point grasped during the pilot interviews is that the participants may have mentioned the answer to a forthcoming question before asking. This showed me that participants have some natural connections between their experiences or a kind of cognitive row so one question might trigger the answer of another. Therefore, I needed to listen deeply and take notes during the interview to be able to get rid of unnecessary repetitions.

2.8. Data Analysis

In the present study, qualitative data analysis procedures were utilized to address the research questions. It was a fluid, iterative and multi-directional analysis process. While analyzing qualitative data, the researcher needs to have a coding list with the explanations of the codes. This will improve the reliability process as it diminishes a probable cognitive change during the analysis (Bengtsson, 2016; Elo & Kyngäs, 2008). The codes might be determined inductively or deductively; however, if the study requires a deductive coding design, it is necessary to frame the coding list before starting the analysis (Bengtsson, 2016). To do this, determining a conceptual framework is vital as stated by (Miles et al., 2014) :

A conceptual framework explains, either graphically or in narrative form, the main things to be studied—the key factors, variables, or constructs—and the presumed interrelationships among them. Frameworks can be simple or elaborate, commonsensical or theory driven, descriptive or causal. ... A conceptual framework forces you to be selective—to decide which variables are most important, which relationships are likely to be most meaningful, and, as a consequence, what information should be collected and analyzed—at least at the outset, p. 37).

Therefore, for the first cycle coding phase of the current research, Yazan's (2018) teacher identity framework, including the constructs teacher learning, teacher cognition, teachers' participation in communities of practice, contextual factors, teacher biographies, and teacher emotions, was employed as a deductive coding template.

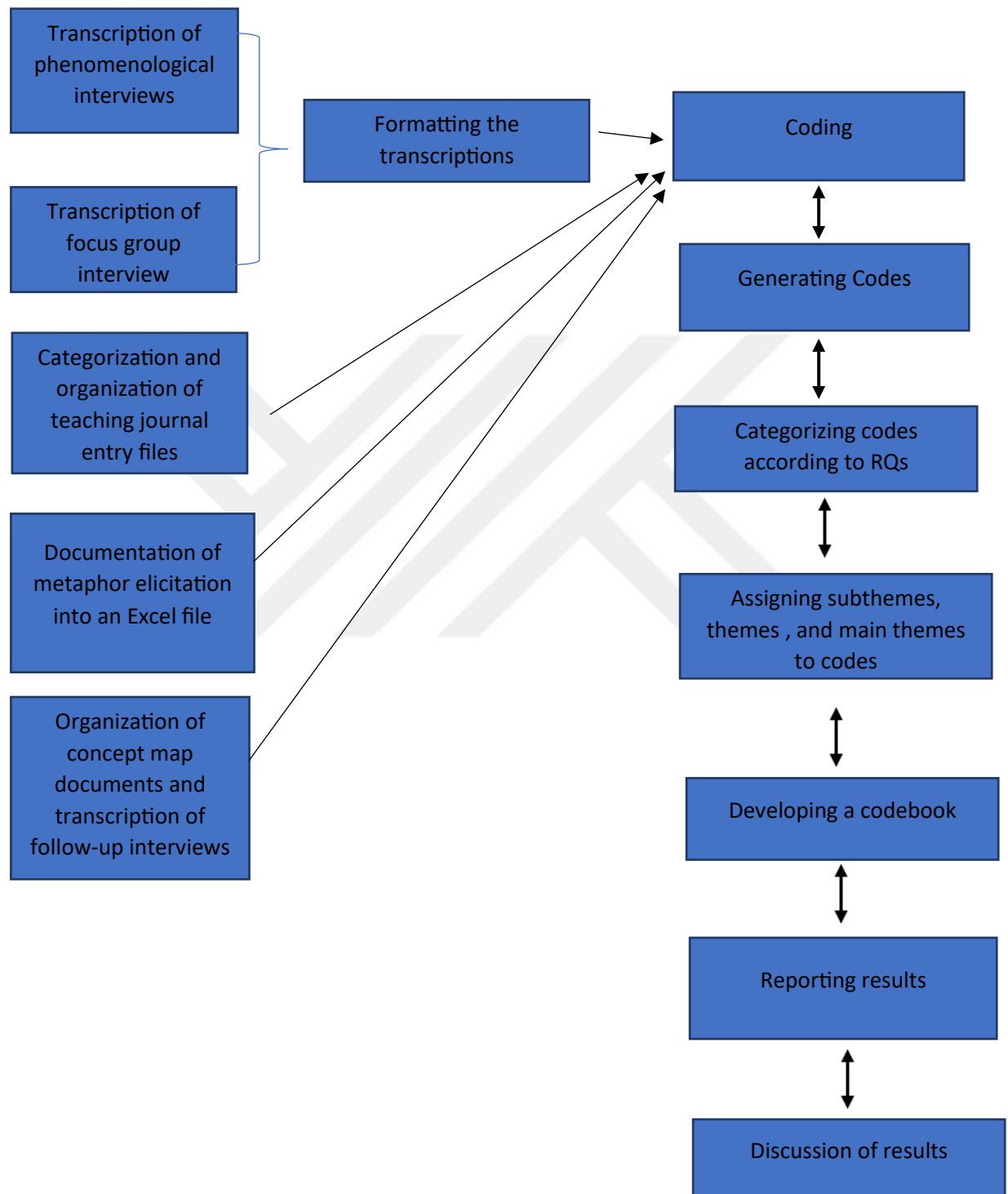
In phenomenological and hermeneutical studies, the focus is on the interpretation of the experiences by informants and the researcher's aim is to find out the essence of the studied phenomenon (Moustakas, 1994). As the main aim of the current phenomenological study is to examine the personal experiences of teachers regarding their teacher identity reconstruction in the time of hysteresis caused by COVID -19 pandemic, the toolbox of Bourdieu was used as the second deductive coding template. Bourdieu's interrelated concepts of field, capital, habitus and hysteresis were merged with the teacher identity constructs developed by Yazan (2018) to have a broader understanding of the phenomenon under investigation.

Five different groups of qualitative data were gathered by means of teaching journal entries, phenomenological interviews, concept maps, metaphor elicitation interviews and focus group interview. None of the data collected were eliminated. First, the data obtained by means of teaching journals were grouped and prepared for the content analysis. Coding and thematic categorization procedures were applied to determine main themes and sub-themes during the content analysis.

Second, the qualitative data gathered from semi-structured interviews and focus group interview were transcribed verbatim using Voicedocs (<https://voicedocs.com/tr>) and Microsoft 365 to apply content analysis. At the end of the transcribing period, to obtain participants' confirmation of the recordings as their original view, the researcher e-mailed them the transcription of the interviews. The data collected from the metaphor elicitation interviews were transferred to an Excel file to be able identify the linguistic metaphors in the form of similes. The Excel file also included the reasons or entailments mentioned by the participants because the implication of a metaphor serves as a contextual determinant like the metaphor itself (Kalra & Baveja, 2012). To define conceptual categories from the metaphors, the entailment of each metaphor and the metaphor itself were examined iteratively being categorized into themes and sub-themes. Finally, the concept maps generated by the participants and the transcriptions of follow-up interviews were prepared as text files to apply content analysis by coding.

The teaching journal entries, video records of interviews and interview transcriptions, concept maps and the transcriptions of follow-up interviews, and the excel file of metaphor elicitation were stored on private documents. All the transcripts were saved as text files. During the initial data analysis process, the transcripts were read and re-read to be able have a full involvement in the process; recordings of the interviews were also listened whilst reading the transcripts to get closer to the data.

Figure 3.3. Data Analysis Process



2.9. Developing Themes and Clustering into Sub-Themes

This research utilized a two-stage coding process to analyze the collected data. The first stage involves initial coding, where segments of information are compared to pre-established codes. This process relies on "pattern matching logic" (Trochim, 1989). Words, phrases, sentences, or even paragraphs are tagged with these preliminary codes. These codes are then revised and refined as the analysis progresses, confirming they capture all the relevant information. Once no added information emerges that necessitates further code revisions, the initial coding phase is complete (Trochim, 1989).

The second stage focused on identifying themes. Here, recurring patterns within the coded data were grouped together into smaller, more meaningful clusters. These clusters can be either explanatory, helping to understand the data, or inferential, suggesting potential connections and interpretations. This process allowed us to move beyond individual data points and uncover broader themes that distinguish the overall findings.

The data analysis revealed a range of experiences among EFL teachers during the period of hysteresis. While personal differences in the interpretation of this experience were evident, it was discernible that certain commonalities existed within their perspectives. Therefore, it was necessary to gain a broader point of view to know how, why, and what resulted from their attempts to describe their involvement to ERT practices in terms of reconstructing or preserving their professional identities throughout this teaching curve as online EFL teachers.

An iterative approach to coding was used in the process of developing themes and subthemes to analyze the findings of this interpretive phenomenological study. Each of the journal entries, verbatim transcriptions of the follow-up interviews including the answers to semi-structured interview questions, metaphor elicitation and focus group interview, and the concept map documents were examined individually. The initial coding process identified 140 individual data nodes representing key content. Because of the large volume of data, these nodes were then re-examined to identify relationships and create a more manageable structure. Through a process of refinement and consolidation, the number of nodes was reduced to 70, which emerged as the most significant themes. Eventually, all 140 nodes were utilized to establish the primary categories within the data.

The findings provided in the findings chapter were gained from the interpretive phenomenological analysis of the journal entries (approximately 6.000 words in total) and semi-structured interviews, metaphor elicitation interviews and a focus group interview (approximately 3000 minutes in total) conducted with nine EFL teachers one-on-one. In addition, nine concept maps created by each participant and the list of metaphors elicited from the related interviews were included into the main data heap. Codes emerged from the data were either named by referring to the existing literature or from the scratch, when necessary.

2.10. Using MAXQDA for the Content Analysis

There are various computer programs helping the researcher throughout the data analysis process. Although using software is not obligatory, they are convenient to facilitate the process by speeding it up, locating codes without difficulty and grouping data together into categories. They have remarkably made the manual coding methods easier (Patton, 2002).

For the analysis of nonnumerical, unstructured qualitative data, I used a software called MAXQDA. It belongs to the family of CAQDAS, the acronym for “Computer Assisted Qualitative Data Analysis Software”, which appeared as the analytical technique of coding data segments in the 1990s. This QDA software has been serving to support qualitative data analysis by enabling quick word and word combination searches (Kuckartz & Rädiker, 2019).

When it is compared the traditional manual coding methods, using software proposed several advantages for managing a large dataset. First, it streamlined code assignment to specific data segments. I could easily underline text sections with color-coded labels. Additionally, the software permitted me to create systematic shortcuts for frequently used codes, so I could save time. It was also easier to search for terms across all or selected project documents. Another key strength of the software was its hierarchical category system. I could easily create subcategories and add memos with my comments, ideas, and hypotheses to documents, codes, or specific data segments (see Appendix 8 for a sample coding page).

2.11. Trustworthiness, Credibility and Intercoder Reliability

Ensuring trustworthiness and credibility is paramount in phenomenological studies to validate findings (Stahl & King, 2020). While positivist researchers prioritize internal validity, qualitative researchers focus on credibility, assessing the congruence of findings with reality. Lincoln and Guba (1985) underscore the significance of credibility in establishing trustworthiness within qualitative research. To achieve this, researchers need to consider employing several strategies.

First, triangulation involves using multiple data collection methods, such as interviews, observations, and documents, to corroborate the findings (Stahl & King, 2020). Triangulation is a key method for promoting credibility. It involves using multiple sources of information or procedures to repeatedly identify patterns. This differs from replicability in quantitative research, as it focuses on recognizing similar outcomes through various data sources. This helps to prevent reliance on a single source of data and increases the robustness of the conclusions. For the data triangulation, various data collection tools (as journal entries, semi-structured phenomenological interviews, metaphor elicitation, concept map creation, and a focus group interview) are implemented in this phenomenological research. By this way, it is aimed to make thick descriptions of the phenomenon *EFL teacher identity in hysteresis*.

Second, credibility, or the congruence of findings with reality, is a subjective question that parallels internal validity in quantitative research. It involves understanding the interconnectedness of ideas within the reported findings. According to Stahl and King (2020), unlike quantitative research, there is no expectation of universal agreement on credibility, as it is a construction shared by the researcher(s) and the reader(s). Therefore, member checking might be one of the strategies allowing the researcher to share the interpretations with participants to ensure they resonate with their lived experiences. Thus, the findings of the current phenomenological study are shared with the participants before the publication. This process provides an opportunity for participants to verify the accuracy of the researcher's understanding and to offer additional insights. As another strategy, prolonged engagement involves spending a significant amount of time with

research participants to develop a deep and nuanced understanding of their perspectives, experiences, and behaviours. Therefore, in this current investigation, conducting multiple interviews with participants and collecting their journal entry records over a period of time to track changes in their views and experiences proved to be a valuable means of enhancing credibility.

In content analysis, it is obligatory that different researchers agree on what they are coding, and this is called intercoder reliability. While it does not guarantee the findings are absolutely true (validity), if coders disagree a lot, this decreases trustworthiness of the interpretations. Neuendorf (2017) emphasizes that since content analysis aims to identify objective (or at least consistent) message, reliability is a key feature. Similarly, Kolbe and Burnett (1991) highlight that how well coders agree is often seen as a sign of reliability in content analysis. To provide this reliability Lombard et al. (2004) suggest that around 10% of the total content should be checked and coded by different coders as testing all content is impractical. In this phenomenological research, to ensure the reliability of the content analysis, an independent coder checked 10% of the total content, the code book, themes, and sub-themes. This second coder was familiar with the field of ELT and online learning; however, s/he was not involved in the research process. The researcher and second coder worked together for a while and agreed on the codes before writing the findings chapter.

2.12. Reflexivity and My Part as the Researcher

Miles et al. (2014) points out the multi-layered role of the researcher in qualitative studies. Researchers strive to gain a holistic understanding of the research context, encompassing its social structure, operations, and both explicit and implicit rules. As the primary instrument of the research, the researcher actively collects data through participant insights. This requires cultivating deep attentiveness, empathy, and setting aside preconceptions about the topic under investigation. Corbin and Strauss (2014) emphasized that qualitative researchers need to have the chance of connecting intimately with the participants to see the world from their perspectives. For them, qualitative researchers mainly have the following characteristics: they are mostly curious, creative, imaginative and good at recognizing variations as well as regularity. Furthermore, qualitative researchers are aware of the fact that they have to deal with the problems in

the field and accept themselves as a research instrument (Corbin & Strauss, 2015). In this sense, being a participant observer and an inside researcher, I had the chance of spending extensive time in the field, collecting comprehensive data, having a good grasp of field issues and an instant rapport with the participants during the research process.

Reflexivity is also another important notion for qualitative researchers, especially for validity. In order to avoid researcher bias and subjectivity, it is vital to incorporate reflexivity into the research process. Reflexivity has different definitions in different contexts; however, in qualitative studies it generally refers to the process of considering the reflections of the researcher upon the data collection and interpretation (Denzin & Lincoln, 2005). In other words, the qualitative researcher's prior experiences, assumptions, reactions, motives or beliefs may influence the research process. Therefore, a reflective researcher needs to ask the question if his/her presumptions make him/her predisposed to reason that the data points towards a particular conclusion (Miles et al., 2014). Bourdieu also warns the researchers about the importance of reflexivity too. He declares that without reflexivity, researchers tend to be under the effect of their own primary- pre-reflexive- selves which may result in passing those ideas as science in the end of the research process (Grenfell, 2012).

As the researcher of the present study, I have been teaching English for 20 years at SFL where the research is set in, and I mostly experienced teaching EFL at the same institution. I also have taken various administrative responsibilities in the educational organization of SFL. However, during the data collection period, I did not have power and authority over the staff, or an administrative role, which may have influenced the data collection process and the objectivity of the participants (Smyth & Holian, 2008).

I completed my MA in ELT and have been continuing my PhD studies in the same field. Throughout all these years, I have been interested in language teachers' professional development, teacher identity construction, current trends in ELT and the status of English language in post-modern era. Moreover, as a non-native language teacher, my special interest on identity construction in classroom and school settings give me a way to better understand teachers' identity construction process in relation to others.

Considering all, being a teacher at the university the study conducted made it possible to identify instances which were consistent with this investigation because I had been working with each of the participant teachers for a long time and I was able to keep professional contact with them. I was already an insider- an accepted and respected member of the community. Furthermore, I have a good relationship with all participants, some of whom were my mentors in the early years of my teaching career, some of whom have been my colleagues for years, and some of whom were once my mentees. This contact also enabled me to explore potential participants' strengths and weaknesses in their identity re/construction within the context of inevitable online learning. In a nutshell, in this dissertation, I could have my voice both as the researcher and a member of the research setting.

2.13. Ethical Considerations

According to Merriam (2009), ethics lies at the heart of the validity and reliability of qualitative inquiry. To assure anonymity and confidentiality, ethical procedures were followed. The purpose of the study was explained to all participants in detail, and an informed consent involving the information about the aim of the study, confidentiality and privacy of the data collected were provided. Therefore, participant-selected pseudonyms were used to connect individual stories and related them to the key categories and overarching themes that evolved from the data. Besides, the ethical report and necessary research permission was obtained from the University Ethics Board just before the data collection phase in November 2020. Finally, the findings of the research are going to be made available to participants prior to publication.



CHAPTER THREE

FINDINGS AND DISCUSSION

3.1. Introduction

The pandemic significantly disrupted traditional instructional settings, particularly in universities. As COVID-19 spread, many institutions transitioned rapidly to remote learning models, often utilizing online platforms and virtual communication tools. This abrupt shift presented challenges for both faculty and students, who had to adapt to new teaching and learning modalities. While some universities experimented with hybrid approaches combining in-person and online instruction, the majority adopted fully online learning during the peak of the pandemic. This transition necessitated significant adjustments to curricula, teaching methods, and assessment practices. Additionally, the pandemic exacerbated existing disparities in access to technology and resources, highlighting the digital divide and its impact on educational equity.

During the pandemic, which is considered a time of hysteresis in this research, the ERT obliged EFL teachers to integrate technology and unexpected, exceptional teaching methodology in legitimate, united, and pedagogically suitable ways. Besides, they had to internalize this new style of teaching in a short time. This obligation underscored the impact of online learning on both EFL teachers' collective and individual identities, as well as their professional autonomy. This phenomenological research study focused on understanding the volume of the effects of this compulsory and emergency online learning experience on EFL teachers' professional identity by having a Bourdieuian lens. This chapter presents the findings of the current phenomenological study conducted in a Turkish higher education context.

It is important to address some key considerations before presenting the findings. First, as seen in the excerpts presented in the subsequent session, the participants employed various terms to describe their experiences (e.g., online teaching, online learning, digital education, digital learning, remote learning, remote education); however, it is essential to note that these terms encompass the concept of Emergency Remote Teaching (ERT) which emerged as a prominent response to the COVID-19 pandemic. Recognizing the context-specific nature of this study, I retain the participants' original terminology to preserve the authenticity of their experiences and reflect the diversity of language used during the ERT period. It is also important to note that while the data gathered through concept maps is presented in a combined manner, a sample map is included in the Appendix 2 for further reference. Additionally, although the focus group interview results corroborated the main themes, I opted to prioritize direct quotes from individual interviews and journal entries. These individual reflections provided richer narratives capturing the participants' experience better.

The categorization of the data was displayed under five main themes respectively: i) defining EFL teachers' identities, ii) EFL teachers' identity in the time of Hysteresis: habitus, field and capitals, and iii) recognizing the benefits of the new field and gaining self-confidence iv) redefining professional identity, v) the emotional investments and gains of research participants. Themes, categories, and codes were presented considering the related research questions.

3.2. Defining EFL Teachers' Identities

First research question was formed to unearth EFL teachers' professional identities considering their biographical trajectories, personality traits, cognition about the profession and contextual factors, development of EFL teacher identity in traditional settings and strategies they use in online learning. By this way, it has been possible to apply an interpretive lens to their experiences and make connections between the susceptible teacher identity constructs in the time of hysteresis caused by ERT practices.

3.2.1. Biographical Trajectories: Early Motivation for Becoming an EFL Teacher

The findings of the present study display that participants' personal histories and biographical trajectories had a crucial role in their identity development as English teachers. They frequently mentioned their family backgrounds, the economic and social conditions and the impact of the significant people they encountered while they are explaining the construction of their professional identities.

Ayhan, one of the senior career teachers, emphasized the significance of education within his family. He asserted that "As a child of a civil servant, one of six siblings, it was a necessity to get good education and earn money." (Interview 1) Due to his family's economic circumstances, he had to study at university for a good a career. Yollar, who is another veteran teacher, had a similar experience:

I was born in a family that values having a good education. Both my father and my mother prioritized the university degree and made great efforts to ensure that their all four daughters received a good education. Despite facing criticism, and having limited economic and environmental opportunities, my sisters and I was able to get a university diploma by the help of our parents' longsightedness. (Interview 1)

A middle career teacher, Pinhan, who was from a middle-class family, mentioned that her primary school graduate parents could not draw her a conscious career path. Pinhan saw education as a way to change her world. Her passion for education's transformative power may be considered as a core aspect of her teacher identity.

In terms of education, I did not have a figure that I could take as an example around me. There was no one from the education sector in my immediate circle. That's why, even when I was a student, I always tried to find out my own way. I had no one to help me so I directed myself. As a little girl living in a small town of east Anatolia, I believed that the only option for me was to go to university to change my world. (Interview 1)

Ginger had a similar experience with Pinhan. She highlighted the influence of a specific program, suggesting a formative educational experience.

I grew up in a family with three children, but there was a big age gap between me, and my elder siblings. They were living in different cities, so I was like an only child at home and my parents were a little old. They were both primary school graduates and we were

a middle-class family. My parents always supported me to get a good education, but honestly there was no such conscious guidance or role model. I went to public schools; the quality of the education was as usual. However, I had a very effective English preparatory year at high school, and it influenced me a lot. (Interview 1)

During the interviews, an early career teacher, Kino emphasized that he was the youngest child in the family of four children, and he and one of his elder sisters could study at university because of economical constraints. He continued as follows:

My parents encouraged me a lot to study at university because this was the only way for me to gain my economic freedom. At that time, the occupations such as being an engineer, doctor or a lawyer were considered as more prestigious; however, I decided to be a language teacher since I believed that it was the most appropriate job for my personality and my view of life. (Interview 1)

Kino declared openly choosing teaching profession based on his personal fit, not societal pressure. His reflection suggests a sincere passion for the profession, which can transform into effective teaching. It is clearly understood from the participants' declaration that the emphasis which families place on education, society's expectations and economic situations affect people's career choices and personal identities.

Gilamada, another early career teacher, asserted that his mother, who was a housewife, always filled him with the idea of having a good university degree. Being a university graduate meant financial stability in his family. This requirement could influence his ideas regarding the purpose of education and potentially shaping his career decisions.

My father was a tradesman and frequently had problems because of the economic instability of the country. We were not poor but we had to be careful about our expenses all the time. Because of this, my parents, especially my mother, constantly advised me to go to the university and to find a job providing a regular income. (Interview 1)

On the contrary, Aylin mentioned that her parents, who were both teachers at state schools, were her role-models. Her parents always guided her to get good qualifications and encouraged her throughout her school life. They introduced a strong work ethic and moral compass, which are valuable traits for teachers. "Do what you love, love what you do" might suggest a potential motivator for Aylin's career choice.

My parents are the people who taught me to be willing to do the right thing even it is difficult. They always advise me to do my best to deserve the money I've earned. They always remind me of that I should get out of my class with a clear conscience. When I put my head on my pillow, I should feel that I have done nothing morally wrong, they always say. I think that's the reason why I am so conscientious. Do what you love, love what you do is also a motto that they have planted in my mind. (Interview 1)

Different from other participants, Çiçek was coming from a wealthy family and went to private colleges and special language courses. Although the family had a good income, her parents and her elder brother did not get a university degree. Çiçek was the first person in her extended family to get higher education. Her parents encouraged her to have a profession, highlighting their support for her academic journey. She clarified her experience as follows:

My parents were always very enthusiastic about my qualifications, and they encouraged me to have a profession. My mother, for example, always told me not to be a housewife like her. My father raised me always saying his daughter would study at university. Frankly, none of the girls had had university degree before me in our extended family. They were usually high school graduates. In fact, I am the only girl in my extended family who has a higher degree and employed, and I am proud of it. (Interview 1)

In addition to socioeconomic and parental influences, having a good -English mostly - teacher at least once in their lives is another important reason to choose teaching as a career for the EFL teachers. Because of their positive experiences with these teachers, they developed positive feelings towards the profession. EFL teachers consistently pointed out that these educators were real role models and mentors in terms of maintaining distinctive and widely accepted personal and professional qualities. These qualities generally listed as 'being fair and patient', 'enthusiastic', 'hardworking', 'competent', 'visionary', 'sympathetic and fond of their job'. Ginger asserted that 'My English teachers -especially the teachers I met at high school prep year -were generally very good both as people and as teachers and they directed me to both teaching and being an English teacher.' (Interview 1)

Similarly, Yollar mentioned that the person who had influenced her teaching beliefs and performance was her methodology professor at university. Methodology became her favourite subject when she realized that there were effective methods and approaches to

teaching beyond what she had experienced in her school life. The professor introduced her to these innovative approaches, inspiring her passion for teaching.

Aylin expressed her intimate feelings to one of her lecturers at university by saying

To be honest, I've been always very lucky throughout my educational life. I've met so great teachers but one of my lecturers at university inspired me a lot to be a language teacher. I mention her name very proudly because she is truly my mentor. I always admire her in all aspects of her life from her personality to her work. She forges closer relationships with her students. She is so good at setting intimate relationships with her students that she is loved and respected all the time. (Interview 1)

Çiçek also said that her English teacher at primary school and one of her professors at university influenced her a lot to be an English teacher. She described her primary school English teacher as someone who was doing his job in a fatherly manner with a limitless patience. She said 'I have always been influenced positively by my teachers as I consistently encountered good examples. Had I been exposed to negative attitudes, I might have adapted differently, but fortunately, that hasn't been the case in my past as a student.' (Interview 1) Interestingly, she decided to be a language teacher at a very young age after she met her primary school English teacher. While describing her professional identity, she mentioned the effects of her relationship with her teachers on her identity construction.

On the other hand, Kino admired one of his English teachers at high school and he decided to be a teacher like this person.

When I was studying at high school, I had a lucky encounter. I decided to be an English teacher like him, and he always enlightened my way through being a teacher. In our class, there were various students who learned very fast, at a medium speed and slow learners. In order to manage this class and lead it to success, it was necessary to be patient, have a high tolerance for mistakes and be disciplined, and our teacher led us by even sacrificing his own private life. He always showed that teachers also learn from their students, and he experienced the joy of learning something new with us. He always encouraged me. Although he was very tired physically and mentally, he never gave up. As a result, he had the happiness of seeing his students' success. (Kino Interview 1)

The findings clearly indicate that the EFL teachers experienced the positive influence of having a good role model in their professional development. This influence is significant in the formation of their teacher identity within an intersubjective field. Encountering these positive teacher role models played a vital role in shaping individuals' decisions to become teachers and in forming their teacher identities. The qualities and approaches observed in these mentors might be influential in how these new teachers perceive themselves and their roles in the classroom. Moreover, based on these findings, teacher identity construction can be best characterized as an ongoing process of interpreting oneself as a certain type of person and being recognized as such in each context.

3.2.2. Personality Traits: A Unified and Integral Whole

Hayes (2008), Olsen (2008), and Tao, Zhao and Chen (2019) agreed that individuals may be motivated to be teachers if they perceive the profession as aligning with their gender identity and personality. Similarly, the theme of interconnectedness between personality, cultural background and teacher identity is fundamental in the findings.

According to the participants, both the personal and professional identities are the core of relationships with students and colleagues which shapes the CoP. Moreover, it has been stated that the teaching profession affects and the teacher's character influence each other and what s/he learns professionally is also reflected in his/her private life. For example, Ginger's personality traits directly influence how she approaches teaching and contribute to her overall teacher identity. Her passion for sharing knowledge can create a more engaging learning environment. Her helpfulness can translate into providing extra support to students and the organizational skills can be reflected in well-planned and structured lessons. Her focus on balance might show that she can create a classroom environment that is both educational and enjoyable.

I genuinely enjoy sharing my knowledge in everyday situations. Whenever I can, I help others to the best of my ability. If there's a topic beyond my expertise, I'm eager to learn more about it. Being organized and detail-oriented is a strength of mine both in my personal and professional life. I meticulously plan my daily tasks and actively avoid procrastination, and always try to do what's on my schedule. This helps me contribute to a balanced and harmonious classroom environment and personal life. This is the most significant connection between my personality and teaching style. (Ginger, Interview 1)

Ginger's response on this point was echoed by much of the cohort. Both Ayhan and Yollar's reflection deal with the concept of a reciprocal relationship between teacher identity and personal/professional lives. Ayhan noted that both professional and personal experiences contribute to shaping one's overall identity. According to him, professional qualities like patience is converted into one's personal life over time. Similarly, one's personality can influence his/her professional approach.

I think that my professional life and my private life or personality are in congruence. Because in our profession, we need to be patient and act more carefully. Over time, you carry this attitude to your private life. You not only reflect your personality in the classroom, but also your profession shapes your identity outside the classroom over time, there is a mutual interaction. We try to highlight our good sides more and suppress our weaker or negative dispositions to have better interaction with learners and colleagues. (Ayhan, Journal Entry 1)

Yollar's mention of overcoming negative traits suggests an awareness of how one's personality can impact teaching effectiveness. She emphasizes the importance of teaching methods over sheer knowledge. This might show her natural ability to connect with others and making her teaching style effective.

I have always been a didactic person. When I was at high school, in my family, whenever they wanted to learn something new, they would ask me if I already knew the subject. When I shared my knowledge with others or explained the details of something, I would have ensured to adopt a calm and patient approach. While there might have been individuals with greater expertise, the effectiveness often lies in the teaching method rather than the sheer level of knowledge. It's about bridging the gap and connecting with others. (Yollar, Interview 1)

Ayhan and Yollar's perspectives demonstrate the ongoing interplay between teacher identity and personal/professional lives. These traits may become building blocks of one's teacher identity. This mutual influence shapes how teachers present themselves in the classroom, interact with students, and develop as educators.

As teachers try to establish bonds with students and colleagues, which is an important emotional attachment for the teaching profession, they mostly agreed that it is impossible to pretend to be as a different person. Kino's experience demonstrates how family values and upbringing can lay the foundation for a teacher's identity. His qualities learned at

home might turn into a teaching style that prioritizes empathy, understanding, and student well-being.

I define myself as a devoted teacher, and my family is my role-model in this regard. Everyone in my family is very self-sacrificing and always think about each other's well-being. In fact, at some point, the environment I grew-up and lived in effected my perspective in teaching. I think this is directly reflected in my teaching, my beliefs, and my practices. For example, I always try to empathize with my students to understand the difficulties they were going through. (Kino, Interview1)

Gilamada portrayed not just his own personality, but how he behaves throughout his teaching practices. He highlighted how a teacher's personality can play a significant role in shaping their teaching style. As seen his reflection, a positive and enthusiastic disposition can translate into creating engaging lessons, fostering motivation, and building a positive classroom environment.

Personally, I am usually in a happy and delightful mood. I like living the moment. As a teacher, I'm often described as cheerful and fun, too. My classes are engaging, not tense or dull, as I strive to motivate my students. I encourage them to take risks, and even if they make mistakes, I appreciate their effort. It is the same in my personal relationships, I enjoy supporting my friends and cheer them up. (Interview 1)

On the other hand, Rose emphasized that there was a nuance between her attitudes in class and her personal life. Being a professional has a specific schema in her cognition, so she believes that there are some differences between her personal and professional attitudes towards people around her.

As a teacher, I think I am calmer, more patient, more perfectionist, but in my personal life, I am more impatient and can get nervous more quickly. For example, I can't show the same patience towards my children at home as I do to my students. Being a professional, earning money from that job, requires to be a little more meticulous. (Interview 1)

In this section, the themes of interconnectedness between personality, cultural background, and teacher identity have been explored. It has become evident that these factors are intricately intertwined, shaping the unique professional identities of EFL teachers.

3.2.3. Cognition: Beliefs about the Characteristics of Ideal and Undesirable English Teachers

The participants' ideal teacher self-perceptions were categorized into three main domains: professional dispositions, instructional strategies, and interpersonal relationships. Regarding their face-to-face or classroom teaching practices, most participants broadly mentioned specific professional characters such as 'self-discipline', 'efficiency throughout the learning process', 'competence', 'eagerness to learn and teach', 'creativity', 'helpfulness', and 'fairness'. In terms of instructional strategies, teachers highlighted the importance of 'having a strong command of pedagogical and content knowledge', 'maintaining discipline', 'integrating authentic materials', and 'implementing innovative approaches' into teaching. In interpersonal relationships, they emphasized the importance of 'being approachable', 'cheerful', 'tolerant', 'inspiring', and 'having a good rapport with students and colleagues'. While participants acknowledged that 'being friends' with students was not advisable, they believed that having a 'friendly manner' could contribute to a positive learning environment.

The desire 'to touch and influence students' lives positively' was a common theme with teachers. They expressed that having positive opinions about learners was encouraging. They also emphasized that the teaching profession requires 'love and respect', suggesting that those who do not enjoy teaching cannot be effective teachers. Furthermore, all of them indicated their aim to be a teacher who does not offend students and can inspire a desire to learn. They stressed the importance of treating students 'equally' without discrimination.

Kino sincerely alleged that his biggest motivation to choose this occupation was "being a teacher who somehow touch and influence the lives of students." (Journal Entry 1) He also mentioned that this was his ideal teacher description in a classroom. Ginger elaborated on her ideal self, which served as a sign for both aspiring and practicing teacher. The description encapsulates her objectives, values, and goals, shaping her professional identity.

When I first entered the teacher education program, I envisioned the kind of teacher I wanted to become. Years later, upon reflection, I realized that I have largely achieved

those goals. I aimed to excel in my role, maintain discipline, be productive with my students, and foster positive relationships in the work environment, all of which I believe I have accomplished. One difference, however, is that I initially thought I would be like a friend to my students, always saying yes to their requests. However, I quickly learned in those early years that maintaining a professional distance is important. (Journal Entry1)

Aylin said that “My ideal teacher-self embodies a deep passion for teaching and guiding others. In class, I am the person I dreamt of; nothing more, nothing less. I have always wanted to be such a teacher and I live it.” (Interview 1) Rose clarified her definition as “I think I am a teacher as I wish. I am a teacher who offers more opportunities to students, never discriminate between students, and treats them equally.” (Journal Entry 1) Aylin's statement indicates her ideal self is not just an aspiration but a lived reality, fully integrated into her teacher identity. Similarly, Rose's definition illustrates how the ideal teacher self can provide guiding principles for professional practice, shaping her teacher identity around equity and opportunity for students. These reflections showcase that the ideal teacher self is not just a theoretical concept. It can be a powerful force in shaping teachers' identity and guiding their professional actions.

Pinhan reflected on her experience as a language learner, and she provided a unique description of her ideal teacher self;

As a language teacher, I aim to enrich my lessons with personal interests like favourite authors, songs, books, movies, or travel experiences. However, when students aren't engaged, I feel disappointed. I strive to cultivate their curiosity, introducing English songs, movies, and encouraging a broader cultural interest. For me, highlighting the practical use of language in real life is crucial. It's how I envision an ideal language teacher, showing students that learning English can open up new opportunities, much like it did for me, motivating me to learn the language. (Interview 1)

This exceptional interpretation of the Ideal Language Teacher Self provided by Pinhan basically shows the meaning attributed to the language teaching profession by her. Her teacher identity construction may be interpreted by considering this definition; she has evaluated her occupation not just as a profession but as a tool extending the world view of the learners. Equally, a veteran teacher, Ayhan believed that his ideal teacher self depends on stimulating learners' desire to learn a language and he described the same phenomenon by saying;

My ideal language teacher self-strives for continual improvement in language proficiency and teaching methods. I aim to inspire students to learn beyond the classroom, fostering a thirst for knowledge and maintaining their motivation. I aspire to be a guiding figure, emphasizing the importance of language learning and nurturing positive emotions in my students. I've largely achieved this throughout my teaching experience. (Journal Entry 1)

Ayhan demonstrates how a well-defined ideal teacher self can serve as a roadmap for a teacher's professional development. By striving to achieve his ideal, Ayhan has actively shaped his teacher identity and has become the kind of teacher he envisioned.

Regarding Feared Language Teacher Self, the findings clearly showed that EFL teachers had some mental images whilst describing their feared language teacher self. It is frequently stated that they disliked teachers who “humiliate students, demotivated them, did not communicate, and did not use initiative on behalf of students”. The findings showed that the participants were afraid of being a teacher who was “resistant to change”, “dull the ability to develop”, and “not guide students consistently”. In another example taken from the first journal entry, Çiçek set down that “The teacher I disliked was a university professor. He would read from materials prepared years ago and then ask if we understood. If he didn't get a response, he would make offensive remarks. I never wanted to be like him.” (Interview 1)

“Being out of date”, “lazy”, “irresponsible”, and “doing the job just for a regular income” were also mentioned as feared teacher self-characteristics. Moreover, they believed that such teachers needed to be supervised to be able to continue their duties. Ayhan wrote that “One of my high school teachers exemplifies the feared teacher self. While adept at solving problems using memorized formulas, he lacked practical intelligence and initiative, often struggling in situations requiring adaptation or student-centred approaches. His metaphor was also noteworthy “Those unwilling to change hinder their capacity for growth. Adhering strictly to principles without flexibility leaves gaps akin to ice cubes in a jug, relegating one to the least favoured position.” (Journal Entry 1)

Yollar portrayed her Feared Language Teacher Self by providing an instance from her personal experience as a secondary school student “My music teacher was incredibly rude, often humiliating and demotivating students. All he taught me was the treble clef! I

aspire to be nothing like him. He was certainly not a role model teacher” (Journal Entry 1). Gilamada shared another remarkable experience while describing the phenomenon

During high school, I had a negative experience with a teacher who created a very uncomfortable learning environment. His comments were often belittling and mocking, especially towards language students, suggesting they were not smart enough. His behaviours affected my learning efficiency negatively, and I never want to follow his teaching style. (Journal Entry 1)

3.2.4. Contextual Factors: Institutional Well-Being and Communities of Practice

As stated by van Lankveld et al., (2017) work environments fostering collegiality and support positively impact teacher identity. In such departments, teachers report feeling valued as part of a collaborative team that prioritizes teaching excellence. They benefit from opportunities to discuss educational matters with colleagues, fostering a strong sense of community. This environment also facilitates mutual emotional and practical support. However, certain organizational characteristics constrain teacher professional identity development. These include intense departmental competition, hierarchical structures with low trust, and an institutional emphasis on research productivity over teaching excellence. In such environments, teachers may experience professional isolation, reluctance to collaborate with colleagues, and a perception that career advancement canters solely on research output, neglecting their teaching contributions.

A highly competitive work environment can negatively impact EFL teachers, leading to feelings of isolation and deterring the development of a strong professional identity. However, this study revealed a key finding: the EFL teachers reported a lack of academic rivalry or discrimination within their institution. This supportive context fostered collaboration and a strong sense of belonging. Teachers readily sought help from each other, particularly during the challenges of online learning, demonstrating the benefits of a collaborative approach. All EFL teachers emphasized the peaceful and positive atmosphere fostered by the lack of academic rivalry, which reduced stress and allowed them to approach their work with more positive feelings and thoughts, as mentioned by Pinhan.

In the School of Foreign Languages, the absence of rivalry related to academic advancement creates a peaceful working environment compared to other faculties. Here,

the issues we mention as unfair are quite insignificant when compared with other schools. This situation enables us to continue our professional life with more positive feelings and thoughts. While I may have complaints about the limitations of online education, overall, I am content and happy to work here. (Pinhan, Interview 4)

The absence of competition promoted a collaborative spirit (Rose and Çiçek). Teachers felt comfortable with sharing knowledge and seeking support from colleagues. This collaboration permits a quicker skill development which was specifically stated by Rose.

I do not like competitive environments, as I believe this atmosphere badly effects interpersonal relationships. My context has indeed fostered a more collaborative and supportive environment. Moreover, the absence of a hierarchical relationship in my school positively influences my perspective on my career and professional development. I could develop my teaching skills quickly because of the intimate experience I gained in time. (Rose, Interview 4)

The lack of pressure to compete for advancement allowed educators to prioritize teaching excellence and focus on building stronger interpersonal relationships (Yollar and Çiçek). Being in a fair context fostered a sense of equality where everyone contributed. This reassuring context provided a contribution to the development of a stronger teacher identity. They felt valued for their contributions and supported by their colleagues. Moreover, reduced isolation (Yollar) and a focus on human relations (Çiçek) contribute to a sense of belonging and professional community. Yollar emphasizes the importance of maintaining group harmony, suggesting a culture where individuals prioritize the overall well-being of the team over individual achievements.

There is no academic competition within the institution. Instead, there is a sense of tranquillity stemming from the equality among individuals. While occasional peculiar behaviours may arise among our colleagues, in such a large group, these instances are often overlooked. The predominance of individuals striving to uphold group harmony results in a primarily positive atmosphere. (Yollar, Interview 4)

As understood from Çiçek's reflection, the absence of academic competition and the perception of equality within the institution contribute to a positive and collaborative work environment. This, in turn, might strengthen teacher identity by fostering a sense of belonging, support, and shared purpose among educators, particularly during challenging times like online learning.

The absence of academic rivalry is a factor in the development of positive relationships because none of us are trying to stand out. For example, the absence of a race to move to higher positions eliminates the worry of trying to stand out in our school. This, of course, encourages more cooperation resulting from everyone being equal in terms of professional title. We work in an environment where human relations are at the forefront, which makes mutual aid easier. If we had a hierarchy, we wouldn't be able to ask everyone for help so easily in this chaotic period. (Çiçek Interview 4)

The experiences of EFL teachers at SFL offer a compelling investigation for understanding the impact of work environment on teacher identity through the lens of Bourdieu's sociological concepts. Examining habitus, field, capital, and hysteresis provides valuable insights into how the SFL context fosters a collaborative and supportive atmosphere that strengthens teacher identity. The lack of academic competition at SFL provides a shared habitus among teachers, one that prioritizes collaboration over competition. The absence of a hierarchical structure and an emphasis on research that doesn't overshadow teaching excellence help teachers to construct such a CoP. Unlike some institutions where teachers' ingrained dispositions (habitus) might be shaped by competition for advancement, the SFL context allows for a more adaptable approach, readily embracing collaboration as a means for professional growth.

As mentioned by the participants from various career stages the SFL, with its focus on collegiality and support, represents a distinct field within the larger educational landscape. This fair professional context incentivizes collaboration and knowledge sharing, fostering a sense of community and mutual purpose among teachers. The lack of competition doesn't translate to a lack of cultural capital within the SFL. Instead, a new form of cultural capital emerges – expertise in online pedagogy and willingness to share knowledge with colleagues. Teachers like Rose explicitly mention the benefits of a collaborative environment in accelerating skill development. They highlighted the exchange of cultural capital that occurs through collaboration.

Beyond the benefits of a collaborative community, working with other instructors at the university level positively impacts teachers' identities. Ayhan and Çiçek, who were senior career teachers, emphasized the importance of being in a professional environment, which is full of English teachers. They considered the beneficial conditions provided by the field to their personal and professional development. Ayhan's experience stressed the

transformative power of CoP in shaping teacher identity and habitus. The transition from a solitary teaching role to an active member of a professional community provided the necessary conditions for professional growth, increased self-confidence, and a stronger sense of belonging. Being the part of a community where Ayhan could compare and share experiences with peers provided a sense of recognition and validation. These are the essential elements for a strong teacher identity.

In my previous schools, I was the only English teacher, so there wasn't a challenging environment or professional goals. The students had low language proficiency and motivation, and I lacked colleagues to compare myself with or share experiences. These schools did not significantly impact my professional development or help shape my vision. However, when I started working at the School of Foreign Languages, I joined a large group of English teachers. The competitive environment and the opportunity to share and learn from colleagues pushed me to improve my teaching. Over time, being part of this community increased my self-confidence, and I felt safe among my colleagues. (Ayhan, Interview 4)

Being in a community of English teachers allows for the adaptation and internalization of shared norms and practices. The collective habitus constructed within the institution shapes how teachers perceive and respond to their professional environment. Çiçek, a senior career teacher exemplified this interpretation. Her community of English teachers facilitated better communication, effective problem-solving, and mutual support. Moreover, within the field (SFL in this context) they have the collective habitus reinforcing professional norms and values while contributing to continuous growth and building a positive and confident teacher identity.

Being in an environment composed entirely of English teachers has a significant impact on our ability to better understand and communicate with each other. As a team doing the same job, it is easier to understand each other's problems and we can help solve these problems more effectively. This becomes a factor that strengthens working together and contributes to our development of each other. (Çiçek, Interview 4)

Middle career teacher, Pinhan underscored the importance of collaboration and mutual interaction among all units of the CoP by saying “I try to collaborate as much as possible. I can develop constructive and positive relationships with all units of CoP if we share a common ground. I try to encourage mutual positive interaction in my relationships.”

(Journal Entry 4) While Ginger signified the value of having corporate memory and job security as the constructs of a flawless CoP.

I feel safe in every sense in my institution. This means knowing that those around me will not consciously cause harm and that I am supported and accepted. It is also important that we are assured of work continuity. We work in a state school and not afraid of being made redundant next year. This allows us to take more ownership of the institution and to shape our corporate memory by working in the same place for a long time. (Ginger, Interview 4)

These elements mentioned by Pinhan and Ginger create a positive and stable environment that supports professional growth, strong teacher identity, and a collaborative habitus which promotes a positive work environment. In such an environment teachers feel encouraged to contribute and engage with their peers. Furthermore, the development of corporate memory indicates a stable and continuous habitus which allows teachers to develop long-term relationships and deep-rooted practices that benefit the institution and its members.

Rose, who was from the same group, described her CoP as “We are like the pieces of a jigsaw puzzle, so we all have some roles in our community. (Rose Journal entry 4) Using the metaphor ‘jigsaw puzzle’, she tried to emphasize the interconnectedness among the members of CoP like pieces of a jigsaw puzzle fit together to form a complete picture. This metaphor highlights the importance of each member's role in contributing to the community's overall success and emphasize that teacher identity is co-constructed through these relationships. The collective habitus, shaped by internalized norms and values of cooperation and mutual support, reinforces the community's effectiveness and the well-being of its members.

The exploration of three early career teachers' experiences highlighted the crucial role of collegiality in their professional development. Several key themes such as “importance of collegiality”, “support and assistance”, “encouragement in professional development” and “reciprocal relationships” emerged from their reflections. They underlined the significance of learning through shared experiences and the value of CoP in facilitating professional growth. The exchange of knowledge and shared learning within these communities were identified as a critical component of their development. The support

received from colleagues and the institution was pivotal. Access to valuable knowledge and assistance with problem-solving were frequently mentioned as essential factors in shaping teacher identity.

The interplay between the individual and institution was another issue. This reciprocal relationship not only enhanced professional well-being but also played a vital role in shaping EFL teacher identity. The sense of belonging and mutual support within the CoP were instrumental in their professional journey. Kino's reflection was incredibly detailed.

Thanks to my institution and my colleagues, I've had the opportunity to learn that teaching can never be learned solely from books but rather through shared experiences and active participation into communities of practice. I have many valuable colleagues. I have always benefitted from their professional experience and classroom management understanding. I feel lucky in that regard. If I asked a question, I found the answer. Whenever I had a problem, the administrators would help me. I also try to contribute to the institution by working in various commissions and carrying out administrative duties. In my professional community, experiencing positive treatment, acceptance, respect, and love, as well as receiving help and support, constitutes a significant source of strength for a young teacher at the beginning of the career. (Kino, Interview 4)

Gilamada (Interview 4) spotlighted the sense of belonging and integration within the institution by mentioning the importance of personal relationships and a sense of belonging. He expressed an initiative-taking approach towards becoming an integral part of the workplace, indicating a desire for deeper involvement and connection within the professional community. Additionally, his dedication to the institution and willingness to invest are accentuated that an intense sense of belonging motivates increased commitment and adaptability to new situations.

I am a part of the institution; I feel this belonging. It's essential for me to have my friends/colleagues from my inner circle around me to take their advice or to benefit from their experiences. I usually strive to become an integral part of the place where I work. Establishing communication and feeling a sense of belonging are important to me. When I like the community and have strong bounds, I cannot see it merely as a job; I don't hesitate to put in effort. So it becomes easier to be able to adopt new situations. (Gilamada Interview 4)

As another early career teacher Aylin also mentioned the value sense of belonging within the educational institution. For her, the colleagues had a significant role fostering a sense of belonging, and they are the primary source of support and camaraderie within the institution.

I feel a sense of belonging in the institution where I work. Among the administrators, teachers and students who are members of an educational institution, my colleagues are undoubtedly the ones who make me feel this feeling the most. The presence of my colleagues who always help me when I have a problem, or a question makes stronger my feeling of belonging. (Aylin Journal Entry 4)

The identification of EFL teachers with the institution, portraying it as a significant part of their professional and personal identity was a pioneering theme for EFL teachers from all career levels. For Yollar, there was a profound sense of belonging and ownership towards the school. She indicated a strong attachment to the institution. Her emotions suggest a deep-rooted connection that goes beyond professional obligations. Moreover, this bond contributes to the teacher's identity within the school community. The development of a sense of belonging and ownership over the years highlights the dynamic nature of habitus. As Yollar's relationship with the school has evolved, her habitus has adapted to reflect an established commitment to the institution's community and values.

I have a sense of belonging and ownership that has developed over the years, so the rest is not my concern. No matter what is said, no matter what anyone does, I feel that I am a part of this school. The soul of the institution resides within me, and I am an integral part of it. (Yollar Interview 4)

Similarly, Ayhan expressed a profound sense of belonging and contentment within the SFL, highlighting a strong affiliation with the institution and a feeling of safety and peace. His connection fosters a sense of ownership and loyalty, reinforcing Ayhan's professional and personal identity as a member of the school community. His increased engagement and time spent at the school contribute to a robust teacher identity and a habitus characterized by commitment and adaptability.

In the SFL, I feel a part of this place and this community. (Ayhan Journal Entry 4) I am happy, safe, and peaceful here. Under all circumstances and conditions, I have never complained about working at this school. Many of my colleagues leave the school as soon as they finish their classes; they need to spend time with their family and deal with other

responsibilities. However, I spend most of my time at school as I leave alone, so I feel more connected and a sense of ownership towards the institution. Perhaps it helps me establish a stronger bond. (Ayhan, Interview 4)

Kino emphasized the significant influence of leadership, administration, and the school's vision on his sense of happiness and fulfilments. The alignment of personal values and vision with those of the institution enhanced Kino's professional identity and contributed to a sense of pride in being associated with SFL. This orientation strengthens the teachers' commitment and investment in the institution, shaping their professional identity.

I belong entirely to this context. This feeling really affects me. When I got a job here, I thought: If I had gotten a job somewhere else, maybe somewhere more prestigious, I wouldn't be this happy. Truly, what makes me feel this way is the leadership at that time, the administration, and the vision of the school. Speaking the same language and looking in the same direction with the people around me makes me feel safe and valuable. Also, it is a great advantage to have the people I love around me. At that time, as a newly graduated person with only one year of teaching experience, my colleagues guided me very well. They always made me feel valued both professionally and as an individual. Being treated positively, receiving respect and love, help and support is a tremendous source of strength for a young teacher. I am proud to be a lecturer at SFL. (Kino, Interview 4)

As the present research employs an interpretive phenomenological analysis lens, understanding the essence of participants' motives for choosing the university context and their experiences during their teaching careers is essential. Therefore, detailed discussions were conducted with the EFL teachers regarding their reasons for becoming university teachers and the motivations behind it. They shared their experiences of working in different settings before becoming instructors at a state university. Their reflections mostly involved comparisons of different contexts in which they worked. The findings revealed that the main reasons for choosing the university context are the “academic and intellectual environment”, “professional development opportunities”, “continuous learning support”, “opportunities for sharing expertise”, “diversity and collaboration” and “job security”.

A supportive environment fosters a sense of belonging and collegiality, which can contribute to a teacher's overall well-being and professional identity. A veteran teacher

Yollar (Interview1) explained her first teaching experience as “at my previous workplace- a private college-, I faced criticism for introducing new activities and felt unsupported. At the university, however, I found fulfilment as a language teacher due to my colleagues' encouragement and open sharing of experiences.” Her experience highlights how the school environment plays a crucial role in shaping teacher identity. Supportive colleagues, opportunities for growth, and a sense of belonging all contribute to a positive and fulfilling teaching experience. In a similar manner, another senior career teacher, Ayhan's journey demonstrates how a supportive and stimulating school environment can reignite passion for the profession, promote professional growth, and foster a strong, dynamic, and evolving teacher identity.

The previous institutions where I worked lacked professional challenges and defined goals, with students showing low language proficiency and motivation. These schools did not contribute to my professional growth or vision, and I mostly spent my energy on disciplining children. However, at the university, I found renewed enthusiasm for the profession and enhanced my skills. The supportive environment here encourages expanding our horizons, filling knowledge gaps, and learning from our surroundings. (Ayhan, Interview 1)

Learner motivation was a central concern for EFL teachers. Some (Ginger, Kino, Rose , Interview 1) faced difficulties motivating students who lacked goals and aspirations in previous teaching environments, such as high schools or private language courses. They were also reluctant to continue teaching at the primary or secondary level due to the challenging atmosphere and a lack of interest in working with younger students. It is repeatedly stated that working in a university environment is a distinguished career, characterized by supportive colleagues and a focus on academic and cultural development. For example, Kino's reflection emphasizes that teacher identity is a dynamic construct shaped by hands-on experience and fostered by a supportive school environment.

Thanks to my present institution and colleagues, I learned that teaching cannot be mastered from books alone, but through hands-on experience. My previous teaching experience at a vocational high school lasted only one-year, insufficient time to develop a teaching identity. Identity is a concept that evolves over time, and for me, it continues to evolve daily. The university context is what shapes my professional identity. (Kino, Journal Entry, 4)

One mid-career teacher, Rose, initially had not considered teaching as a career but was drawn to the academic environment of a university and the opportunities for personal and professional growth. Kino appreciated working with young adults, helping them develop their skills and knowledge, and the respect and recognition that came with being a university English instructor. Ayhan, Ginger, and Aylin emphasized the job security, possibility of tenure, and long-term commitment offered by the university context. Career advancement, with opportunities for development in rank and responsibilities, was also seen as an advantage of working in the university field. For two EFL teachers, staying current with language teaching methodologies and innovations and enhancing skills through ongoing professional development was more feasible at universities. Additionally, having greater access to and opportunities for attending language-related workshops, conferences, and seminars was another reason for all participants to choose this context (Pinhan and Çiçek).

Pinhan's perspective highlights how the school environment, with its resources, colleague network, and overall culture, significantly impacts teacher development and influence the formation of a strong teacher identity.

I believe working at the university is prestigious and academically valuable. When I meet my classmates from the ELT department, I notice a distinct difference in development. In the university context, I constantly improve my teaching pedagogy and English skills. However, my friends working in different institutions, especially in Ministry of Education schools, have not developed at the same level. This disparity can be attributed to their school's environment, resources, and the qualifications of their colleagues. (Pinhan, Interview 4)

3.2.5. Interpreting EFL Teachers' Identity in the Field of Face-to-Face Teaching: The Nature of Habitus and Capitals

This study investigates EFL teachers' habitus, the classroom environment they operate within, and the evolution of their teacher identity. Habitus is described as linked to personal history; individual histories are indicative to understand the concept of habitus. It is characterized by its absorbency and awareness to the ongoing actions in the social environment. It is not merely a passive recipient of external stimuli. However, it actively

internalizes and incorporates current circumstances and form an additional layer atop those acquired through prior socializations (Reay, 2004).

As Bourdieu (1972) clarifies, the dynamic and recursive process highlights the interactive nature of habitus in shaping an individual's responses and orientations across different social contexts and experiences. Furthermore, habitus is enduring and adaptable and allow individuals to navigate cultural norms in various manners. In the context of teaching, teachers' professional identities are shaped by their habitus. Their experiences, current circumstances and the individual ingrained dispositions are the main factors influencing their decisions regarding their pedagogy. This interplay emphasises the dynamic and leading role of habitus in guiding teachers' responses and choices within an educational context (Feldman, 2016; Reay, 2004; Webb et al., 2002).

It is gained from the data that the sense of belonging and mutual support becomes a part of the teachers' habitus. Their identity as teachers is shaped by the norms, values, and practices of the professional community. Then, they internalize these norms and enact in their daily professional lives. The encouragement and support for professional development also foster a habitus that values continuous learning and growth. The EFL teachers in this field develop a disposition towards seeking opportunities for professional improvement and supporting others in their development. Besides, the internalization of collaborative and shared learning practices becomes a part of the teachers' professional habitus. The norms and values of collegiality shape their dispositions and behaviours in their professional roles.

To gain a deeper understanding of teachers' habitus, a metaphor elicitation technique was employed. EFL teachers were invited to complete the sentence "An English teacher in an actual classroom is..." using metaphors. This approach yielded valuable insights. By analysing the metaphors chosen by teachers to describe themselves in a traditional classroom setting, I gained a deeper understanding of their habitus. In this case, the classroom is the field, and the metaphors chosen by the EFL teachers would reveal the dispositions and skills they considered most important for success in that environment.

The findings of the metaphor elicitation revealed that EFL teachers described being an English teacher in the actual classroom is like being "a guide for those who want to learn"

(Pinhan) or “a mentor (Aylin) who is showing the particular route of language learning or helping students make decisions about their own learning process” , “a counsellor directing students to boost life-long learning and showing them the ways of using the target language” (Ayhan, Kino), “a performer or a showman on the stage having various roles considering the dynamics of each student group” (Gilamada), “a horticulturist caring the progress of students” (Yollar), “a map maker navigating students” (Rose), “a conductor who facilitates the learning experience in a harmonious way” (Çiçek), and “an explorer always searching for the new dimensions of teaching” (Ginger). Participants also mentioned that being a teacher involves “passion”, “energy”, and “creativity” to be a good role model and to develop students' skills. For Kino, Çiçek, Aylin and Yollar, it was “a dream job” requiring patience and an interesting personality with a broad general knowledge. According to three EFL teachers (Kino, Pinhan and Yollar), English teachers do not just teach a subject, but also “open doors to new cultures and worlds”. While some of the participants (Rose, Gilamada, Ginger, Ayhan) had not initially planned to become teachers, the positive impact on students and the satisfaction of seeing the results of their efforts made it a “rewarding profession both socially and financially”. Ayhan also added that “We should not forget that learning is an ongoing process and that life itself is a process of formation. Because of this, my role as a teacher is to accompany my students to walk on this way”. There was another significant simile used to describe being a teacher

Motherhood and teaching are intertwined in my life; both involve guiding rather than simply instructing. I see similarities between raising a child and teaching, as both roles entail introducing life and providing a framework for learning. My responsibility is to create an environment where both my students and my own child can learn, gain experiences, and comprehend the world, emphasizing guidance over direct teaching. Motherhood significantly influenced the evolution of my teaching identity. Having a child provided me with insights into their life beyond the classroom. This experience enhanced my ability to empathize with my students' lives outside of school, helping me recognize the importance of their experiences beyond the classroom in their learning process. (Pinhan, Interview1)

There is a clear connection between the metaphors used by EFL teachers and their habitus. The interpretation of the metaphors used by the participants show that the teacher had an

autocratic role and always in the centre of the teaching process; leading students and following them is the main duty of an EFL teacher. In that respect, habitus serves as a foundational influence on teachers' professional identity and explain how they perceive themselves. It also shows the strengths and weaknesses of EFL teachers and the commitment they find in their work. The dispositions gained through the interaction between the agent and the field are remarkably determinant in terms of interpreting and navigating teachers' roles within their educational landscape over time. Therefore, EFL teachers provide various metaphors to portray different aspects of the multifaceted roles of a teacher and to highlight the transformative impact they had on their students.

Each metaphor disclosed the nuanced ways in which individual natures shaped professional identity. Although they had been describing the same occupation, the dispositions they had affected them to emphasize different areas of expertise. Actually, they mostly mentioned the areas where they feel more competent. Furthermore, the dispositions ingrained in their personal habitus identified to the overall sense of purpose that teachers embraced on their profession. Their motivation for teaching, priorities in education, and the impact they desired to have on students were declared implicitly by the metaphors they had chosen. The metaphor choices of these EFL teachers might appear differently due to their own educational experiences, their perceptions of language teacher ideal self, and the teacher images in their cognition. Analysing the metaphors used by teachers before the advent of online learning provides valuable insights into the core of their professional identity within the traditional classroom setting. This understanding serves as a crucial starting point for exploring the impact of online learning on this identity in the next step.

Metaphors show us not only the subconscious beliefs but also expose the views and attitudes that underlie intentionally held opinions. For example, Pinhan's experience demonstrates how a teacher's personal experiences, particularly those within the family context, can significantly influence her professional identity through the concept of habitus. The skills, values, and dispositions developed in one field can be readily transferred to another. They also might shape how a teacher interacts with students and guides their learning.

This investigation revealed the capital reservoir of EFL teachers. Examining access to various forms of capital, including economic, cultural, social, and symbolic, provides insights into how these factors significantly shape a teacher's professional identity and career satisfaction. For the EFL teachers in this study, coming from middle- or low-income backgrounds, a university degree represented a significant gain in cultural capital. This cultural capital could then be converted into economic capital through a stable teaching income. The university environment itself further enhanced their cultural capital by providing opportunities for personal and professional growth. Working at a university also fostered valuable social capital through supportive colleagues and friendships. Finally, the prestige associated with being a university instructor presented symbolic capital, a sense of respect and recognition within the profession. In essence, possessing these multifaceted forms of capital collectively contributed to the EFL teachers' professional identity development and overall career satisfaction.

3.3. EFL Teachers' Identity in the Time of Hysteresis: Habitus, Field and Capitals

Change in habitus and field is inevitable. When a shift in the field triggers a harmonious change in habitus, the effect of this gradual evolution on the individual and the society would be smooth and tolerable. However, if there is a kind of lag between the change in field and habitus, this leads into hysteresis which refers to the “disruption between habitus and field and the consequences of this over time” (Grenfell, 2008, p.132). Capital in change times can simply help the individual to adapt the new field and habitus. This is related to the idea that “it is the people who are richest in economic capital, cultural capital and social capital who are the first to head for new positions (a proposition which seems to be confirmed in all fields, in the economy as well as in sciences” (Bourdieu, 1996, p. 262).

3.3.1. Experiencing Identity Struggle in Classroom: Challenges in Creating an Effective Learning Environment

The second cycle in the metaphor elicitation task was to unearth teachers' perception of their new identity in hysteresis during ERT. This new identity is different from the identity defined in accordance with the habitus generated through face-to-face teaching. When EFL teachers were asked to describe ‘an online language teacher’ using metaphors,

they used the metaphors such as “a prisoner twisting in the grip of agony who is stuck in front of a screen” (Ginger, Interview 3), “a comfy couch” (Ayhan, Interview 3), “a lonely striker who is fighting against technology” (Kino, Interview 3), “stone of patience has to deal with lots of variable at the same time” (Çiçek, Interview 3), “an IT technician” (Gilamada, Interview 3), “an artificial limb which was replicated the form and function of natural way of teaching” (Rose, Interview 3), “a hologram which can be turned on and off” (Yollar, Interview 3), “a gatekeeper crawling among the tabs and struggling with the digital facilities” (Pinhan, Interview 3). Aylin did not use a metaphor, but she described the phenomenon as the easiest version of teaching.

When juxtaposing the metaphors teachers used to describe themselves in distinct teaching contexts (face-to-face classroom and emergency online teaching), it is straightforward to see how and why their perciepency has changed. In the field of actual classroom, they choose metaphors concentrating on the roles of a teachers such as being a guide, a mentor, a counsellor, a horticulturist, and a map maker. These self-generated metaphors show that EFL teachers evaluate themselves as competent and efficient to lead and guide the learners in many ways throughout their language learning process and follow learning outcomes in a proper way. The metaphors used (guide, mentor, counselor, etc.) showcase a strong sense of agency, competence, and control. Teachers see themselves as actively shaping the learning journey of their students in a traditional classroom setting.

Metaphors used to depict online teaching experiences, such as feeling like a prisoner, a lonely striker, a stone of patience, or an artificial limb, often carry negative connotations or evoke fragile emotions. These metaphors typically suggest feelings of isolation, frustration, and a sense of losing control in the online setting. They mostly signify a notable shift in self-perception. This shift can be attributed to hysteresis, which arises from the mismatch between the traditional teaching field and the new emergency online teaching context. Hysteresis, as depicted above, describes a situation where an individual or a system does not immediately adapt to a new environment. The teachers' existing habitus, developed in the traditional classroom, does not perfectly correspond with the demands of online teaching. As a result, the skills and dispositions cultivated in the physical classroom may not be seamlessly transferred to the online learning environment.

This mismatch between the face-to-face classes and online lessons contributes to feelings of inadequacy and a struggle to maintain a positive teacher identity.

The student-teacher bond encompasses the dialogic interaction within the educational environment, ranging from the closeness and rapport between students and teachers to addressing students' disinterest in learning English. This interaction reflects teachers' dedication and their evolving sense of social responsibility, as they strive to understand and support students despite various challenges (Salinas, 2017). In the field of online teaching and learning, the nature of classroom interaction is redefined. The view reflected by Ginger can be considered as the essence of the experience held by the EFL teachers in this study. She summarized her lived experience as follows: "In online learning, the more our student allows us, the more we are likely to intervene in their learning." (Ginger Interview 5a)

It is clearly understood from this reflection that, in the context of online learning, a direct correlation exists between student permission and teacher intervention. The nature of online learning imposes less direct interaction between teachers and students. This deficiency blocks teachers' ability to monitor student progress and provide necessary guidance. Establishing an effective learning environment in online learning requires open and transparent communication between teachers and students. Both parties must collaborate to raise the amount of interaction. However, the findings showed that EFL teachers in the present study had hysteresis in terms of establishing this relationship and interaction.

Concerning the student- teacher bond, the findings highlighted the paramount significance of robust interaction in language learning environments. Depending on their lived experiences, all EFL teachers from different career stages underscored the distinctive emotional connection fostered within this context. For them this bond significantly contributes to the cultivation of a supportive and enriching language learning ecosystem for both students and teachers. As understood from Pinhan's reflection, the transition to online learning modalities disrupted the classroom dynamics, leading to a dearth of the emotional and intellectual sustenance.

In online education, I've noticed a slight distancing from my students, and naturally, the impact of student presence on my professional identity has diminished. While in face-to-face interactions, I used to have more intense communication with them, feeling deeper emotions and learning from them, leading to more shared experiences. So, with the transition to online education and the slight disruption in communication, I've also felt a decrease in their effects on me. It's as if they don't occupy as much space in my life as they used to. (Pinhan, Interview 5b)

The sudden shift to ERT carried potential ramifications for the professional identity construction of EFL teachers. The diminished intensity of interaction had a profound impact, causing a sense of disconnection or hysteresis among teachers. The absence of the emotional and intellectual nourishment previously derived from student interaction influenced their self-perception as language teachers and effectiveness in facilitating learning outcomes.

Another middle career teacher, Rose used the analogy of the “orchestra conductor” to underline the potential shift in teacher identity within online learning context. The teachers felt less control over the learning environment compared to a traditional classroom setting. The inability to identify and address student disengagement in real-time restricted Rose’s ability to intervene and guide students towards active participation.

In face-to-face learning context, our role can be like an orchestra conductor and we can set the classroom environment by taking some criteria into consideration. For example, to support peer learning, we used to include the pair/ group works. However, we don't have so many options for peer learning in e learning setting. So some students can be more passive and prefer just listening to the teacher or doing something else and we are not able to help them if they don't ask. (Rose, Journal Entry 3)

Kino and Gilamada, who were early career teachers, argued that interaction in language classes is more intense compared to other subjects. For these teachers, the collaboration was essential for both student success and creating a successful learning environment. They also highlighted the importance of emotional contact in language classes and expressed concerns that online education disrupted this interaction. They had a loss of both emotional and academic nourishment.

Interaction in language classes is always more intense compared to other subjects. Without this interaction, I don't believe it is possible to succeed in a language class or to

create an effective learning environment for both students and teachers. The emotional interaction in language classes is also typically very strong, but the online education process has almost eliminated it. In the school environment, we were constantly nourished both emotionally and academically; we were nourished by our students, and our students were nourished by us. However, we have lost all these benefits in the online context. (Kino, Interview 5b)

The traditional role of EFL teachers involves significant interaction and personal engagement with students. This role is challenged in online settings where direct communication and engagement are limited. EFL teachers need to redefine their professional identity to adapt to these constraints. The importance emotional interaction in language classes indicates that teachers see themselves not just as educators but also as facilitators of personal and emotional growth. Therefore, the lack of these interactions in online settings might conduce a sense of loss and weakened professional accomplishment. Gilamada's reflection verified the interpretation based on the general view of the participants.

Teaching subjects that require minimal interaction and do not involve discussions might be easier for teachers in online education. However, for language classes that necessitate one-on-one communication with students, teaching online involves much more than simply posting lecture notes on the internet. In these classes, even making eye contact with students is crucial. However, EFL teachers are now faced with the challenge of teaching a group of students who refuse to turn on their cameras and insist on keeping silent . (Gilamada, Journal Entry 3)

Two middle career teachers Pinhan and Ginger shared their observations suggesting that the online learning context presented significant obstacles in fostering the same level of collaboration and engaging all students, compared to the perceived ease of doing so in a physical classroom. Pinhan's observation about being close to the most interested and communicative students reflects a shift in her teacher identity. In online settings, teachers may find themselves focusing more on students who actively participate, which can create a selective engagement procedure. However, this attitude contrasts with the more inclusive approach often possible in face-to-face settings.

In e-learning, a collaborative environment is possible with 3-5 students in each class who are interested and conscious, but not with all of them. There is a contact person in each

class who shows the most interest, and I am able to be close to those who are constantly in communication. (Pinhan, Interview 4)

Similarly, Ginger's insight into the importance of physical proximity in engaging reluctant students underscores a fundamental aspect of teacher identity. In face-to-face settings, teachers often rely on their presence and physical cues to foster a supportive and engaging learning environment. The transition to online learning disrupts these dynamics, challenging teachers to find new ways to connect with students.

Online education created a barrier to classroom communication. In face-to-face classes, even if a student is reluctant or unwilling to participate, there is a chance to engage that student by being physically close and adapting activities to their learning style. However, this chance is much lower in online learning. (Ginger, Interview 4)

The firsthand experiences of EFL teachers revealed the stark contrast between teaching in a physical classroom and online learning environments. In the physical context, the teacher was immersed in a vibrant and connected learning space, where verbal and non-verbal cues such as conversations, eye contact, and body language provided real-time feedback and informed adjustments in teaching strategies. However, the sudden transition to ERT presented a distinct challenge. The physical barrier of the screen created a sense of isolation and uncertainty. The absence of direct interaction and visual cues made it difficult to assess student engagement and adapt teaching approaches accordingly.

The paradigm shift from a dynamic and interactive classroom to a more isolated online environment was disorienting for teachers, leaving them with a sense of loss and longing for the immediate connection and engagement characteristics of face-to-face instruction. It is clear that, this loss of connection altered the field in which they operated and their position within it. One of the senior career teachers, Çiçek used a striking metaphor while reflecting on her experience;

If I had a magic wand, I would impose the requirement to join live broadcasts and the requirement to turn on the camera. When their cameras are on and most of the class is already online things are back on track. We begin to regain our control; our teaching atmosphere starts to develop. It definitely makes a difference when you see the eyes following you, even if they are on the screen. (Çiçek, Interview 5a)

By using this metaphor, Çiçek emphasizes the frustration and inconvenience teachers face due to limited student engagement in online classes. It implies that the desired solution would magically restore a sense of control and create a more effective learning environment. The lack of visual cues and student engagement makes it difficult to establish a strong online teacher identity for her. When students turn on their cameras and actively participate, EFL teachers might regain a sense of social presence in the online classroom. Seeing students' eyes "following" reinforces a feeling of connection and restores the traditional classroom dynamic. It might strengthen the online teacher identity, either. The emphasis on regaining control proposes a desire to replicate aspects of the traditional classroom experience in the online environment.

Two middle career teachers Rose and Pinhan and an early career teacher Aylin emphasized similar restrictions causing hysteresis. Rose's journal entry poignantly captures the frustration and disorientation many educators feel when transitioning from a physical classroom to an online environment. The online environment, with its limited visual and auditory cues, created a sense of disconnect for Rose. Without seeing student faces and body language, she felt like she is "teaching in a fog," unable to read the room and adjust her teaching accordingly. Her sense of control and effectiveness as an EFL teacher are undermined in this new context.

Standing in front of a real classroom is full of energy. The hum of conversation, the flicker of understanding in a student's eyes, and the subtle body language showing they need more—these are the cues that guide my teaching, allowing me to adjust activities and explanations on the spot. But in online learning, the screen became a barrier. My lessons feel like they are echoing into a void, and their effectiveness is uncertain. While some students bravely voice their needs, many remain silent, leaving me to wonder if they're truly engaged or struggling quietly. This shift has been very disorienting. It's like teaching in a fog, desperately wanting to connect and adjust based on their unseen expressions. The lack of interaction and the absence of their faces make me long for a physical classroom, where learning is also fuelled by the unspoken language of human connection.
(Rose, Journal entry 4)

Without seeing students' faces or physical presence, Pinhan also felt a disconnect. Her ability to build rapport and create a sense of community, which can further impact student engagement and motivation in the online environment is delayed. It is clear that, the

ingrained dispositions of teachers, such as the importance of direct interaction and visual feedback, are disrupted by the online context. This disruption requires teachers to develop new dispositions and skills to effectively engage and support students in a virtual setting. The period of adjustment can prevail the feelings of uncertainty and decreased efficacy as teachers navigate the unfamiliar territory of online education.

In face-to-face settings, there were advantages and a common ground of shared experience, which could help engage students. However, now that physical presence and those tools have been taken away, it's much more difficult to reach those students. Legally, I don't have the right to force them to turn on their cameras. I can't even see their faces, which makes it challenging to capture if they are understanding, interested, or following the class. This lack of visibility makes it harder for me to connect with them and assess their engagement. (Pinhan, Interview 1)

Aylin emphasized the ease of getting to know students personally in face-to-face settings, which strengthens the teacher-student relationship and contributes to a teacher's sense of identity. The loss of this personal connection in online education affects teachers' ability to feel connected and engaged with their students. Knowing students academically involves understanding their strengths, weaknesses, and learning styles. The lack of personal interaction in online settings makes it challenging for teachers to gain this understanding, impacting their ability to tailor instruction to individual needs.

There's a significant difference in online education; the connection I had with my students is lost. In face-to-face classrooms, I could get to know my students easily, and our communication was strong. However, in online, I know their names, but I don't know who they are both personally and academically. (Aylin, Interview 5b)

These experiences highlighted the significant difficulties EFL teachers encountered in adapting to online learning context. All individuals expressed a nostalgia for the physical classroom environment, where they readily accessed rich information about student understanding through in-person interaction and communication. This yearning reflected the importance they place on the human element of teaching and the challenges they face in recreating that element online. These challenges had a profound impact on their sense of self-efficacy, motivation, and overall well-being as EFL teachers. The above reflections of lived experiences suggest that altering habitus necessitates much more than merely changing individuals' theoretical training.

In the following subsections, challenges experienced while creating an effective classroom environment will be presented in detail. These are about the problems related to individual differences and classroom management, the difficulty in keeping up the pace, downsizing teacher roles and losing sense of professional accomplishment, losing control over students, instructional planning and implementation and the decrease in professional motivation.

3.3.1.1. Individual Differences and Classroom Interaction

EFL teachers lived experiences also showed that the limitations of student-student interaction in online environments posed another challenge. Collaborative learning and peer interaction are often considered cornerstones of effective pedagogy by teachers. In online learning context, the absence of these elements forced them to question their effectiveness in facilitating student engagement and collaboration. Therefore, they had to adapt teaching strategies to foster more meaningful student-student interaction but the absence of knowledge to provide these strategies paved the way for hysteresis. Sharing a common ground, three early career teachers - Aylin, Kino, and Gilamada – and a late career teacher Çiçek expressed their observations and experiences.

Not only has teacher-student interaction remained weak in online learning, but student-student interaction has also been limited. Apart from student WhatsApp groups and the Breakout Rooms option on the Zoom platform, students' interactions with each other have been very limited. In face-to-face education, students were able to socialize, engage in activity-based pair and group work in the classroom, study together for exams, and learn from each other both during and after class. However, in the online environment, there is no social connection, and students may not even see their friends on the screen. In short, this emergency online learning has pushed students to be more personal and individual in their learning process. (Aylin, Journal Entry 3)

As shared by Aylin, effective teachers recognize the value of social learning and strive to create opportunities for student interaction and collaboration in the classroom. The shift to online learning created the limitations on student-student interaction and made the process challenging for teachers to achieve this aspect of their role. Their sense of efficacy and identity as facilitators of a dynamic learning environment might have been adversely impacted.

I'm not too pessimistic about communicating with students. It may not be as effective as in-person communication, but it's not completely eradicated. If the student is willing and enthusiastic, I try my best to establish any kind of interaction. For example, we can continue to communicate via email or other ways of messaging with students. I think the most important thing is the compliance of learners. The form of communication channels may change, but communication can always be maintained when desired. We were also trying to reach out to unenthusiastic students in face-to-face education, but we don't have that opportunity here. That's the downside of it, I would say. (Çiçek, Interview 3)

The inability to provide a complete learning environment that includes both academic learning and social interaction is frustrating for teachers who are accustomed to facilitating a more holistic learning experience in a physical classroom. In this vein, concept maps (see Appendix) created by all EFL teachers also showed this frustration. Participants regularly give place to the challenge of constructing an interactive environment during their online lessons.

Kino acknowledged the challenges of creating a dynamic learning environment that fosters both academic learning and social interaction online. He highlighted the limitations as a teacher in replicating the intricate web of social connections and peer learning that occurs naturally in a physical classroom.

Our students were caught unprepared for online learning, and they lost the peer learning channel. In face-to-face education, they used to learn from each other. They could ask questions to their classmates, exchange information by chatting at school. In this way, they did not need to ask every question to the teacher. However, this interaction is very limited in the online environment. Students have difficulty communicating with their classmates. There is no peer learning. In addition, social interaction is also very low in online education. It also negatively affects students' motivation and desire to learn. However, as a teacher, I am not able to constitute both academic learning and social interaction among students within this limited context. (Kino, Interview 2)

Gilamada used the metaphor of "social glue" to represent the sense of community and connection that can develop among students in a face-to-face classroom setting. Apparently, he attempted to mention that social connection positively impacts motivation, engagement, and the overall learning experience. The need to adapt teaching strategies for online interaction highlights the importance of training in online pedagogy for him.

Nonetheless, EFL teachers without this training struggled to create engaging online learning environments, leading to a cycle of hysteresis.

Online classes lack the vibrant interaction and dynamics of traditional learning. Currently, there is less harmony or less divergence of opinions in classes. The social glue is gone, leaving students as classmates, not friends. This shift demands creative solutions to foster connection and rekindle the spark of a truly engaging learning environment.
(Gilamada Journal Entry 4)

A veteran teacher, Ayhan emphasized the social aspect of online education through a student's reflection.

In fact, for a student who is eager and ready to learn, there are many opportunities in both online and face-to-face classrooms. Online education minimizes the time loss of students and provides more time for their studies but deprives them of the socialization opportunity provided by face-to-face context. One of my students told me that he could not feel like he was studying at the university. This might be one of the reasons of their low motivation. (Interview 4)

These experiences featured the significant role that student-student interaction and social connection play in creating a stimulating and engaging learning environment. Their absence in online learning context presented a challenge for EFL teachers and students alike. It effected not only student learning outcomes but also their overall engagement and fulfilment. Limited opportunities for social interaction online were frustrating for educators who value the social component of teaching. They had a sense of missed opportunities and reduced motivation to innovate and create engaging online experiences. The findings showed that under these circumstances, teachers could have felt like their role was reduced to simply delivering content online. This experience diminished the multifaceted nature of their job in promoting a lively learning environment.

The findings also revealed that the essence of the experiences of EFL teachers is the frustration with the limitations of online education in catering to student diversity and individual needs. This struggle impacts their teacher identity in several ways and creates hysteresis. EFL teachers were aware of the fact that online learning does not mean to provide materials to students and expecting them to learn independently (Çiçek, Journal Entry 3) and the context of online learning and traditional classroom teaching is totally

different (Kino, Rose, Ginger, Gilamada Interview 4). In face-to-face education, teachers used to be able to check student understanding through non-verbal cues and adjust the lesson accordingly, which is more challenging in a distance learning environment. Çiçek, who is in the later years of her teaching career, pondered ;

Online learning is not only providing material to students and expecting them to carry out the process on his/her own. Face-to-face education and distance education are not like each other as a process. In face-to-face education, it is possible to discover whether the student understands you or not even from his/her gaze, and it is possible to direct the flow of the lesson accordingly. Unfortunately, activities that support language use or skill lessons that try to make students use the language more, pair work, group work exercises, etc. cannot be done easily in distance education. (...) Language learning seems more artificial through technological tools, but we still try to do it as much as we can. (Çiçek , Journal Entry 3)

As seen from her reflection, despite the challenges, Çiçek expressed a commitment to finding solutions and adapting the teaching methods to the online context. This demonstrates resilience and a willingness to evolve her teaching identity to be more effective in the new context. When a teacher's current way of thinking, or habitus, is disrupted by the experience of online education, they try to activate their identity by either resisting or changing their current practices.

In the context of online learning, teachers must interpret not only explicit normative practices (e.g., guidelines provided by educational institutions or digital pedagogical methods) but also the implied normative practices (e.g., the expectation to engage actively and interactively with students in virtual environments). In addition to trying to understand these normative practices, when they have not been successful in interpreting them correctly , teachers must use these past failures to respond by altering their practices to overcome hysteresis.

On the other hand, throughout the online learning, EFL teachers felt constrained by rigid syllabi and limited time, impacting their ability to adapt to individual student needs. This might pose more challenges of their sense of adaptability and flexibility, which are important aspects of teacher identity.

In face-to-face education, there was more freedom. The class hours were longer, so we could better respond to various learner paces and learning needs. However, now in online education, our time is limited. For example, we need to finish the daily content, and we don't have enough time to consider individual differences. In some online classes, there are 4-5 active students, and we do activities with them. However, I don't even hear the voices of other students. I don't think I can do much for student diversity in online education. (Rose, Interview 4)

Kino says “It is tough to track individual differences in online learning. When you're just hearing a student's voice, it's hard to ascertain much about them.” (Kino, Interview 1) Their frustration focuses on the defiance online learning presents for teachers who are accustomed to readily evaluating student understanding and tailoring their instruction based on those cues. They feel a deep sense of frustration and a feeling that their teacher identity is somehow diminished in the online space. In her reflection, Yollar, an experienced teacher in the later stages of her career, likened her experiences to a blind date, describing it as;

It is too severe to understand the psychology of the learners since they keep silent. In face-to-face context, it is easier to make them on task, so learning process is more successful. In e-learning, we cannot understand how much they learn beyond the screen, and we can't identify the individual differences. Therefore, we just follow the syllabus and try to fulfil our tasks. Understanding the needs, backgrounds and interests of individual students is more difficult. It is like a blind date; teachers have no prior knowledge of the students or their needs and expectations besides the information -just names/ surnames/ student number etc- provided by the administration. (Yollar, Journal Entry 3)

The blind date metaphor effectively makes prominent the challenges of building meaningful connections, addressing individual needs, and adapting the teaching approach in online learning context. This limitation created a sense of frustration and disconnection for the teachers, in stark contrast to the richer and more dynamic interactions in face-to-face classrooms. On the other hand, a middle career teacher, Ginger compared the experience of teaching online to being a radio presenter, suggesting a sense of impasse and inauthenticity in the role as a language teacher. This comparison underscored the importance of two-way communication and genuine interaction in the teaching process for many teachers.

In online context, our interaction with students is at the minimum level. In face-to-face environment, even a simple facial expression or a gesture constitutes communication, but unfortunately, in the online setting, we have little to no idea about many students. (...) we sometimes go through some lessons on our own. It is strange for a teacher, because it is like working like a radio presenter. (Ginger, Interview 4)

Another senior career teacher, Ayhan used the metaphor of trying to fit all students into the same uniform, like factory workers, to express the frustration with overly standardized approaches in online learning.

I feel like we're trying to fit all students into the same uniform, much like workers in a factory. We try to dress them all in the same way, but in reality, each one is different. As the teacher of the class, I believe I can understand their individual differences and needs best if I could have a better connection. But I can't do anything now. Because I don't have much freedom, I can't step outside the line, and that bothers me. (Ayhan, Interview 4)

These reflections show that EFL teachers feel a lack of flexibility in catering to the individual needs and differences of their students. In a similar fashion, Çiçek's reflection indicates that the inability to effectively address individual student needs and offer to diverse learning styles in online settings develops a sense of inefficacy for teachers. This unfamiliar context contradicted core aspects of teacher identity, such as fostering learning and supporting individual students, resulting in confusion, vexation, demotivation, and questioning of their effectiveness.

Sometimes you identify a problem, but you can't change them, or you can't do anything about individual differences either. In face-to-face classrooms, there was still some room for that, but now it's completely gone. Actually, there's no demand from the students for that either. Even if we identify something, under these conditions, as I mentioned, we can't do much else. (Çiçek Interview 4)

The conflicting emotions expressed by Çiçek and Ayhan—understanding student needs but being unable to act upon them—created a profound sense of internal conflict. The lack of interaction and feedback in online settings significantly impacts how teachers build relationships with their students. This, in turn, affects their sense of connection and engagement. In this vein, one of the early career teachers' reflections provided valuable insights into the collective experiences of EFL teachers in this study, highlighting the challenges faced in the online learning context. Positive feedback from students serves as

a potent motivator for teachers. Aylin underscored how the absence of such feedback in the online environment fosters a sense of uncertainty, which significantly eroded her motivation to teach. Consequently, the lack of affirmation adversely affected her perceived efficacy as a language teacher.

In online context, teachers do not receive feedback from the class, making it impossible to understand specific student needs. For instance, bored faces in a classroom signal the need for more engaging activities, but online, we lacked this feedback and couldn't tell if students were even present. Especially when the class was silent, I assumed that those 15-20 students were listening attentively while I lectured. If I believed otherwise, I might not have found the motivation to teach. (Aylin, Journal Entry 3)

Rose who was a middle career teacher raised concerns about the varying levels of experience and skills among teachers in online settings. This variety created a complex situation where some teachers might lack the necessary pedagogical knowledge for online learning, while others might be experienced but struggle with technology. This diversity in teacher skillsets affected the efficiency of addressing individual student needs.

Our students have different interests and needs in the classroom, but unfortunately, we often fail to consider these individual differences because of our rigid syllabus and the restrictions caused by online learning in general. (...) On the other hand, we are forced to act in coordination but there are both unqualified and inexperienced teachers. Some are inexperienced in terms of pedagogic knowledge as they are in the early years of their careers, while others are experienced but have grown tired and lack of technology skills. (Rose, Interview 4)

It is evident that, online learning is a constantly evolving field. In the current research, EFL teachers who do not have access to continuous professional development in online pedagogy may lag in their understanding of effective strategies for fostering interaction and assessing student engagement. This gap can perpetuate the cycle of hysteresis, as they struggle to adapt to the evolving demands of online education.

On the other hand, teachers' reflections on their experiences highlight another crucial aspect. The findings imply that a significant proportion of students encountered difficulties due to the novelty of online learning, revealing a deficiency in independent learning skills and self-regulation, both essential for success in this context. Generational variations in student priorities and expectations were also evident. Some students

prioritized the university life experience over learning efficiency in the online context. The novelty of online learning exposed a lack of student autonomy and self-regulation skills. In turn, learner demotivation decreased teacher effectiveness and created hysteresis. Additionally, generational differences in student priorities further complicated the online learning experience of EFL teachers, necessitating a shift in teacher identity towards fostering these crucial student skills. Çiçek and Kino provided detailed insights into this subject matter;

Students aren't complaining much about the online context since it's their first exposure, leaving them with no basis for comparison. They might even enjoy this system. Their primary desire is to experience the atmosphere of university life, valuing the feeling of being a university student over class efficiency. They haven't invested as much meaning and value into this process as we have. Knowing it's easy to pass and the flexibility of online learning, including the potential for cheating, can be advantageous from their perspective. Overall, their sense of responsibility differs from our generation, making it more challenging for teachers. (Çiçek, Interview 3)

Kino expresses frustration with the perceived lack of curiosity and questioning in online students. These observations may stem from the limitations of the online environment in facilitating student engagement and interaction.

While I could patiently track students' development in face-to-face education, this is hardly possible in online education. The reason for this is the lack of consistency, effort, dedication, and desire for feedback in our online students. Unfortunately, we do not encounter members of a generation eager to learn more or question. (Kino, Journal Entry 5b)

The generation gap in online learning described by Çiçek and Kino contribute to hysteresis. Effectively engaging students from different generations in the online space requires an awareness of their diverse needs and learning styles. Teachers who lack experience and training in online pedagogy and generational differences in learning styles struggle to adapt their teaching and create a learning environment that fosters active participation from all students.

The analysis of the current research data revealed a key aspect of the pre-pandemic foreign language curriculum: a strong emphasis on using language in real-life contexts. This went beyond simply applying English; the focus was on fostering essential skills like

exploration, participation, collaboration, negotiation, and communication. For the participating EFL teachers, teaching English meant equipping students with the tools to not only use English in realistic situations, but also to actively engage and participate in those situations.

The findings show that language learning goes beyond mere linguistic acquisition for the teachers in this study. Interviews and journal excerpts reveal several key themes related to this perspective. These themes explore the interplay between teacher cognition, identity negotiation, the "maxim of involvement" principle, and the challenges of online education – all viewed through the lens of Bourdieu's social theory.

Yollar's emphatic statement, "Effective language teaching cannot take place under these conditions" (Interview 2), captured the frustration some EFL teachers felt. It highlights the significant challenges online education presented for fostering the communication and interaction traditionally seen as crucial for effective language learning.

All participating EFL teachers in this study shared a common goal which was delivering high-quality instruction that effectively promotes language acquisition. However, the online learning environment presented significant limitations to achieving this objective. Teachers identified a lack of real-time interaction, limitations in spontaneous conversation practice, difficulty evaluating student understanding and engagement, technical issues hindering communication flow, and reduced opportunities for collaborative learning activities. At its core, their experiences highlighted the importance of teacher-student relationships and the limitations of online environments in replicating the richness of face-to-face interactions. This shift, in turn, challenged teachers who value their role in shaping students beyond academic pursuits, leaving them with a sense of loss due to the limitations of online learning.

The teachers strongly identified being a language teacher as someone who thrives on interactive communication and collaboration with students (Yollar, Interview 1; Pinhan, Interview 1). This focus, exemplified by Yollar's description of a favourite in-class debate activity, reflected her established habitus, shaped by years of experience in face-to-face classrooms. However, the online environment challenged this ability to leverage this

established habitus, creating a sense of dissonance between the preferred teaching style and the limitations of the platform.

As EFL teachers, we are more open to innovations and more familiar with other cultures and lifestyles, which may have helped us adapt more easily to the online teaching process and accelerated our work. One advantage is that we have been able to access online resources related to our field easily and prepare a lot of materials. However, the interactive nature of our classes is a disadvantage. We can teach language by interacting with students, and we need to develop skills related to exploration, participation, collaboration, negotiation, and communication. But currently, we are not able to provide this interaction, which is a significant loss for us. (Yollar Interview 1)

Participants acknowledged that EFL teachers' inherent adaptability and access to online resources may ease the transition to online learning. However, the crucial aspect of interactive learning, a cornerstone of their habitus was severely limited in the online environment.

Unlike lecture-based subjects, language teaching thrives on interaction. Online classes severely limit this, creating a major struggle for me. My job satisfaction has plummeted. While face-to-face classes had some drawbacks (10%), online teaching feels 90% negative. I'm stuck with rote grammar exercises in Turkish, hindering authentic communication and exploration of ideas. I should not teach it this way. This doesn't benefit students or me. I learned languages through interaction, and I believe that's the key to effective teaching. This current approach feels like a waste of time for both of us. (Pinhan Interview 1)

They felt unable to effectively involve students, cultivate essential communication skills, or achieve the level of interaction they deemed crucial for language learning. The disconnect between their desired practice and the online environment negatively impacted their professional identity and sense of fulfilment.

In language classes, we cannot just lecture; we need to be interactive, and interaction with students is crucial. English is not suitable for online learning. However, technology being in English has made it easier for us to adapt and learn, but in terms of language learning, we have faced many drawbacks. (Çiçek Interview 1)

This frustration mostly stems from a perceived disconnect between the affordances of online learning and the inherent value of interactive communication in language learning.

Çiçek's experience underscores the need for innovative approaches that bridge the gap between online platforms and the essential interactive elements of language acquisition.

The EFL teachers viewed interaction as a fundamental principle (maxim) of effective language teaching (Ginger Interview 1, Ayhan Interview 1). They believed that developing communication skills required ongoing student participation, exploration, and negotiation within the target language (Yollar Interview 1). However, online education created significant barriers to achieve this desired level of involvement. Technical limitations, student hesitancy to participate, and the lack of a shared physical space made it difficult to foster dynamic communication (Çiçek Journal Entry 2). Ginger provided a detailed account of her experience as an English teacher transitioning to online learning. She acknowledged both benefits and drawbacks associated with this shift.

In this process, I experienced both advantages and disadvantages of being an English teacher. I believe we are very fortunate in terms of resources. For example, the online application of the textbook we use, and the easy access to new online materials (such as YouTube, etc.) is a huge advantage. On the other hand, I think online learning is a disadvantage in language teaching because we need to include a lot of interaction. In other academic disciplines, professors already give lectures and can move on. But we have to be interactional so that our students can use the target language. This collaboration has been lost online, making us disadvantaged in our field. (Ginger Interview 1)

The limitations of online interaction pose a significant challenge. The inability to create a collaborative and interactive learning environment conflicts with this maxim, creating a sense of dissention between their established beliefs about effective language learning and the realities of the online platform.

The most challenging aspect of being an English teacher online is the lack of interactive engagement. We are required to speak and make students speak in the target language. This is a disadvantage in a way because the student feels compelled to actively participate, making it difficult for us to establish a close connection with them. On the other hand, for other social sciences, having a lesson where the teacher constantly speaks can be even more boring and unbearable. (Ayhan Interview 1)

The transition to online education sent shockwaves through the established practices and identities of these EFL teachers. Through Bourdieu's framework, it can be seen how

online learning disrupted their habitus. Their preferred methods of fostering dynamic interaction, a foundation of their teaching philosophy (maxim of involvement), became less effective in the virtual environment. This resulted in a sense of inadequacy and a struggle to reconcile their professional identities with the limitations of the online platform.

The experience of these teachers navigating a new field (online education) with its own set of rules and expectations showed that the familiar tools and techniques were no longer existed to apply. To maintain a sense of agency and effectiveness, they had to adapt their approach. This might have involved developing new skills for online interaction, utilizing technology in innovative ways, or even redefining the maxim of involvement for the online context. However, this adaptation process wasn't seamless. They found themselves in a state of hysteresis, where their ingrained dispositions (habitus) struggled to adapt to the new demands.

In essence, online education threw a wrench into the established relationship between teaching practices and teacher identity. Teachers who thrived on a high degree of student involvement understandably felt frustrated and inadequate when unable to replicate that same level of engagement in the online environment. This help us to understand the complex interplay between teacher identity, established practices (habitus), and the challenges posed by a rapidly changing educational landscape.

3.3.1.2. Difficulty in Keeping up with the Pace

It is believed that an efficient lesson maximizes opportunities for student learning. Teachers actively look for ways to minimize time wasted on non-instructional activities (Richards, 1996). The transition to online education demanded more than just efficient content delivery. It necessitated a radical shift – adapting practices, acquiring new skills, and reconstructing identities as effective educators in a rapidly evolving digital landscape. This shift challenged a core aspect of the teachers' professional identity: their focus on efficiency. Most of the EFL teachers in our investigation, like Aylin (Interview 5a), valued maintaining a specific lesson pace and completing well-structured plans within a set timeframe. Their prominence on efficiency became a point of tension in the online environment.

The face-to-face setting allowed for deeper engagement, but it's harder to replicate online. In the digital environment, maintaining efficiency is a challenge. Being a teacher in front of a computer for 35 minutes is tiring because there are so many stimuli. Also there is a constant need to manage platforms, monitor visuals, and control delivery and it takes away valuable class time. It hinders my ability to enrich lessons and truly engage students. (Aylin Interview 3)

Online education disrupted this core maxim in several ways. Firstly, limited time became a significant obstacle. Shorter class times collided with the need to manage various online tools and platforms, making it difficult to incorporate engaging activities or address student needs effectively as mentioned by Aylin. Teachers were left feeling frustrated while they were struggling to fit everything.

Secondly, technological issues added another layer of complexity. Unforeseen technical problems like platform malfunctions or internet disruptions could significantly hinder time management and lesson delivery (Ginger Interview 3). These disruptions not only wasted valuable class time but also created a sense of powerlessness in teachers accustomed to a more controlled environment. Furthermore, the feeling that their established skills and approaches (like monitoring or adapting pace) were no longer relevant produced a sense of professional inadequacy (Ginger Interview 1). The frustration and ineffectiveness they experienced negatively impacted their self-perception as competent educators.

Normally, I am a very controlling person and teacher, and I prefer to run a controlled lesson plan and work program. However, in online education, this is not possible. I don't mean the lesson delivery part, but the technological difficulties. No matter how much you plan, if the platform doesn't work, the lesson can be completely disrupted. Power outages, internet disruptions, and not being able to share screens can all take up minutes and make the lesson a waste of time. We have shorter online lessons and there's a lack of space for teachers, so we've all moved on to something very different from what we're used to. That's why we all stumbled from time to time. We felt like nothing we did was working. (Ginger Interview 3)

Çiçek evaluated the shorter lessons and wasting time on technical glitches as an important obstacle on using the class time efficiently and added “Everyone's problem is the lack of time in online lessons and the inability to plan flexibly. You can't spend extra time on

topics as needed. If students require more attention, I should provide it, but online teaching hasn't allowed this. (Journal Entry 4)

The shift to online education exposed a disagreement between teachers' established maxim of efficiency and the realities of the online "field." This dissonance resulted in a hysteresis effect – a struggle to adapt due to their ingrained classroom habits (*habitus*). The familiar face-to-face environment facilitated efficient use of time and deeper engagement. Online learning, however, disrupted this with compressed lessons, technical hurdles, and limited flexibility. As teachers illustrate, managing platforms and controlling delivery online detracted from instructional time. Technical problems, like those described by Ginger, further eroded efficiency, and created a sense of powerlessness. This disruption challenged teacher identity. Feelings of inadequacy surfaced as established skills felt irrelevant, impacting their self-perception as effective educators.

3.3.1.3. Downsizing Teacher Roles and Loosing Sense of Professional Accomplishment

The ERT has disrupted the established routines and practices of EFL teachers, posing a challenge to their professional identities. Drawing on Bourdieu's social theory, the study explored how online learning disrupts established norms and practices. Moreover, this disruption can impact teacher self-understanding, a key facet of professional identity as outlined by Kelchtermans (2009). Examining the experiences of EFL teachers transitioning to online environments provides valuable insights into bridging the gap between established *habitus* and the demands of the online "field," fostering more effective online learning experiences.

Kelchtermans (2009) highlights the importance of teachers comprehending themselves as an ongoing process of interpreting experiences and how these experiences influence their sense of self. Self-understanding is a product of all previous experiences and reflections and constitutes five components, namely self-image, self-esteem, task perception, job motivation, and future perspective of professional development as a teacher (Kelchtermans, 2009).

The self-image in teaching refers to how teachers perceive and describe themselves in their role. While this perception is based on self-awareness which is significantly influenced by external feedback, such as comments from students, parents, and colleagues. This external perception plays a crucial role in shaping teachers' self-images. The analysis of the experiences of EFL teachers provided precious awareness about the impact of online learning on their self-perception as educators.

Rose said that “When I evaluate myself, I can say I am not a very successful online instructor; I am not the teacher I know. I just conduct the classes with the procedure my institution requires.” (Rose, Journal Entry 2) Correspondingly, Ginger emphasized the dissonance between her actual self and her ought to self by saying “the moments when I first discovered that I could not do some of the practices I used to do caused disappointment and despair. I pushed myself to continue; I was not the practical and successful teacher I used be.” (Ginger, Interview 2). In the same vein, Yollar asserted that “initially, I felt anxious and inadequate as an online teacher due to my limited computer skills. Teaching online constrained my usual style, relying solely on the screen and limiting interaction with students.” (Yollar Journal Entry 2). The lived experiences reveal a theme of dissonance between ideal teacher self and reality for Rose, Ginger, and Yollar. While teachers strive towards their ideal and actual self, the online learning context and challenges they encountered create a gap that requires adaptation and a re-evaluation of one's strengths and weaknesses.

Çiçek's utterances show the gap between her actual self and ought to self; “At first, online teaching was scary; I worried about coping with tech issues and unfamiliar platforms. It was confusing and unnerving. Teaching to unseen faces and adapting materials was challenging, often making me doubt if I was truly teaching. (Interview 2) Later, she said “My former students would have been surprised to witness my initial lack of confidence and uncertainty. This uncharacteristic state was a stark contrast to my usual self-assured disposition in the traditional classroom setting. (Çiçek Journal Entry 5b) As understood from this lived experience, stepping outside of a familiar teaching environment can create a gap between teachers' ideal self or perceived expectations (ought-to self) and their actual performance.

In terms of the theme restricted role enactment, EFL teachers reported a diminished ability to fulfil their usual repertoire of roles within the online classroom. They struggled to effectively monitor student progress, provide individual guidance, and act as role models beyond technical instruction. This limitation on their multifaceted contributions was a source of frustration. Several teachers expressed a sense of wane which means their influence on student learning being lessened in the online environment.

Considering my online teaching experience until now, I can say that my role as a teacher is like a conductor and advisor; however, I couldn't accomplish to different roles such as being a role-model, facilitator or monitor in front of the screen. Or I can say that it seems like we were a little bit of everything, but not fully any of them. (Çiçek, Interview 3)

The inability to fully embody roles like role model, facilitator, or monitor reflects the limitations of online interaction. Çiçek's feeling of being "a little bit of everything, but not fully any of them" suggests a sense of professional inadequacy or a disconnect between her established teaching identity and the demands of the online "field." Teachers struggles in the online environment highlight the potential impact on teacher self-image. The inability to reach their desired roles and the blurred lines of online teacher identity build the feelings of inadequacy and a reduced sense of self-worth as an EFL teacher.

Another theme discovered the shifting focus to technical management. They highlighted a shift in focus towards managing technology and delivering the daily curriculum within a constrained time frame. Ginger's reflection was an example of this challenge.

In face-to-face teaching, I believe, I had a more effective way of demonstrating the various roles of a language teacher. However, during my online teaching experience, I was only able to focus on my daily teaching schedule. I was constantly worried about conducting the lesson without encountering major technical problems and covering the daily content defined by the administration. I could not go much further than that. (Ginger, Interview 3)

This focus unfortunately overshadowed opportunities to adopt a positive learning environment and build strong student relationships. The inability to effectively monitor student progress and accurately assess learning due to factors like camera-off policies and potential cheating was another concern for some teachers. The absence of reliable data about learners made it difficult to adjust instruction and determine student needs.

Frustration with one-sided communication presented challenges for establishing a two-way dialogue. EFL teachers reported feeling limited in their ability to provide effective feedback or function as a counsellor due to the impersonal nature of online interaction.

EFL teachers expressed difficulty achieving their usual repertoire of roles (monitor, facilitator, role model) due to online limitations. Because of this their ability to utilize their cultural capital (knowledge, skills, and dispositions) effectively was restricted. By emphasizing the link between monitoring, self-evaluation, and ultimately, self-image, Kino provides a more nuanced perspective on the challenges of online language learning.

Online classes presented a significant challenge to our ability to monitor student progress. Unlike the traditional classroom setting where we could directly observe the development of their language skills and assess the accuracy of their work, the online environment made it difficult to track their real-time learning or accurately measure their progress. Additionally, the prevalence of cheating and plagiarism attempts undermined the reliability of homework and exam results. In this context, with limited opportunities for direct observation and verification, fulfilling our role as monitors became increasingly difficult. (Kino Journal Entry 3)

Both Yollar and Pinhan highlighted the limitations of online learning in conveying a teacher's full presence and fostering a broader impact. Yollar's experience signalled the need for teachers to adapt their identities and skillsets to the online environment. She also emphasized the importance of adopting new roles and prioritizing different aspects of their teaching repertoire. The limitations of online environments in conveying a teacher's full personality and fostering a strong connection with students deterred the impact teachers have on the language learning process.

When I consider the roles of a language teacher, during my online teaching experience, I found that I could act as a mentor to my students because they were unfamiliar with the system. I also tried to be a facilitator as much as possible. However, I realized that in face-to-face settings, our influence extended beyond teaching skills to our overall attitude, which we couldn't fully utilize online. (Yollar, Interview 3)

Pinhan's experience highlighted another facet of teacher identity – the role teachers play as mentors and role models, shaping students beyond academics. However, online learning environments presented a significant challenge to building strong, multifaceted

relationships with students. Teachers' ability to exert the positive influence they traditionally have on student development was limited.

In face-to-face classes, I used to have 10 to 15 students in each term who saw me as a role model, but in the online setting, there might not be even one. In face-to-face classes, students had more opportunities to observe me as a teacher in all aspects; they could take me as an example not only in my teaching but also in my attitude outside of class, the care I put into my work, or my social interactions, and they would provide me with feedback on these aspects. When they started university, they would say, you were the first teacher I looked up to. However, I don't think I can create such an impact anymore. (Pinhan Interview 3)

The online environment restricted teachers' ability to fully utilize their cultural capital (knowledge, skills, and dispositions valued in the educational field). Their impact on student learning was obstructed, particularly in fostering positive attitudes and promoting lifelong learning. As Gilamada's reflection clearly indicates, like many others, he struggled to leverage his role model capital due to the limitations of online interaction.

In my face-to-face classes, I aimed to lead by example and be a good role model, supporting lifelong learning. However, I don't think I can achieve this currently in online classes. I tried to act as a counsellor and advisor to my online students, but this was one-sided. I provided general advice to students, but I couldn't guide them individually. I don't believe I can be a role model, and my classes are in a repetitive mode, focusing on completing the day's content within the limited time, leading to a lecture-style class in a constrained and unproductive cycle. (Gilamada Interview 3)

The online environment conflicted with teachers' established habitus (ingrained dispositions), making it challenging for them to adapt their teaching styles. Essentially, they were unable to leverage their full repertoire of skills due to the constraints of the online format and the imperative to cover curriculum content. For instance, Ginger perceived a significant incongruence between her perfectionist approach to classroom management and its effectiveness in the online environment. This transition to online instruction triggered a hysteresis effect, whereby Ginger's well-established professional identity struggled to adapt to the demands of the new pedagogical field.

Unfortunately, we can't capture the traditional classroom atmosphere in online context. I started to ignore students' indifferent and careless attitudes after a while. This

experience showed me that not everything and everyone can be controlled. I realized that I need to give up my perfectionist attitude and intolerance towards shortcomings. (Ginger Interview 1)

The online environment weakened EFL teachers' symbolic power (authority) as a teacher. Their ability to provide effective feedback and guidance was retarded diminishing the impact on student development. Similarly, Rose mentioned the impossibility of executing various roles (role model, monitor, advisor) online. She had doubts about her impact on student learning and support due to a lack of direct connection.

I am struggling to be a good role model in my online classes. Monitoring is also difficult, as my students do not turn on their cameras. I am not sure how much of their submitted work or exams they actually do themselves. Even as an advisor, I am not sure how seriously my students take my advice since I have no direct connection with them. In terms of counselling, I feel like I am only providing individual impact by answering specific questions from a few students, rather than making a broader impact. I don't feel like I'm providing much support or modelling lifelong learning for my students in my current online teaching experience. (Rose, Interview 3)

The evaluative component of self-understanding, closely tied to the self-image, is known as self-esteem. Self-esteem and self-efficacy reflect a teacher's assessment of their actual job performance (how well am I doing in my job as a teacher?). While feedback from others is crucial, it is filtered and interpreted. Some feedback is considered more relevant, valuable, or important than others. Teachers often regard students as the primary and most significant source of feedback, as they are the ultimate reason for teachers and their teaching. In fact, it is the presence of students that defines the role of a teacher and allows them to practice teaching. (Kelchtermans, 2009).

In the context of the current research, the stress and uncertainty caused by ERT created the feeling of reduced efficiency in the classroom, effecting student learning and further impacting teachers' self-efficacy. A middle career teacher. described the early phase as stressful and filled with trial and error. This initial struggle experienced caused a decline in self-efficacy as teachers questioned their ability to adapt and be successful in the online environment.

The first two weeks were quite challenging, and I was very tired. I was trying to solve things through trial and error. I was incredibly stressed and tense. This situation also

reduced my efficiency in class. In traditional face-to-face teaching, I could determine the effectiveness of my lessons through direct classroom interactions, which provided valuable insights without the need for constant questioning. However, in the online learning environment, I find myself relying more on regular questioning to ensure progress and understanding. (Rose Interview 2)

As seen in the interview excerpts, Rose emphasized the reliance on direct classroom interactions to estimate effectiveness in face-to-face settings. This shift to an unfamiliar environment and lack of familiar cues might have created a feeling of disconnect from her established teaching identity. The initial difficulties Rose described align with the concept of hysteresis. Her established teaching practices and identity struggled to adapt to the online field. The constant questioning of students suggests a desire to maintain control and establish a new sense of effectiveness in the online field. Having regular feedback can act as validation and help rebuild their teacher identity for the EFL teachers in the current study. This also demonstrates a willingness to adapt and develop new strategies for the online teaching field, possibly overcoming the hysteresis effect over time.

The ineffectiveness of their strategies online emerged as a primary source of declining self-efficacy among EFL teachers. Established practices for motivating students, heavily reliant on non-verbal cues and classroom interaction, proved limited in the online environment. This conflict between their habitus and the online "field" disrupted their sense of control and effectiveness. While they possessed the cultural capital (knowledge and skills) for effective teaching in general, the online field restricted this ability to fully leverage it. Skills like managing classrooms or motivating quieter students could not be directly conveyed through online platforms. Ginger's reflection exemplifies this hesitation, as she questions her ability to adapt her skills and succeed as an online teacher.

In online learning, there are two stages: first, using technology, and second, online teaching pedagogy, including technological pedagogical knowledge. Personally, I am familiar with using computers, and I have tried to conduct my lessons by following the instructions without encountering serious problems. However, I feel that I have fallen short in terms of how to make online education more effective. Currently, I am just delivering my lessons, but I am not satisfied with how I can make this more efficient. For example, in face-to-face classes, I also had silent students who didn't participate, but I knew how to motivate them and had developed different approaches over time. However,

in online learning, I'm not sure what to do in such cases. The strategies I used before don't seem to work as well. (Ginger Interview 2)

Yollar offered a valuable and nuanced perspective on the complexities of online learning. Her insights illuminated the impact on teacher identity, self-efficacy, and the importance of fostering a feedback loop with students to navigate these challenges effectively.

As a teacher, I often question whether I am fulfilling my role, duty, or mission. In the classroom, I could adapt and change things more easily. However, in online learning, I feel like I just fulfil my duties as smoothly as possible. But I wonder, how effective is this online learning really? The nature of the context leaves me with some uncertainty about the true impact of my instruction. (Yollar, Interview 2)

This questioning of an experienced teacher whether she was truly fulfilling her role or simply going through the motions (fulfil my duties as smoothly as possible) proposes a shift from an enthusiastic mission to a more routine sense of duty, impacting the sense of purpose as a teacher. The limitations of online interaction might restrict teachers' ability to utilize their full range of cultural capital effectively. Since, skills like reading student body language or adapting instruction on the fly is not possible in the online learning experience.

The findings also demonstrated that, EFL teachers experienced desperation. The pressure to improve, coupled with feelings of ineffectiveness, further diminished self-efficacy. EFL teachers in this study encountered the hysteresis effect, wherein their established teaching identity and methods faced challenges in adapting to the online realm. Moreover, the statement "This process seems endless" shared by Çiçek exhibited frustration with the ongoing challenges of online teaching. She also uttered that "I do not feel morally at ease" which suggested a deeper challenge to the professional identity. She felt that she was not fulfilling her moral obligation to students as she could not teach effectively online.

We have to accept that we can't teach as effectively online as we do in face-to-face settings in some respects. It does not mean we are not trying to teach. It is just that the circumstances make it so challenging. (Çiçek Interview 3) This process seems endless. At this point, I feel forced to improve myself. Otherwise, I am not satisfied with the work I do. I do not feel morally at ease. It is particularly important for me to be able to say I explained this well when I finish a lesson. But right now, I cannot fully feel that. (Çiçek Interview 2)

The perceived decline in effectiveness of online learning seemed to negatively impact EFL teachers' self-esteem. Feeling like they were not contributing fully to student development guided their feelings of inadequacy and worthlessness as teachers. For example, a mid-career teacher, Kino, was concerned about the potential erosion of teaching skills caused by the limitations of online learning, indicating a worry that online environments might not enable teachers to fully utilize their existing skills.

Long-term online teaching can erode teacher skills. While the skills would not vanish completely, they might weaken. Challenges in online teaching can diminish initial enthusiasm, leading to a decline in passion and sharpness of abilities. For instance, I used to have a toolbox of methods to get students speaking in class. In online learning, those tools seem ineffective. This, of course, discourages the desire to keep learning and improving as a teacher. I am confident that I do my job well in face-to-face teaching. I rate myself around 8 out of 10; but in online, this drops to 5 or 6. (Kino Interview 5a)

Kino's reflections reveal a potential disconnect between EFL teachers' established teaching identities and the limitations of the online environment. Their teaching habitus, shaped by the traditional classroom experience, relied heavily on a toolbox of in-class methods. However, the online environment's limitations created a mismatch with this established approach. This mismatch may contribute to feelings of inadequacy and difficulty defining their effectiveness as EFL teachers in this new context. The ineffectiveness of their established methods online could further lead to a decline in motivation and a sense of accomplishment – key factors that fuel a teacher's passion. This, in turn, disrupt the self-perception as a successful language teacher.

Furthermore, established teaching skills mentioned by Kino could be considered a form of cultural capital – valuable knowledge and skills accumulated over the teaching career. However, the online environment may restrict the ability to fully utilize this capital, burdening the perceived effectiveness and causing frustration.

Generally speaking, current findings showed that EFL teachers felt reduced to simply delivering pre-recorded content, unable to utilize their full repertoire of teaching skills. This repetitive nature diminished the dynamic aspects of teaching and chaperoned the feelings of stagnation and a detachment from their teacher identity. The essence of the experiences of EFL teachers in this study was that they perceived a diminished need for

their teaching prowess, indicating a depreciation of the professional acumen and undermining their confidence in the effectiveness as EFL teachers.

Long-term online teaching has regressed me as a teacher. I find myself repeatedly explaining the same topic in front of the screen, and most of the time, I receive no feedback from students. I cannot imagine a teacher spending their career like this; they would lose their identity as a teacher. However, those without professional anxieties may enjoy this monotony. Currently, what I am doing in synchronous classes could be done by a secretary. They could press a button, show the screen, and change it. If there were recorded videos like in distance learning, and the student could log in and watch, it would not make much of a difference. I cannot do more than that. (Gilamada Interview 4)

Especially the statement “Currently, what I am doing in synchronous classes could be done by a secretary.” uttered by Gilamada suggested that online synchronous classes became a passive process of presenting pre-recorded material, potentially diminishing the role of the teacher as a facilitator, guide, and source of expertise. He felt his skills and expertise were not being fully utilized in online teaching, leading to demotivation and a decline in self-efficacy. Moreover, saying “ I can't do more than that.” (Interview 4) Gilamada expressed a strong feeling of frustration and devaluation regarding online synchronous classes.

On the other hand, while experiencing challenges, Aylin and Çiçek showed self-efficacy in adapting to technology and finding new approaches within the online environment. Their experience showed that they had the potential for growth through navigating challenges.

I believe I have made considerable progress in terms of technological infrastructure since the beginning of the pandemic, but I still have some insecurities in this area. Over time, I have learned how to adapt what I teach through experience in this process. (Çiçek Journal Entry 2)

Aylin's positive and energetic personality helped her communicate effectively online, demonstrating that personal qualities could still contribute to self-efficacy in the online setting.

I think I'm doing a pretty good job of handling this process. Although I'm not an expert in technology, I'm comfortable using it both inside and outside of class. When I encounter

a problem, I stay calm and do my best to solve it, and I usually succeed. As I mentioned before, I have a friendly and energetic personality. I can say that this clearly helps me to communicate well with my students in the online learning process. (Aylin Journal Entry 2)

Unlike others who felt their established skills were not as effective online, Ayhan emphasized the value of transferable teaching skills that can be adapted to the online environment.

If you are an effective teacher in F2F, you will also be successful online, as your existing skills will be reflected to this new context. Starting to use technology well is a big gain, because of that, my confidence has increased. (...). I think I am improving myself. (Ayhan Interview 5b)

Ayhan's experience contrasted with those who had felt a decline in self-efficacy. His success in utilizing technology and adapting skills increased his confidence. Furthermore, his belief in continuous improvement reflected a growth mindset that allowed him to embrace the challenges and opportunities of online learning.

Whereas, the transition to online language education triggered a hysteresis effect, where established teacher identities exhibited inertia in adapting to the new pedagogical "field." This dissonance between ingrained practices and the online environment precipitated a decline in self-esteem. Teachers grappled with feelings of inadequacy and a disconnect between their desired and actual teaching personas, as evidenced in Rose's journal entry (5b) and Çiçek's interview (2).

Metamorphosis within the online field necessitates the cultivation of new forms of capital – a process that transpires over time. In the interim, teachers endured a fragmented identity, struggling to complete the multifaceted roles inherent in language teaching. This further eroded self-esteem, as highlighted in Çiçek's (3), Yollar's (2) and Gilamada's (4) interviews. The analysis illuminates how online learning disrupted embedded hierarchies of capital and authority within the classroom. This disruption catalysed a decrease in teacher self-esteem and self-efficacy. Teachers confronted limitations on their capacity to leverage established skills and identities, impacting their confidence in the online domain. In essence, the core challenge for EFL teachers resided in the protracted and arduous

process of adapting to this new field while simultaneously regaining a sense of confidence and effectiveness.

The data revealed two contrasting themes when it comes to encouraging participation in online education. On one hand, teachers faced a significant challenge in getting students to actively engage. Opportunities for students to practice the language use seemed demonstrably limited. This finding highlighted the crucial role of structured practice, especially in EFL settings where students often have few chances to use the language outside of class. On the other hand, the very nature of synchronous online classes, where students were often quiet, made it difficult to draw them in and foster active participation. This lack of back-and-forth was disheartening for teachers accustomed to the energy of a more interactive classroom environment.

The other side of the coin involved a shift in focus towards self-directed learning. EFL teachers themselves recognized the growing importance of students taking charge of their own learning in online environments. This meant a change in how teachers motivated their students. Instead of just relying on participation during class time, teachers had to get creative and “find new ways to spark students' interest in practicing independently using online resources and platforms”. (Pinhan Interview 5a).

While some EFL teachers grappled with diminished student participation in online settings, others described their roles as encompassing a broader spectrum of qualities and responsibilities. These educators, true to the maxim of encouragement, emphasized aspects like knowledge transmission, fostering a love for learning, and keeping students engaged and motivated (Yollar Interview 5a, Ayhan Journal Entry 5). These elements, in a sense, represented the teacher's habitus which depends on their classroom teaching experience. Shaped by their understanding of effective teaching practices, these teachers tried to adapt their approach to online learning, prioritizing the core tenets of encouragement that remained essential for student success.

An important quality of a language teacher is being able to reach the students, encourage them to learn a new language, impart knowledge, keep them engaged, provide feedback when necessary, and ensure the completion of learning. Since transitioning to online education, I've noticed that I haven't been able to achieve some of these qualities. (Yollar Interview 5a)

The detailed description of responsibilities showcases a multifaceted teacher identity. Ayhan goes beyond knowledge transmission to encompass motivation, fostering love for learning, and student well-being. His core goals “sparking passion, fostering a desire to learn, keeping students motivated” all directly embody the maxim of encouragement. His focus is on creating a positive and stimulating learning.

Being a teacher, whether face-to-face or online, comes with a unique set of responsibilities. It's a constant journey of self-improvement, refining my understanding of the role, and deepening my knowledge of grammar and language teaching techniques. My ultimate goal is to deliver impactful learning experiences. This means not only motivating students to learn English in class but also sparking a passion for lifelong exploration of the language. It's about fostering a continuous desire to learn, keeping them motivated and engaged, and acting as their guide. Ultimately, I want them to internalize the value of language learning and experience the joy that comes with it, all while ensuring their well-being and avoiding anything that could cause discouragement. However, during this sudden shift, I may not fully accomplish all these goals. (Ayhan Journal Entry 5)

This reflection exemplifies a teacher identity that prioritizes student motivation, lifelong learning, and well-being. Therefore, this view presents the maxim of encouragement and highlights the challenges of adapting established teacher dispositions (*habitus*) and cultural capital to the new "field" of online education.

Most of the teachers from various career stages agreed that online field disrupted the established teacher identities in several ways. The lack of non-verbal cues and limited student interaction made it difficult to encourage language learning, evaluate student engagement, and learner motivation (Kino Journal Entry 5b, Ginger Interview 5a). This was particularly demotivating for teachers accustomed to receiving immediate feedback through student participation.

(...) My core identity as a teacher remains strong, even in this virtual environment. I meticulously plan my lessons, striving to eliminate any knowledge gaps and offering patient, attentive support to my students. Even online, I bring enthusiasm to my lessons by incorporating engaging topics and humour. However, the lack of active student participation and live interaction in my synchronous classes undeniably dampens my motivation. Despite this challenge, I remain dedicated to my craft and won't abandon the teaching principles I hold. (Kino Journal Entry 5b)

This journal entry written by Kino represents a teacher who prioritizes strong core teaching principles and strives to adapt his approach to the online environment. While teachers demonstrate elements of encouragement through meticulous planning and engaging lessons, the lack of interaction precludes this ability to directly apply some encouragement strategies. The limitations of the online "field" necessitate reevaluating established practices (*habitus*) and utilizing cultural capital (teaching knowledge) in new ways to address the challenges of online encouragement. Another lived experience provided by Ginger "In face-to-face classes, I could motivate quiet students and encourage participation, but I'm unsure how to do this online. When I can't even get a response to a simple greeting, imparting advanced language skills seems impossible." (Ginger Interview 5a)

Furthermore, teachers struggled to enact their core principles in the online environment. For example, some of them found it challenging to provide opportunities for practice, a crucial part of language learning, due to student silence and a lack of participation (Rose Journal Entry 5). They had challenges because the online "field" disrupted the established practices. Their ingrained teaching style prioritizing in-class practice clashed with the online environment, hindering the ability to effectively encourage student participation.

As an EFL teacher, I always try to give my students opportunities to practise as much as possible during classes because they do not have so many chances to practise the language out of the classroom. So, during online teaching I try to involve and encourage them to participate actively but most of them preferred to be silent. Therefore, I am not able to follow my principles as in the face-to-face lessons. (Rose Journal entry 5)

EFL teachers, as seen in Pinhan's reflection demonstrated a more adaptable *habitus* and recognized the changing "field" and utilized their cultural capital (knowledge of online resources) to find new ways to encourage students through self-directed learning. The evolving role of *habitus* and teacher identity was obvious in these reflections.

In online education, autonomous learning has gained more importance, and I believe that our role as teachers in guiding and encouraging students has become more prominent. Unlike face-to-face education, I am striving to find other ways and methods to help my students. I am working harder to suggest activities they can enjoy doing online and encouraging them to use different platforms or websites. In this sense, I am not

knowledgeable about everything, but I am trying my best to adapt and learn along with my students. (Pinhan Interview 5a)

In conclusion, the transition to online education necessitates a re-evaluation of teacher identity, roles and teaching strategies for fostering a positive learning environment. The excerpts from Ayhan, Kino, Rose, and Pinhan all demonstrate the challenges online education poses to established teaching habits (*habitus*) and the maxim of encouragement. In the long run, they experienced hysteresis. While some teachers, like Kino, struggle to adapt their core values to the limitations of online interaction, others, like Pinhan, leverage their cultural capital (knowledge and skills) to find new ways to motivate students through self-directed learning. It is understood from the findings that navigating the online "field" requires a more flexible teacher identity, one that embraces adaptation and utilizes various forms of capital to ensure encouragement remains a keystone of online learning.

3.3.1.4. Losing Control over Students

In terms of teacher empowerment, the data analyses referred to the lag or disconnect between the EFL teachers' desired practice (*habitus*) and the actual conditions they faced (*field*). In this case, the teachers' ideal was to facilitate student participation through activities like pair work and discussions. Their reflections also touched upon the importance of student autonomy and responsibility in language learning, where teachers' role was providing guidance and tools for learning, and ultimately the students take ownership of their learning process. Aylin said "In this context, I believe that students should be guided to be encouraged to take responsibility for their own language learning processes, and promoted to become autonomous and independent learners." Ayhan shared a similar experience;

During this process, I tried to maintain my goodwill and follow my professional principles. However, I am tired of dealing with students who do not take responsibility. I always push students to take responsibility for their individual learning, but I can't do this in the online context.

The online environment, a new "field" in education, deteriorated teachers' preferred practice of empowering students. The low student participation created a more teacher-

centred learning context, the opposite of their ideal. Unable to relinquish control and give students agency, they found themselves thrust back into a central role. This constant need for control clashed with their habitus and teacher identity, which prioritized empowerment (maxim of empowerment). This dissonance resulted in a hysteresis effect, a sense of being stuck as their desired identity (facilitator) conflicted with the imposed identity of a teacher in the online field.

For example, Çiçek's initial pedagogical approach, as evidenced through her classroom practices, likely embodied a facilitator role, prioritizing student exploration and communication. However, within the new "field" of online education, the shift presented distinct constraints. Traditional classroom activities, once central to her pedagogical approach, became difficult to implement. Çiçek's ability to enact her preferred teaching style disappeared.

An English teacher is a guiding figure who helps their students reach a level where they can use the target language accurately and fluently. I believe we are facilitators in helping students reach their goals, because ultimately, they learn the language themselves. I have always prioritized being autonomous and independent for my students. We simply guide them on how to work and learn. Unlike subjects like mathematics or science, where knowledge can be transferred from teacher to student, language learning requires experiencing and using the language individually. That's why I see our role as providing the key, showing them the way, but whether they use it or not is up to them. In the online context, there was no one willing to take the initiative, nobody wanted to hold the key. (Çiçek Interview 5a)

In another example, Pinhan's experience highlighted the tension between teacher expectations of student autonomy (empowerment) and the realities of online interaction. The need to keep the lesson going through increased teacher talk time contradicted her goal of fostering a student-centered learning environment. This disconnect showcases the challenges of implementing the maxim of empowerment in online education when student engagement is low.

While I believe my role is best suited to guiding students who take ownership of their learning, my online classes have become more lecture-heavy, with me doing most of the talking. Teacher-talk time has risen significantly. I strive to encourage participation and individual learning, but the lack of response often leads to increased talking on my part

simply to keep the lesson moving. Unfortunately, this has drastically reduced student talk time, critical thinking opportunities, and the task-based activities essential for language acquisition. (Pinhan, Interview 5a)

These EFL teachers, shaped by a view of language learning as an active, student-centred process, emphasized their role as facilitators guiding students towards self-discovery. However, their habitus clashed with the realities of online education. The desired practice of fostering a facilitator role and building student-centred learning through active participation broke down due to limited student interaction and increased teacher talk time in the online "field." This discrepancy between their ideals and the actual conditions caused a hysteresis effect, a sense of being stuck. Their attempts to bridge the gap by encouraging participation only amplified the tension due to a lack of response.

When we look into the eyes of our students in face-to-face education, we can easily observe if there are any issues or if they understand the topic being discussed. However, it's not quite possible to grasp this through a computer screen. Therefore, we are mostly focused on completing our tasks and finishing our lessons with a clear conscience. There are certain points where we have managed to reach our students, but there are many more points where we have not been able to reach or observe them. (Kino, Journal entry 4)

Furthermore, the online environment presented its own set of cultural, social, and symbolic capital that influences how teachers operate. EFL teachers' ideal role of a facilitator was shaped by their past experiences in traditional classrooms, with its own capital (resources, expectations). However, in the online "field" with its different capital (technology, student engagement patterns), they struggled to adapt their teaching style to these new limitations.

3.3.1.5. Instructional Planning and Implementation

The findings showed that the transition to online education disrupted another core maxim- the maxim of planning- in several ways. Firstly, the limitations of the online environment necessitated a shift in planning strategies. Activities that worked well in face-to-face classes could not be translated effectively online as Rose declared “ (...) I need to adjust my lesson plans and homework for online teaching, as some activities don't work well. Since I can't observe students, I assign more homework, but grading and providing

feedback takes a lot of time.” (Journal Entry 5a) Teachers needed to identify new activities and adapt existing ones for the online format, requiring additional planning and effort.

Secondly, the compressed nature of online lessons challenged the maxim of planning. Yollar (Interview 2), Kino (Interview 5a), and Aylin (Interview 5a) all described how rigidly adhering to their meticulously planned face-to-face lessons in the online environment resulted in superficial learning. Aylin described her experience by saying “To maintain the standard, I try not to deviate too much from the weekly pace, but this sometimes bothers me. More precisely, there isn't enough time to plan different activities to keep things interesting and entertaining for the students.” (Interview 5a) They underscored the critical need for teachers to adjust lesson pacing and content delivery, demonstrating flexibility within their planning approach to cater to the unique constraints of online education.

Yollar (Interview 2) who was a senior career teacher described the shortcomings of transferring face-to-face plans online without necessary modifications. This focus on planning reflected the teachers' habitus, shaped by their experience in the more controlled environment of traditional classrooms.

Our transition to online education involved transferring our face-to-face (F2F) teaching plans directly to the online environment, resulting in a superficial learning experience. We tried to integrate the existing plan using technology without much modification. Perhaps that's why we're not reaching students and our lessons are not capturing their interest. We're unable to engage students with this implemented system. Similar issues were starting to arise in our F2F classes, but with online education, the gap between has widened. This could be due to the mismatch between students' expectations from education and our methods and planning. This situation has a very clear impact on teachers because we can see that the planning done for F2F has made things even more difficult in the online context. (Yollar Interview 2)

Her experience exemplifies the challenges of online education. The rigid adherence to the maxim of planning through direct transfer of F2F lessons led to a mismatch with the online "field" and student expectations. Teachers might in a sense of being stuck (hysteresis) and have a potential crisis in teacher identity. It signifies the need for teachers

to develop new planning strategies and adapt their teaching style to be effective in the online environment.

To make matters worse, the rigid curriculum structures imposed by the institution left little room for flexibility in online lesson planning. EFL teachers who were used to adapting their plans based on student needs and their own teaching styles suddenly found themselves stuck within a pre-determined framework. It wasn't just about the plans, though. Çiçek (Interview 4) mentioned the frustration of keeping up with a strict weekly pace and the inability to use the materials she thought would be most effective. It was truly demotivating, especially for teachers who thrive on being responsive to their students' needs.

I couldn't act very independently to plan my online classes because it's a requirement of the system we follow in the institution. For example, in the first semester, I didn't do anything I prepared or planned. I couldn't show any extra videos, play any games, or provide any materials because I always struggled to keep up with the weekly pace. Most of the time, I couldn't even catch up; I always ended up behind. (Çiçek Interview 4)

Furthermore, the feeling that their established planning skills are no longer sufficient might have caused to a sense of professional inadequacy. Ginger (Interview 4) echoed a common sentiment "Keeping up with the weekly pace set by the administration felt impossible. I couldn't plan my own lessons anymore, and the stress just piled on." Feeling that their planning skills were suddenly inadequate was a significant blow to teacher morale.

These constraints engendered a hysteresis effect for teachers. Their established professional identities as meticulous planners, cultivated through traditional classroom practices, were no longer fully applicable in the online environment. The inability to adapt lesson plans to account for student engagement levels and technological limitations fostered a sense of inadequacy and a diminished sense of control over the learning process. The pressure to maintain a predetermined pace and ensure seamless lesson flow compelled some teachers, as exemplified by Ginger (Interview 4), to rely more heavily on pre-planned frameworks. While this approach offered a temporary sense of security in the unfamiliar online field, it could ultimately impede pedagogical innovation and stifle student engagement.

3.3.1.6. Decrease in Professional Motivation

Drawing on prior research, a clear link exists between teacher self-efficacy, professional identity, and job motivation. Canrinus et al. (2012) highlight how a teacher's perception of themselves as an effective educator fuels their motivation. Similarly, Schepers et al. (2005) posit that professional efficacy, the belief in one's ability to impact student learning, acts as a key driver of job motivation. They propose a positive relationship between these factors, with self-efficacy enhancing a teacher's motivation to persevere and excel in their role. Job motivation, often referred to as the conative component in educational research, delves into the reasons why individuals choose to pursue and remain in the teaching profession. It encompasses not only the initial decision to become a teacher but also factors that influence career continuation or seeking alternative paths. Teachers' motivation is influenced by how they perceive the tasks they perform and the extent to which the school environment supports them in fulfilling their professional values and goals. Furthermore, it is important to acknowledge that teacher motivations are not static and can evolve throughout their careers based on various experiences and influences.

The findings revealed the challenges online learning posed to teachers' sense of identity and job motivation. Firstly, the limitations of online interaction disrupted the sources of intrinsic and extrinsic motivation that traditionally fuel their passion for teaching. The disconnect between teachers' ideals and the realities of the online environment was the main reason of a diminished sense of coherence and purpose in their work, ultimately causing a decline in motivation. When the gap between EFL teachers' vision for their practice and the daily online classroom experience widened, it was difficult to maintain a cohesive sense of professional identity for them. Therefore, they needed to adapt their identity and explore alternative sources of motivation to overcome the challenges in the online environment.

It is easily seen from the Ginger's reflection about her low job motivation during her online learning experience, she had a sense of disconnect from her traditional identity as an effective teacher due to limitations in online interaction. The lack of face-to-face cues and positive affirmations from students (e.g., a sentence you said changed my entire life) disrupted her sense of accomplishment and perceived impact on students. Her willingness

to adapt her professional identity as a teacher to the new teaching context is clear as she wanted to redefine her sources of motivation and satisfaction in the online environment.

Throughout my online learning experience, I understood that solutions seem to run out in terms of student and teacher motivation in our context under these circumstances. (Ginger, Interview 1)

.....However, without face-to-face interactions, I miss the joy and motivation I used to feel, such as witnessing my students' efforts or seeing the spark in their eyes when I assist them. In face-to-face settings, a student could say, a sentence you said changed my entire life, but I rarely experience such moments in online learning. Therefore, if online education continues, I may need to discover alternative sources of motivation. (Ginger, Interview 5a)

Like other EFL teachers, Çiçek's motivation was demonstrably linked to student engagement, too. It was crucial for maintaining their intrinsic motivation; the lack of active student participation online diminished the sense of purpose and achievement that increase their motivation.

Unfortunately, our motivation decreases when we do not receive the feedback we expect from our students. In fact, I am sure that I would be much more willing and motivated if students were more involved in online classed. (Çiçek Interview 3)

It was clear from Rose's reflection that EFL teachers' experiences were including reflections about a combination of intrinsic and extrinsic motivators. The intellectual stimulation, personal growth, and social interaction associated with teaching were intrinsic sources of job motivation. Additionally, financial stability and job security provided extrinsic motivators for them. They undoubtedly uttered that the limitations of online learning diminished some of the intrinsic motivators, specifically the lack of interaction with students and colleagues. Hence, they experienced a weakened sense of purpose and satisfaction in their role.

For me, teaching at the university level offered a unique blend of intellectual stimulation, personal growth, and social engagement. The opportunity to interact with young minds, sharing knowledge and passion for a subject, and contributing to their intellectual development has been incredibly rewarding. Additionally, the financial stability and job security provided peace of mind and allow for a comfortable lifestyle. These are the main motivation sources in my professional life. In online learning, I have lost some of them

such as the interaction with my students and social engagement in my teaching context.
(Rose, Interview 5a)

Another middle career teacher, Pinhan's thought supported her colleagues, she admitted that some aspects, like financial benefits and prestige associated with university teaching, remained unchanged in the online environment. These factors likely contributed to her extrinsic motivation, which continued intact. However, the online environment minimized the communication aspect, which she identified as her primary source of intrinsic motivation. Sharing moments, feelings, and fostering deeper connections with students were central to her sense of contentment as a teacher. This loss disrupted their intrinsic motivational drive.

For me, in terms of material aspects of my job motivation, the prestige and financial benefits that come with working at a university continue to exist in the online environment. However, the communication aspect, which is the part of my job that I enjoy the most and find spiritually fulfilling, has decreased in online education. Sharing a moment, a feeling, or something is more difficult in an online environment. This difficulty makes me feel like I'm losing my primary source of motivation as a teacher. (Pinhan Interview 1)

Findings showed that teachers' statements indirectly implied a preference for the traditional classroom setting. Because of a potential disconnect or lack of fulfilment in the online environment, they were struggling between their past and present teaching contexts. Two middle career teachers', Rose "I believe this process is not permanent, we can teach in classes again, so I try to motivate myself." (Journal Entry 4) and Ginger's "I strive to maintain motivation by reminding myself that this situation is temporary." reflections were in the same direction.

The analysis revealed that the online environment disrupted established classroom management methods and created new obstacles to ensuring academic integrity. Because of this, they (Yollar Journal Entry 5a, Gilamada Interview 3, Ginger Interview 1) had feelings of frustration and a decline in intrinsic motivation. To navigate these challenges, teachers forced themselves to develop new skills and adapt their approaches to online teaching. Not having the opportunities to manage student behaviour and enforce academic integrity, their identity as an authority figure in the classroom was affected in a negative way.

Plagiarism in online assignments and the unreliability of online testing was another important demotivating factor mentioned constantly by most of the EFL teachers (Yollar Interview 2, Ayhan Interview 3, Kino Journal Entry and Interview 5b, Ginger Interview 5a). Çiçek uttered “Plagiarism is the worst part! It demotivates me because even when I try to be positive about grading, it's impossible to fairly judge something I suspect is copied.” (Interview 3) Aylin and Gilamada explained in detail, the experience of witnessing plagiarism and cheating undermined EFL teachers’ sense of trust in their students and their ability to ensure a fair learning environment. Their capacity to effectively facilitate genuine learning was affected, thereby influencing their motivation.

In face-to-face education, teachers have more control over the classroom. Unfortunately, this control decreases in online learning because teachers often cannot go beyond assuming that students are in front of the screen. Personally, sometimes this situation has undermined my motivation. In the first semester, I noticed blatant attempts at plagiarism and cheating in students' assignments and exams. There were times when I felt bad because I couldn't do anything about it. Not being able to fairly grade between the students who were honest and those who tried to deceive me was quite upsetting. This situation demotivated me. (Aylin Journal Entry 5a)

I know that students have been cheating on assignments and exams. Despite our efforts to prevent it, we cannot make a fair assessment. Therefore, what I expected and wanted from online education has become very different from the current situation. My expectations from the profession have also changed, and honestly, my motivation has decreased over time. (Gilamada Interview 3)

On the other hand, the findings showed that when EFL teachers experienced burnout in the past, they were able to access coping mechanisms in the traditional classroom setting. The limitations of online interaction restricted these coping strategies, leaving them feeling less equipped to address motivational challenges.

As the level of student interaction decreases over time, teachers are becoming more reluctant. Students’ diminishing enthusiasm has led to a sense of fatigue in us. While we experienced similar feelings or burnout in face-to-face education, we were able to find ways to cope with it, there were a lot of ways of motivating both students and teachers. Unfortunately, we are unable to boost teacher motivation in online learning as most of the channels improving our motivation is closed now. (Ginger Interview 4)

There was a decline in teacher enthusiasm due to the lack of student interaction. This interaction was a crucial aspect of a teacher's identity, as it provides feedback, confirmation, and a sense of purpose. Without it, teachers felt like they were operating in a void, leading to a disconnect from their identity. The early career teacher, Kino -like others-described a sense of fatigue due to the decline in student enthusiasm. The experience confirmed how student motivation impacted teacher motivation – a reciprocal cycle that powered their energy and sense of purpose. The online environment disrupted this cycle, leading to a decline in overall motivation.

If I had one wish regarding online learning, it would be to see my students through their cameras. Feeling their presence would make me feel like I can do more and motivate me to try different ways to reach them. However, teaching to dark screens has genuinely lowered my motivation. If online education continues in this manner for an extended period, our only motivation as teachers will be economic reasons. I don't think there will be anything else left. (Kino, Interview 5a)

Gilamada, another early career language teacher, yielded the cyclical nature of motivation, where student engagement and eagerness to learn motivate teachers to excel and improve. For him, the interdependence of student and teacher motivation in creating a successful learning environment was vital. Hence, in the online environment, most of the EFL teachers perceived a breakdown in this cycle. The lack of student engagement decreased their motivation to improve, potentially creating a negative feedback loop.

I believe the main source of teacher motivation is the student motivation. We cannot separate these two. This perpetual cycle of student and teacher motivation is an inseparable and vital aspect of effective teaching. In face-to-face classes, especially in English medium departments, I used to feel a deep sense of satisfaction and appreciation. I experienced true fulfilment in my teaching roles and witness the tangible impact of my efforts. (Gilamada Interview 1)

The perceived futility of efforts and lack of engagement from students diminished EFL teachers' sense of agency and ability to impact student learning. This disconnect threatened their sense of gratification and their experience as passionate teachers whose ideals were challenged by the limitations of online learning foregrounded how online environments can potentially clash with certain teacher identities.

Students' lack of engagement affects me because when I start classes, it feels like I'm talking to a wall. In the online learning program I'm involved in, things are very easy but also boring. Yes, everything runs smoothly, but it doesn't satisfy me. That's why I believe online learning won't content teachers who are genuinely passionate about teaching. (Gilamada, Interview 5a)

Similarly, two senior career teachers', Ayhan and Yollar's reflections offered valuable insights into teacher motivation, adaptability, and job satisfaction in the context of online learning. Both identified a combination of intrinsic and extrinsic factors that contributed to their job satisfaction and motivation. They mentioned a love for language (Ayhan) and a passion for teaching (Yollar) as intrinsic sources of motivation. Additionally, Yollar highlighted satisfaction from witnessing student progress as a key motivator. Ayhan also acknowledged financial security, work-life balance, and positive feedback (students and administration) as extrinsic motivators. Despite the challenges of online learning, both teachers maintained a commitment to their profession. Ayhan felt he hadn't lost motivation, and Yollar expressed a determination to continue despite diminished motivational sources. These reflections showed their adaptability and resilience in the face of change.

My primary motivations for continuing my career as a teacher are my love for language teaching, positive feedback from students and administration, financial security, and the ability to maintain a work-life balance. I am committed to continuous self-improvement. Additionally, I find myself successful in language teaching. These factors, despite reaching retirement age, keep me motivated and passionate about my work. In online education, although it has been a challenging transition, I don't think that I have lost my motivation towards my profession. (Ayhan, Interview 5a)

The main reason I love my job is because I do it with passion. When you love a job, you strive to do it well, regardless of the circumstances. I enjoy being social and being around people. Seeing the progress in my students makes me incredibly happy. Witnessing their transformation from the beginning to the end of the learning process is the most satisfying aspect of my profession. However, my motivation sources have diminished somewhat in online education. Nevertheless, I am determined to continue my profession under any circumstances. I believe that this experience will also nourish me and contribute to my growth. (Yollar, Interview 5a)

The diverse responses of Ayhan and Yollar exemplified the motivational challenges of online learning. While Ayhan expressed confidence in maintaining motivation, Yollar validated a decline but remained committed. Despite the challenges, both teachers' passion for teaching and focus on student learning underpinned their identities and contribute to their overall motivation.

The interview excerpts from Rose (Interview 3) and Ginger (Interview 2) highlighted several key themes related to teacher motivation, identity, and online learning. Like their colleagues, both teachers emphasized the critical role of passion and professional ethics in online teaching. Rose described teaching as a profession not possible to do without passion, even in the face of challenges. This passion served as a driving force for overcoming difficulties and maintaining motivation despite the perceived limitations of online learning.

Maintaining passion and motivation is essential in our profession. Undoubtedly, a certain level of motivation and love for teaching is crucial for success. Whether it's face-to-face or online, it's not a job that can be done without passion. It's not as easy as it seems from afar. People might say, "Oh, how nice, you're teaching from home without having to commute," but even 35 minutes can be incredibly demanding. We put in more effort than in face-to-face classes, yet we know that the output is often less. We also acknowledge that students are learning significantly less in this environment. Despite these challenges, we strive to give our best effort. Everyone is trying to contribute to the learning experience. Without a strong sense of professional ethics and love for teaching, it would be impossible to carry on. (Rose Interview 3)

However, there were challenges to stay motivated in online learning. Rose expressed frustration at the perceived disconnect from students and the potential for decreased learning outcomes in an online environment. The disconnection, coupled with the extra effort required for online teaching, created a sense of disparity between the effort invested and the perceived output. On the other hand, Ginger's experience demonstrated how positive student feedback could serve as a powerful motivator for teachers, especially in the online learning field. Receiving positive emails from students validated Ginger's teaching methods and reaffirmed her impact, counteracting feelings of teaching into a void.

I never asked for feedback on my lessons, I didn't directly ask about my teaching, but I received a few positive emails. Students told me they liked me even without seeing me in person and that my lessons were effective. This motivated me because sometimes when no one actively participates in class, I feel like I'm talking into a void or not teaching anything. But these emails encouraged me. At least I realized that I could do some things right. (Ginger, Interview 2)

Despite struggling with various negative factors, EFL teachers strived to maintain a positive and effective teacher identity. They emphasized the importance of giving their best effort and contributing to student learning. Having positive feedback showed how online teachers can build confidence and a sense of accomplishment in a different learning environment. Therefore, these themes illustrated the complex interaction between passion, professional ethics, student feedback, and the online learning environment in shaping teacher motivation and identity. While online learning presented its own challenges, it's clear that dedicated and passionate EFL teachers still find ways to connect with students and maintain a positive sense of professional identity.

This current study delves into the experiences of individuals navigating these challenging conditions, employing Bourdieu's conceptual framework to examine the potential hysteresis effect on job motivation. The findings reveal a concerning decline in symbolic capital, representing the social status and recognition associated with the teaching profession, among several educators within the online environment. Traditionally, teachers derive symbolic capital from witnessing student progress and receiving positive feedback. However, the limitations inherent in online interaction impede the experience of these crucial forms of recognition. Ginger's reflection exemplifies this phenomenon; the absence of face-to-face interactions disrupts her sense of effectiveness and confirmation, diminishing her symbolic capital. Aylin's experience echoes this concern, as the challenges of managing the online learning environment and ensuring academic integrity contribute to a perceived loss of symbolic capital.

The transition to online learning has demonstrably impacted teacher motivation, as evidenced by a decline in symbolic capital. The findings reveal a concerning decline in symbolic capital, representing the social status and recognition associated with the teaching profession, among several educators within the online environment. Traditionally, teachers derive symbolic capital from witnessing student progress and

receiving positive feedback through face-to-face interactions. However, the limitations inherent in online interaction, such as the difficulty in controlling student engagement and non-verbal cues, impede the experience of these crucial forms of recognition. Ginger's reflection exemplifies the absence of these interactions disrupts her sense of effectiveness and confirmation, diminishing her symbolic capital. Aylin's experience echoes this concern, as the challenges of managing the online learning environment and ensuring academic integrity contribute to a perceived loss of symbolic capital.

The transition to online language education has triggered a complex interplay of factors impacting teacher motivation. This research, drawing upon Bourdieu's framework, investigates the challenges educators face in adapting to this new pedagogical landscape. The key concept emerging from the analysis is hysteresis, the difficulty of applying established skills to a new environment. EFL teachers accustomed to the dynamic exchanges of the face-to-face classroom struggled to readily translate their coping mechanisms and motivational strategies to the online space. Kino's experience exemplifies this; his familiar tactics for fostering student and personal motivation proved less effective in the online domain. Similarly, Aylin's frustrations reflect the struggle with hysteresis, as her skills in the traditional classroom failed to seamlessly adapt to the online environment.

This struggle with adaptation further fuelled feelings of inadequacy among the EFL teachers in this study, hindering their ability to connect with students. Consequently, their perceived sense of social capital, the network of connections that provide support and belonging, also diminished. The limitations inherent in online interaction made it challenging to build and maintain strong relationships with students, as evidenced by the reflections of Kino and Gilamada.

In essence, the findings illuminate the multifaceted challenges online learning presents to teacher motivation. This erosion of motivation stems from a job motivation hysteresis effect, where established practices and self-perceptions of effectiveness struggle to adapt to the new online environment. This, in turn, leads to a perceived loss of both symbolic capitals, the social status associated with their profession, and social capital, the supportive network fostered in the traditional classroom environment.

3.3.2. Experiencing Identity Struggle at Home: English Teaching as a Home Office Career

The sudden shift to emergency remote teaching challenged especially the traditional teacher identity of married female teachers with children. The constant role-switching among teacher, parent, and homemaker, created confusion and a sense of losing the distinct teacher persona. (Çiçek, Rose, Pinhan). Organizing childcare, housework, and online teaching responsibilities created a flurry of tasks and feelings of overwhelm. (Çiçek, Rose, Pinhan). The relentless role-switching and lack of boundaries triggered stress, exhaustion, and dissatisfaction (Çiçek, Rose, Pinhan). The challenges of transitioning to online learning also included the lack of empathy or understanding from family members. They felt more mentally tired with online learning compared to the physical fatigue of classroom teaching. Continuously managing multiple tasks (children's lessons, housework, emails) created mental confusion and difficulty concentrating, either.

Çiçek, a veteran teacher nearing retirement, offered a detailed account of her work-from-home struggles. Her story powerfully illustrated the challenges faced by working mothers in maintaining their professional identities as teachers during the ERT amid the pandemic.

The lines between my various roles have blurred in my life. I'm preparing breakfast in the kitchen just five minutes before my morning class starts. I have to cook meals for my children or help them with their schoolwork during the breaks. I take on different roles in each room. This is so exhausting, I don't know whether to call myself a housewife, a teacher, a working woman, or someone who does everything at home. My identity as a teacher has been internalized, and I have accepted and embraced it. I used to find retirement appealing, but this year I realized I don't want to retire; I don't want to stay at home all the time. I was physically tired in face-to-face education, but now I feel more mentally tired. My children's online lessons, work emails, and house chores are all mixed up. My mind is also very confused, and I find it difficult to concentrate. (Çiçek Journal Entry 5b)

This constant context-shifting was emotionally and mentally taxing. Çiçek acknowledged a strong internalized teacher identity, yet the physical fatigue of traditional classrooms replaced by a deeper mental exhaustion in the online environment. The ever-present demands of online lessons, work emails, and housework created a sense of mental clutter and difficulty concentrating. Furthermore, the lack of understanding from family

members, who might have perceived online work as akin to being a stay-at-home parent, added another layer of frustration.

When we started working from home, our family members assumed we were stay-at-home parents. It was even difficult for me to explain this to them. I expected empathy from my husband, who is also a teacher. However, this issue might be more prevalent among couples from different professions. (Çiçek Interview 3)

Çiçek's reflection showed the challenges faced by EFL teachers navigating online learning environments. The constant demands and blurred boundaries were the reasons of significant emotional and mental strain, impacting not only teachers' well-being but also their sense of professional identity. On the other hand, the sense of being caught in a whirlwind shared by Rose, who was a middle career teacher having two children, suggested a feeling of being constantly busy and unable to find respite.

Altering the roles of motherhood, teaching, and household management has created a whirlwind of responsibilities, blurring the lines between my personal and professional spheres. The clear separation I once enjoyed between work at school, family time at home, and my own personal space has dissolved, leaving me feeling overwhelmed both physically and mentally. (Rose Interview 4)

There was a significant shift in how the EFL teachers perceived their roles and responsibilities. The clear separation they once enjoyed has given way to a more intertwined and complex web of duties, leading to a reassessment of their work-life balance and personal boundaries. For example, the inability to compartmentalize roles is a significant source of stress and dissatisfaction for Pinhan.

At home, I'm both a mother and a teacher, also a student because of my own studies for my doctoral degree. I'm also actively involved in my child's education, which requires me to constantly switch between roles. I'm also the one who cooks and cleans at home. Normally, when I used to go to school, I could leave my other roles behind and focus solely on my teaching role. I felt as if I lost my reputation of being a language teacher; at work I was Mrs. Pinhan or Teacher Pinhan, but now I am just like a housewife. My roles are very intertwined. When I went to work, I could just focus on my job. At home, I find it difficult to switch between roles. I'm someone who can only focus on whatever I'm doing, I am not good at multitasking. Therefore, I experience stress and dissatisfaction. (Pinhan Interview 3).

As reflected, at home, Pinhan embodied a multitude of roles: mother, teacher, student pursuing a doctorate, and homemaker responsible for cooking and cleaning. This constant context-switching created significant challenges for her, who thrives on focusing on one task at a time. Prior to online teaching, she described a clear demarcation between her professional and personal identities. At school, she was Mrs. Pinhan or Teacher Pinhan, a respected language teacher. However, online learning has blurred this line, causing her to feel like just a housewife within her own home.

I was deeply affected because my husband is also a teacher, and my daughter is a student. Right now, each room in my house is like a classroom. So, I feel like I'm experiencing a role confusion. When I used to go to school, I would embody the identity of a teacher. Now, here at home, when I am teaching online in this room, I become a mother during the break time. I become my daughter's teacher more than my own student's teacher, or I become a homework assistant for her. So, there is a role confusion. (Pinhan Interview 5b)

Pinhan's detailed reflection about her experience aligned with Çiçek and Rose who were also struggling with maintaining a work-life balance throughout their online teaching process. The pandemic and the emergency remote teaching fundamentally reshaped these teachers' routines, creating uncertainty and a sense of a diminished world (Pinhan Interview 4) due to the collapse of work-life boundaries. The major themes describing the essence of their experiences were work-life balance disruption, emotional strain (exhaustion, frustration), loss of professional identity, social isolation, feeling of a diminished world.

Interestingly, three male EFL teachers from different stages of their careers – Gilamada, Kino, and Ayhan –, and a senior career female teacher, Yollar, demonstrated empathy by acknowledging the potential challenges faced by working mothers during online education. In terms of gender disparity in work-life balance, they accepted that working home-office created a more significant challenge for women, particularly those with younger children. They mentioned the additional burden of childcare and household responsibilities that women faced while balancing work demands. (Gilamada, Kino) Advantages of working online for men without dependents were mentioned by both Gilamada and Kino clearly. They avoided childcare disruptions and enjoyed a clearer separation of work and personal life compared to their female colleagues.

Working from home has been a comfortable experience for me due to being a male having no children. However, I recognize that this transition has been more challenging for women with children, as they face the additional burden of childcare and household responsibilities while balancing work demands. (Gilamada Journal Entry 4)

Being single has its advantages in the context of working online, as I don't have the constant demands of children or other adult dependents at home. This contrasts with the experiences of my married female colleagues with children, who often shoulder additional responsibilities. As a single man, I haven't faced the challenges of balancing family needs and work commitments. (Kino, Interview 4)

Ayhan emphasized that leaving the house for work used to provide a sense of relief and separation from domestic responsibilities for women. He accepted that working online distorted the lines, making it difficult to establish a healthy work-life balance and leading to feelings of isolation for his female colleague.

For working women, leaving the house for work used to provide a sense of relief and separation from their domestic responsibilities. However, the transition to remote work has made this separation more challenging, leading to difficulties in establishing a healthy work-life balance and a sense of isolation. While I personally haven't experienced these struggles, I recognize the unique challenges faced by my female colleagues in this new environment. (Ayhan Interview 4)

Ayhan, one of the senior career teachers, mentioned going to the office provided relief for him, suggesting a feeling of isolation or confinement working from home. His reflection pointed to the potential psychological benefits of maintaining a physical separation between work and personal life, even during a pandemic. Moreover, the desire to teach from the office might suggest a connection to the traditional teacher identity associated with a physical classroom environment.

I am not married, nor do I have children. This is because I do not have anyone at home whom I need to take care of or provide for. My technological resources were not sufficient at home, either. Therefore, I preferred to conduct my lessons from my office and, despite the pandemic restrictions, going to my office and being outside of home relieved me and I have been feeling more motivated. The lack of social interaction during online teaching made it much harder. If we could have still connected and interacted, it wouldn't have been so difficult. Losing the school environment was the biggest blow. If I had been constantly at home, I would have seriously felt depressed. (Ayhan Interview 4)

The findings revealed a clear preference among EFL teachers for the traditional classroom setting, where a physical separation between work and personal life is naturally maintained. However, this preference wasn't an insurmountable barrier to adapting to online work for some of them. While initial challenges arose, such as juggling tasks and managing role-switching within the same space, the teachers demonstrated a remarkable capacity for adjustment. Over time, they embraced the convenience and practicality that online work offered, even becoming more oriented in their approach. It is found out that the significance of a distraction-free environment for successful adaptation. Teachers who had minimal disruptions from family members in their home workspace thrived more readily in the online setting. This finding underscored the importance of creating a resolute and focused workspace when working online, another factor that can significantly influence a teacher's experience with online education.

Aylin's and Yollar's experience with online learning offered a refreshing perspective on the benefits it can provide for certain teachers. In contrast to the challenges faced by others, Aylin's child-free status, Yollar's adult family members and having separated workspaces within their home created an ideal environment for remote instruction.

Yollar's reflection showed the tension between comfort and professional identity. While she enjoyed the physical aspects of being in the classroom – the social interaction, physical activity, and clear separation between work and home life – she also recognised the primary difficulties of role-switching in the online environment. This initial struggle suggested an intense sense of teacher identity tied to the traditional classroom setting and the clear routines it offers. However, her ability to adapt and embrace the flexibility of online learning demonstrated an example for the growth and resilience of a teacher. This experience highlighted the importance of adaptability for EFL teachers navigating the ever-evolving world of education.

While I will miss the comforts of home when this period is over, I do enjoy being in the classroom. I like being with my friends, going to work, and being physically active. However, I will also miss the comfort of working from home. Once we resolved the technological issues, we adapted to the convenience of working from home, and I even found it enjoyable. To be honest, at first it was frustrating to be a teacher in one room and a cook in another, switching roles when changing rooms. For years, we have been working at the same pace and following a specific schedule. It was mentally easier for

me to leave my home problems at home, close the door and go out. It was also better for the roles I played. However, one can get used to and accept the intertwining of two worlds in a few months. In fact, after getting used to it, I became a little more practical, but all of this was easy to achieve because there were only adult family members who never distracted me in the home environment. (Yollar Interview 3)

The key theme in Aylin's reflection was increased productivity and reclaimed time. The absence of distractions allowed her to focus solely on her work, leading to a sense of accomplishment and a positive impact on her overall well-being as a teacher. Increased productivity and reclaimed time potentially might have allowed her to spend more time on lesson planning, professional development, or interacting with students online. This sense of accomplishment and satisfaction might have helped to reinforce her online teacher identity.

If you are a mother, juggling work and childcare responsibilities can be a daunting task. However, I don't have any children and my current living situation, where my husband and I each have separate workspaces in different rooms, has transformed working from home into a distinct advantage. The absence of distractions and being able to focus solely on my work have significantly enhanced my productivity and allowed me to reclaim valuable time. This transition has had a profound impact on my professional life enhancing my overall well-being as a teacher. After overcoming previous technical problems, I started to enjoy the newfound flexibility introduced by online learning. This made me happy and I felt relaxed. (Aylin Interview 1)

On the other hand, some teachers' reflections (Ginger, Kino, Gilamada) offered contrasting yet complementary perspectives on the emotional challenges associated with online learning. For Ginger, the traditional classroom setting provided a clear physical and psychological separation between personal and professional life. Working from home blurred these boundaries, making it difficult to leave work at the door and manage emotional spillover. Work frustrations and personal worries became omnipresent, creating a sense of emotional overload. Kino, an early career teacher, focused on the loss of emotional connection. He described the physical classroom as a vibrant space for dynamic exchange of emotions. The interaction with students and colleagues fostered a sense of belonging, motivation, and well-being through reciprocal emotional nourishment. However, the virtual environment lacked this richness of emotional exchange, leaving teachers feeling isolated and disconnected.

In the traditional school setting, we've always tried to keep our personal life separate from our professional life. We wouldn't want to bring a problem with a coworker or a family member into the classroom. But now that our homes have turned into schools, it's like our emotions have taken over the whole house! It's hard to leave those work frustrations or personal worries at the door when they're literally everywhere we look. (Ginger Interview 5b)

I didn't have any problems or challenges about working from home because of my home responsibilities. However, one of the most significant drawbacks of online learning is the lack of emotional nourishment that was once a symbol of the traditional school environment. In the physical classroom, we were constantly engaged in a dynamic exchange of emotions, receiving support and inspiration from both our students and our fellow colleagues. This reciprocal emotional nourishment fostered a sense of belonging, motivation, and overall well-being. However, in the virtual realm, this vital aspect of education has disappeared. (Kino Interview 5b)

Both reflections connected the lack of emotional well-being to teacher identity. Ginger's inability to control her emotions created the sense of being overwhelmed, potentially impacting her ability to be a positive and engaging teacher in the online classroom. For Kino, without the emotional connection from students and colleagues, it became harder to feel supported and inspired, potentially impacting his overall well-being as a teacher.

To sum up, this section has explored the multifaceted challenges EFL teachers face in creating effective learning environments. Individual differences among students can present obstacles to classroom interaction, while the fast-paced nature of online learning can make it difficult for EFL teachers to keep up. Additionally, the downsizing of teacher roles and the loss of a sense of professional accomplishment can negatively impact teacher motivation. Struggles with maintaining control over students and challenges in instructional planning and implementation further contribute to the complexities of online teaching. These interconnected factors highlight the need for ongoing support and professional development to help EFL teachers navigate the challenges of online education and create engaging and effective learning experiences.

3.3.3. Experiencing Increased Workload in the Digital New World

The thematic analysis of the data showed that EFL teachers across the board reported feeling overwhelmed by the incessant flow of online communication. Emails, messages, and online meetings created a constant influx of information, leading to anxiety, stress, and a sense of information overload. This perpetual state of information bombardment was detrimental to focus and contributed to a feeling of missing crucial updates (Rose, Pinhan, Çiçek).

Çiçek, a senior career teacher, experienced a shift from group problem-solving in face-to-face settings to individual inquiries via email in online learning. Online students often expected immediate responses to both academic and non-academic inquiries via email, blurring the lines between responsibilities and creating an always available expectation. The increased workload and pressure to be readily available contributed to feelings of overload and ineffectiveness, impacting teachers' sense of self-efficacy and satisfaction in their roles.

In the online context, we experienced a notable change in how students sought help and interacted. Moving from group problem-solving to individual email inquiries posed a challenge. Unlike in face-to-face education, where we were not tasked with answering administrative questions, students in online settings often expected us to address everything. This shift led to stress for both students and teachers. In traditional settings, students would collaborate and find answers together, which we could efficiently address in class. However, in online learning, students frequently emailed the same questions individually, expecting immediate responses. (Çiçek, Interview 5b)

The persistent accessibility and expectation of immediate response to online messages made it difficult for teachers to disconnect and recharge. This always-on mentality disrupted work-life balance, leading to feelings of exhaustion and resentment as explained by Rose and Aylin.

The endless stream of online messages, emails, and WhatsApp groups is exhausting. I can't keep up, and I often miss important stuff. It was stressful at first, but I'm trying to just go with the flow now. The lack of clear work hours and online meetings happening all the time is messing with my work-life balance. It's hard to separate work from home when work keeps invading my personal time. I'm feeling drained and overwhelmed. (Rose Interview 4)

It was stressful to have no working hours, being available at any time, tracking messages and mails. I tried to set a certain schedule, but WhatsApp messages in the evenings were a bit disturbing, but I was not overly stressed. It is not reasonable to attend classes all day and hold meetings in the evening (Aylin Interview 5b)

The physical separation inherent in ERT fostered a sense of isolation among teachers. Pinhan specifically mentioned the absence of readily available colleagues as a source of anxiety and difficulty in accessing support networks. This isolation exacerbated feelings of stress and killed collaboration, a vital aspect of professional development for EFL teachers.

Successive messages and mails from the colleagues or administration made me feel worried and tense more. I always felt as if I was missing something important. Because of the intense information flow via WhatsApp messages and emails, I was panic, fearful, and anxious. There was a constant feeling that I missed something, and it was the reason of my constant state of alert. I didn't have a colleague around, there was no one to ask and consult, but here came a message and if you had ignored it, you would forget it''. (Pinhan Interview 5b)

The requirement to be constantly available and responsive to messages created a state of hypervigilance and anxiety. Teachers worried about missing essential information if they ignore messages or take time for themselves, leading to a sense of loss of control over their workload and schedule (Pinhan, Çiçek).

'I got lost in the numerous unread emails from my students or school administration, WhatsApp messages from my colleagues or commission members day by day. It was so confusing. It was a problem from the very beginning, but as I got tired, I found it more difficult to follow. In some certain periods of time such as exam weeks etc. it was more chaotic and overwhelming.' (Çiçek Interview 5b)

The emotional burden associated with information overload, work-life imbalance, and isolation had the power of negatively impact teacher identity. Chronic feelings of exhaustion, overwhelm, and lack of support might have made it difficult for teachers to maintain a positive and effective professional persona in the online classroom environment (Rose, Pinhan, Çiçek). The constant pressure to be available and manage information flow in the online environment creates a hysteretic effect. Teachers struggle

to adapt their established work practices and professional identity to this new reality, leading to a range of negative emotional responses.

There was another remarkable example coming from Gilamada who was from an early career teacher. His experience with online learning highlighted the potential conflict between additional online learning duties and a teacher's core identity.

At the beginning of the process, because of my additional commission duty (Online Learning technical support commission) in my institution, I found myself in the middle of the chaos. I was very tired and stressed because I had to answer 40 calls a day asking for help. Moreover, I had to reply to numerous messages day and night. I was so angry because people even couldn't explain what their problem was. They behaved me as if I was an IT technician. They mostly forgot that I was a teacher like them. It was the worst period in my teaching career because of this additional duty. I was anxious and nervous so I even couldn't sleep well. (Gilamada Interview 5b)

His additional responsibility of providing technical support placed a significant burden on Gilamada. The constant influx of calls, messages, and the feeling of being treated as an IT technician created exhaustion and stress. This lack of control and the sense of being undervalued as a teacher as he said “They mostly forgot that I was a teacher like them” contributed to anger and resentment. The key aspect of this reflection is the conflict between Gilamada's professional identity as a teacher and the imposed role of a technical support person. Being treated primarily as technical support diminished the value placed on his teaching expertise which is an important aspect of her professional identity. Moreover, the constant exhaustion and stress might have hindered the teacher's effectiveness in the classroom.

Similarly, Kino and Ginger had additional duties (vice department heads) throughout the online learning process, and they had the similar constant influx of online meetings and phone calls causing stress, exhaustion, and fatigue.

Additionally, I experienced frustration when I need to make various phone calls or answer numerous WhatsApp messages sent by my colleagues who neglected to read important messages or emails, leading to unnecessary questions or incomplete tasks. Most of the time, I couldn't focus on my own teaching because of being available all the time. (Ginger Interview 5b)

The mismatch between their ingrained skills and the demand of the online environment highlights a classic case of hysteresis. The established sense of self-efficacy and professional identity as EFL teachers were challenged by the imposed role, creating a sense of inadequacy and deterring their overall well-being.

Conversely, a senior career teacher Ayhan's perspective highlighted that online communication offered both advantages and challenges for teacher identity. The perceived efficiency and formality of email resonated with him, while the potential loss of informal social interaction impacted others.

I think while the merging of work and home environments and the constant state of being connected can be tedious, email communication is more practical than face-to-face interactions. Written communication tends to be more formal and efficient. I don't receive an overwhelming number of emails, and they are generally concise. Working beyond regular business hours doesn't bother me; on the contrary, I've observed positive outcomes from this flexibility. During this period, relationships among colleagues have also improved. For instance, those with limited face-to-face interactions have found it easier to connect via email. (Ayhan Interview 4)

As seen in the reflection, Ayhan observed improved relationships among colleagues due to email/ online communication, particularly for those who may have struggled with face-to-face interactions. According to his experience, online communication offered alternative pathways for collaboration and building rapport. Moreover, Ayhan's comfort with working beyond regular hours suggested a potential adaptation of his professional identity to a more flexible online work environment.

The transition to online learning presented a significant challenge for EFL teachers, creating a hysteretic effect between established practices and the demands of the new environment. Struggling with these challenges resulted in a range of emotional responses, including information overload, work-life imbalance, and feelings of isolation. While some teachers resisted to adapt, others like Ayhan found ways to leverage the advantages of online communication, suggesting a potential for positive adjustments in professional identity.

3.3.4. Experiencing Altruistic Failure: Increase in Social Inequality

The analysis of EFL teachers' lived experiences revealed that the transition to online learning exacerbated existing inequalities within the educational system. Teachers and students with access to technology and reliable internet were more successful than those who lacked these resources. They highlighted the uneven playing field created by limited access to technology and internet connectivity among students. This issue also affected many teachers who lacked the necessary hardware to conduct online classes (Çiçek, Kino, Pinhan). Consequently, these disparities deepened existing educational inequalities and further disadvantaged students from lower socioeconomic backgrounds.

Aylin, Rose, and Gilamada asserted that the resources allocated by the government and universities were inadequate to equip both teachers and students with the requisite technological tools.

Our department and our country are not ready for online education. As a social state, the government used to provide textbooks to students at the K-12 level. However, now students need different resources besides books. The government's resources are not enough to meet the needs of teachers, too. Most of my colleagues has been dealing with the lack of technological equipment as there are more than one person who need a computer at home. Besides, the economic level of the students' families is not enough to afford technological devices and constant internet connection. This situation deepens the inequalities in education. Students with internet access and the necessary equipment benefit more from online education. However, students who do not have these opportunities are left behind. (Yollar Interview 2)

My current concern is that when the pandemic period is over and we return to face-to-face education, this year's students may not have had equal access to education due to various reasons. As a result, there may be a significant loss of quality in the upper classes because these students will have experienced this year very weakly. (Ginger, Journal Entry 2)

I believe that we need to be more tolerant towards students during online education, since not all students have the same socio-economic backgrounds. They may not have easy access to a computer or the internet. They may not have the conditions or environment at home to follow the lessons online. Therefore, some delays can be ignored. It is normal to accept that they may not want to turn on their camera or microphone because of some

practical reasons. In short, it is necessary to be more understanding of the situations mentioned above during this online education process. (Aylin Journal Entry 5a)

A senior career teacher, Yollar and a middle career teacher, Ginger expressed similar concerns about the unequal access to online learning resources, creating a situation where some students are disadvantaged. Unfortunately, this awareness may be a source of frustration and powerlessness for these teachers, impacting their sense of agency and ability to fulfil their role as effective educators. They may have a dissonance between their ideals of equitable education and the reality of the online learning field. Their concerns also highlight the importance of social capital (networks and resources) for teachers. Collaboration among colleagues, sharing resources, and advocating for better support from the government can help mitigate the impact of the digital divide. Building social capital can empower teachers and strengthen their collective identity.

The veteran teacher, Ayhan handled the situation considering the social aspects of being a university student and argues that online learning creates a situation of social inequality by depriving students of the traditional social and cultural experiences associated with university life, disproportionately impacting students from disadvantaged backgrounds who rely on university support systems and exacerbating existing inequalities in access to technology and basic necessities.

What does it mean for a student to be at university? They would probably be studying in another city, staying in a dormitory or renting a house, right? They would have a different environment, lots of friends from school or from dormitory, and they would have a completely different experience. But now, when a student is at home, in a room, in front of a computer, that feeling disappears. They don't feel like they've started university. Furthermore, it is important to consider the impact on students from low-income backgrounds or those who are coming to a big city for the first time from their villages or towns, who may miss out on the social opportunities and services provided by the university. (...) Taking all of this into account, online education has created a social inequality among students. (Ayhan Journal Entry 2)

Ayhan highlights a key aspect of the university experience – the shift in habitus. Traditionally, university life involves living away from home, making new friends, and encountering diverse perspectives (cultural capital). This shapes a new student identity distinct from their previous experiences.

The findings reveal that the online learning environment has emerged as a new field with its own distinct set of rules and expectations. EFL teachers observed that students with access to technology and internet connectivity are better positioned to navigate this landscape, leading to unequal outcomes. This finding matches with Bourdieu's concept of habitus, where one's social background and existing resources shape their ability to succeed in a particular field. Students who struggled with online learning may face ongoing challenges in future face-to-face classes, potentially impacting their academic trajectory. Bourdieu's explains this in his theory of social reproduction, where social class background influences educational attainment.

Teachers also highlighted the missed social opportunities that contribute to a holistic educational experience beyond academics. They expressed concerns that students from disadvantaged backgrounds lack the social capital needed to access networks and opportunities typically fostered on campus. Criticisms of the government's inadequate provision of resources for online learning underscore the importance of state intervention in ensuring equitable access to education, a cornerstone of social justice. The lack of technological resources and internet access for both teachers and students indicates a deficit in cultural capital—the essential resources and knowledge needed for success in this new field. Consequently, students from disadvantaged backgrounds are hindered in their participation and educational opportunities. Furthermore, the isolated university experience reflects a loss of cultural capital, underscoring the broader implications of these disparities.

3.3.5. Experiencing the Change in the Capital Resources that Form a Part of EFL Teacher Identity

The change in the field also affected the role of capitals in this new context. These capitals are the crucial constructs of EFL teachers' identities which have been developed over years. In the time of hysteresis, EFL teachers seemed to be challenged with the lack of or weaknesses of some capitals that prime in the new field. On the other hand, they found ways to compensate them with other stronger capitals. They even got aware of the new capitals emerging with hysteresis.

The hysteresis experienced regarding teacher learning, in terms of existent or missing capitals, was categorized under five main themes: (i) limited cultural capital of digital teaching, (ii) institutional limitations, (iii) insufficient in-service training, (iv) inability to develop online material, and (v) dynamics of social capital. The themes were presented based on the number of participants rather than the frequency of their repetitive statements, to clearly depict the lived experiences that preoccupied EFL teachers throughout the pandemic. The following sections will present detailed findings for each theme.

3.3.5.1. Limited Cultural Capital of Digital Teaching

The obvious discrepancy between the existing capital resources and the required competencies in ERT is observed in teachers' material development of use, which is one of the basic praxes in a teachers' life. A significant discovery pertaining to the hysteresis encountered in the realm of teacher learning revolves around the deficiency in online material development knowledge among language educators. All the participants from different career stages expressed that they have neither the knowledge nor the experience to develop their own online material. Using the e-version of their current course book was a quick solution, but they had challenges as this book was prepared for the traditional classroom teaching practices. Two veteran teachers, Yollar and Çiçek explained their experience. Yollar's experience reflects a career built on traditional teaching methods with limited exposure to technology. This lack of experience can make it difficult to adapt to the demands of creating engaging online materials.

During my undergraduate studies, we only used cassette players for sound recordings. At the private school where I first worked, there was no technology; we created visuals ourselves using a flannel board. I never received training on developing online materials. Throughout my teaching career at university, we used some technology like smart boards, but we simply relied on ready-made materials from publishers. I did not have any training about developing online materials. While using a course book designed for classroom teaching is safe, but it is inefficient for online classes, making it challenging for me to adapt the material. (Yollar Interview 2)

Çiçek's frustration with projecting static course materials proposes a feeling of inadequacy in adapting existing resources for the online environment.

Our material is a book designed for face-to-face education, with communication skills and other sections tailored for in-person teaching. I merely project these materials on the screen for everyone to see, without any further adaptation. I need to think about how to transform these materials for a speaking class, as they are not suitable in their current form. Additionally, I lack the knowledge to prepare and develop more interactive materials, which has caused stress during my online classes. (Çiçek, Interview 2)

The lack of training in online material development creates a barrier to learning and growth for teachers like Yollar and Çiçek. They struggle to keep pace with the evolving demands of online education. The inability to effectively adapt their teaching materials can lead to feelings of frustration and inadequacy, undermining their teacher identity and confidence in the online environment.

Pinhan recognized the limitations of online environments, where teachers may feel less dynamic or "two-dimensional" compared to a physical classroom. This reduced teacher impact necessitated the use of richer and more engaging online materials to capture students' attention and promote active learning. Without access to proper training and resources for developing engaging online materials, Pinhan struggled to grow and develop as an online language teacher.

In online education, teachers have become two-dimensional, so our materials need to be three-dimensional, incorporating different sounds and videos to be more engaging for students. To compensate for my reduced impact, the materials need to be enriched. Although the online version of our book meets immediate needs, it lacks the richness required. Unfortunately, I lack the knowledge and information infrastructure to address this gap, which often makes me feel incompetent during my online classes. (Pinhan, Interview 3)

Rose shared a challenging experience related to her inadequacy in developing online materials, which caused hesitation and anxiety due to the mismatch between her existing material development skills and her lack of knowledge in online material development. As seen from her reflection, the experience of feeling unprepared and unable to effectively handle online teaching challenges due to a lack of online material development skills can negatively impact a teacher's sense of identity and confidence.

Using ready-made material is very advantageous, even if it is not fully suitable for online education. Without this option, I don't know what we would have done under these

conditions. Once, I had a problem accessing the online platform of the book we were using due to an update. I tried to quickly find relevant material, but it was very difficult and stressful to prepare course content in such a limited time. In the past, preparing material for my face-to-face classes was much easier because I knew what to do. However, I lacked knowledge on developing online materials and didn't know what resources to use, so I could only prepare a short lesson in a Word document. I will never forget the tension I experienced that day. (Rose, Interview 5)

Another noteworthy finding from the coding procedures highlighted the absence of proactive efforts by EFL teachers in enhancing their TPACK skills independently before the onset of emergent online learning induced by the pandemic.

Our biggest problem was our incomplete knowledge of using technology in teaching, leading to initial shock. Teachers must identify key skills to focus on with technology, guide students in developing these skills, and effectively use supplementary materials. As technology becomes integral to daily life, transitioning to technology-based methods in education is inevitable. While the duration of this transition is debatable, it's crucial for teachers to learn and implement these new methods. (Ayhan Interview 2)

EFL teachers also articulated that expertise in technology-enhanced language teaching had been regarded merely as an optional skill. Their colleagues with a personal interest in technology integrated it into their teaching practices; however, this integration was constrained by the prescribed rules and institutional principles within their respective institution. It was repeatedly underlined that, despite their awareness of the current widespread adoption of technology integration into teaching, they had not been afforded the opportunity or time to implement these procedures in their own classrooms. This limitation primarily stemmed from the regulations, standardized testing procedures, administrative decisions, curriculum, and the syllabus of the language school. Yollar and Ayhan admitted that they had not improve their technological knowledge due to both institutional and personal limitations. Their experiences highlight the challenges faced by teachers due to the digital divide and its impact on teacher identity in the transition to online learning. Yollar describes her traditional institution as "distant" from the online world. Their traditional approach of strictly adhering to the curriculum did not prepare them for the different methods and considerations required in an online environment. This highlights the significant shift in the educational landscape and the unpreparedness (hysteresis) it creates both for teachers and the institutions.

I observed the world changing but did not think our institution would be part of it. I noticed online master's programs and digital interactions becoming common. Submissions, discussions, and correspondence were all moving online. However, simple tasks like submitting homework or sharing information electronically were not yet implemented in our institution, which seemed very distant to me. Consequently, I was unprepared in terms of pedagogical and technological knowledge for emergency online teaching. (Yollar, Interview 3)

Besides, Ayhan's limited digital literacy skills likely contributed to feelings of inadequacy and self-doubt during the transition to online teaching which challenge the established identity as a competent language teacher.

While teaching English, I always adhered strictly to the curriculum and didn't consider anything beyond it. I only used the computer to browse the internet or print documents and had never used social media platforms like Facebook or Instagram. The technical issues my friends discussed were beyond my knowledge, making me somewhat digitally illiterate. Consequently, adapting during the transition to online teaching was not easy for me. (Ayhan Interview 2)

EFL teachers attributed the underdevelopment of their TPACK and the limited integration of technology into their classroom practices to their lack of digital literacy and the absence of a genuine need, particularly before the pandemic. As previously mentioned, using technology was optional, so they had not sought ways to acquire expertise in hybrid, blended, flipped, or online teaching practices and technologies. Moreover, most of the English teachers in the study were unaware of the existence of various LMS or Web2 tools that provide internet-based services and applications emphasizing collaboration, interactivity, and user-generated content to enrich traditional language learning methods. Regardless of their career stages, EFL teachers clearly indicated that this lack of knowledge caused hysteresis, especially at the beginning of the semester.

To determine whether this lack of capital is related to teacher learning, it was essential to delve deeply into formal education practices, including initial teacher education and professional development courses or training they had undergone. This background is based on previous habitus which prioritizes teacher skills for face-to-face teaching fields. The findings revealed that the abrupt transition from traditional classroom settings to virtual learning environments significantly affected all participants, inducing a state of

hysteresis irrespective of their career stage. It is evident that experiencing hysteresis was ineluctable for all participants; however, the results revealed subtle nuances in terms of technical proficiency among them. The EFL teachers reported that they had no prior opportunity to receive specialized training for online teaching and expressed a strong desire for such professional development.

Ginger's reflection, "The education we received and the experiences we gained over the years had no connection with the situation we were in" (Interview 3), serves as a comprehensive synthesis encapsulating the hysteresis collectively encountered by all participants. Eight of the nine EFL teachers revealed that they had not undergone any prior coursework or training specifically focused on online or digital learning throughout their teacher education programs. Consequently, they lacked the requisite theoretical and technical expertise to effectively implement online language learning procedures. Additionally, participants acknowledged that their non-digital native status posed significant challenges in adapting to the software and hardware components involved in online language learning. These challenges were the primary reasons for the hysteresis experienced during the emergent remote teaching.

Çiçek who was from a senior career stage group reflected on her online learning experience by referring back to her pre-service education. The sudden shift to online teaching created a significant mismatch between Çiçek's established teaching skills and the new online environment. This mismatch- or hysteresis- likely caused a sense of inadequacy and challenged her established identity as a competent teacher.

I graduated from university long ago without any specific training in technology-integrated language teaching. At that time, even the internet use was just in beginning to be adopted in Türkiye. By the time I pursued my MA, the internet was more common, but I still received no training in educational technologies. After graduation, I did not pursue any technological training, perhaps not seeing it as necessary. None of us could have predicted the current need for such skills, and thus, it was not included in our curriculum. The transition to completely online learning was initially very difficult for me and required constant effort. I am constantly worried about the problems I face each day. The main reason is my lack of experience with distance education, suddenly finding myself as a practitioner without any prior exposure or training in this field. (Çiçek, Interview 2)

Ayhan was another senior teacher, and he shared a similar experience. The limited focus on technology in his initial teacher training left him unprepared for the demands of online teaching. His traditional teaching approach served well, but the sudden shift to online learning created a mismatch between the existing skills and the new environment. This mismatch is a remarkable example of hysteresis.

We underwent training solely for face-to-face teaching and did not use any technology. As a student and teacher candidate, I had no experience with technology-based language teaching. Although there was a language lab in the department, it was rarely used. We watched a movie in that lab once, which is the only technological application I recall from those days. If online education had never happened, I wouldn't have known about Zoom or other tools. Before online education, I didn't consider using technology in my classes and was somewhat behind current technological advancements. For example, we used cassette players, then switched to MP3, and eventually smart boards were introduced. For my institution, these were technological revolutions, but I was among the last to adopt them. Therefore, the sudden shift to online teaching was demanding and initially difficult to adapt for me. (Ayhan, Interview 2)

From the same group, Yollar described her experience in a unique way by using metaphors. Her experience captures the immense challenge of navigating online teaching without prior training: the metaphor of being "stuck in the middle of a vast sea" highlights her sense of disorientation and loss. Another metaphor of "moving to a new city" underscores the feeling of being in an unfamiliar environment. The lack of knowledge about the online learning and its functionalities mirrored the confusion of navigating an unknown physical space. These specific examples of hysteresis illustrate how taxing and negatively impactful online learning can be on a teacher's sense of identity.

I did not receive any education in online teaching during my BA program or afterwards, so the abrupt transition to online teaching was devastating for me. During the first few weeks, I felt like I was stuck in the middle of a vast sea—it was a completely different experience. I had to grapple with computer literacy, technology and internet use, which felt unrelated to teaching. It was like moving to a new city and starting work at an unfamiliar institution. You are new to the campus and don't even know the way to the classroom. You waste time figuring out if you are in the right corridor or on the right floor. It's like being in a place you don't know, unsure of where to go even for a simple errand. In this environment, I couldn't even think about how to teach the content. (Yollar, Interview 1)

Similarly, Ginger who was in the group of middle career stages was felt unpreparedness for online teaching due to the limited exposure to technology in teacher training and this resulted in a sense of shock when she faced with the reality of a fully online environment.

In my undergraduate program, technology courses were limited and unrelated to teaching. We had an IT class focused mostly on office programs, with no training on online or distance learning. In the early 2000s, teacher training programs didn't cover integrating technology into language teaching or using LMS. Until now, I have viewed using technology in class as optional. Thus, the shift from face-to-face teaching to fully online learning was a shock for me. (Ginger, Interview 2)

Rose (Interview 2), who was in the group of middle career stages, emphasized that she did not take any specific training about online language teaching before experiencing the process. In her perspective, having undergone relevant courses beforehand would have rendered the process of swift transition from face-to-face to online learning so it would have been less formidable. She continued as

There is something we must pursue; if the students want, they can find and learn many things on Google. We need to know how we can better provide them with pedagogical information that is not on the internet or how to present these internet sources in a pedagogically appropriate way. As a teacher, I had not learned this before, so I found myself in a sense of dilemma.

Rose's reflection acknowledges that readily available information online makes content delivery less central to online teaching. This shift necessitates a focus on pedagogical skills – the ability to guide students through information, curate appropriate resources, and foster deeper learning. This is another reason for a potential hysteresis; teachers existing skillset might be strong in content knowledge but lack the necessary pedagogical skills for online environments. Gilamada, an early-career language teacher, shared his personal experience, highlighting the ELT program's emphasis on theory without sufficient opportunities for practical application. He criticized the undergraduate program for being overly idealistic and disconnected from the realities of the classroom, both traditional and online. This disconnection between theory and practice can hinder a teacher's ability to adapt to new situations like online learning.

I graduated from one of the prestigious universities, but we did not have a specific course focusing on e-learning. We had some chapters or units on blended or distance learning

in our methodology classes, but they were superficial discussions, lacking depth or detailed analysis, covering only basic aspects without comprehensive exploration. We did not have the opportunity to implement theory into practice. Reflecting on the teacher education program I completed, it offered an idealistic approach. I believe most of the content was somewhat disconnected from the actual challenges we encounter in real classrooms. (Interview 2)

Kino, who was in the same career stage with Gilamada, made a connection between his pre-service teacher education and his lack of knowledge about online learning. His experience sheds light on the challenges EFL teachers face due to the rapid pace of technological advancements in education, particularly in online learning. Kino's established teaching skills were well-suited for the traditional classroom, but the online environment felt like a completely different field. Being unprepared likely steered the feelings of being overwhelmed and unsure of how to proceed and caused hysteresis.

Unfortunately, the pre-service teacher education program I graduated from did not include courses on digital learning, as the use of technology in language teaching was not widespread at that time. Even computer use was limited, and we only used simple office programs for homework. Many students did not have their own PCs. The rapid advancement of technology, especially in the last five years, has greatly impacted education, with the pandemic being the peak of this development. Initially, online learning was daunting for me because I had no knowledge of how to conduct an online lesson. (Kino, Interview 2)

One teacher, Aylin, was familiar with technology-enhanced language learning and computer-assisted language learning (CALL) from her MA classes. However, institutional rules prevented her from implementing these theories into practice, leaving her with the knowledge but no classroom experience.

At university, I did not take any classes related to online learning or technology-enhanced language teaching. During my MA, I took digital learning classes and prepared assignments on the topic. We explored various applications and online learning tools and learned about blended or hybrid approaches. However, I haven't been able to broadly incorporate them into my teaching due to my school's system. (Aylin, Interview 2)

The findings confirmed that the EFL teachers shared concerns about the sudden and unexpected transition to online learning, noting that they hadn't had enough time for adequate in-service training. Additionally, the training received just before the transition

to emergency remote teaching was evaluated as lacking, insufficient, and incomplete by the EFL teachers. They mentioned that the administration of the language school and rectorate provided some online training sessions, but these were inadequate to cover the complexities of remote teaching. Specifically, it was stated that these training sessions were flawed in implementing pedagogical strategies, using particular online platforms, managing virtual classrooms, ensuring student engagement, and addressing technical issues. Teachers from different career stages shared their lived experiences during the interview and in their journal entries. They all presented a significant challenge: a widespread lack of effective training for EFL teachers transitioning to emergency remote teaching.

All EFL teachers agreed that the in-service training provided by the administration only focused on technology without adequately addressing pedagogical strategies for online instruction and this was the prevailing challenge leading to hysteresis. Teachers found themselves at a disadvantage. It is widely accepted that teacher learning shapes the development of EFL teachers' identities, cognition, and behaviours, ultimately impacting student learning outcomes. The EFL teachers in this study frequently mentioned that their learning about remote teaching and online education was primarily through trial and error, pushing themselves to overcome obstacles. Due to their limited knowledge about TPACK, they emphasized that their progress did not come from a well-planned route but from experimenting with different approaches and benefiting from unexpected positive outcomes. In that respect, Ginger, Kino and Çiçek shared her experiences by adding some useful suggestions to be able improve teacher learning.

Ginger emphasized the missed opportunities for collaboration and knowledge sharing among colleagues in the current isolated online teaching environment. Learning from peers with effective practices could foster growth and innovation. The absence of collaboration and knowledge sharing can lead to feelings of isolation and inadequacy among teachers like Ginger, negatively impacting their sense of teacher identity in the online environment.

I would like to gain more theoretical knowledge about comprehensive online learning, as I have never taken such a course. (...) Currently, we can't see or meet each other. Some colleagues might have effective practices, but we don't know. After the first few weeks, we

could hold online meetings for brainstorming and needs analysis. If it were face-to-face, we could share tips during breaks, but isolation prevents this. Setting up online meetings or working groups by the department head could make a big difference, but none of this has happened. (Ginger, Interview 2)

Both Kino and Çiçek highlighted that in-service training focused primarily on basic technology use. This limited approach failed to equip teachers with the necessary skills for adapting curriculum, materials, and teaching methods for online instruction.

Before starting to teach online, a more comprehensive professional development process focused on online learning and technology integration, provided as in-service training, could have broadened our horizons. It would have expanded our perspective on language teaching and shown us how to contribute more and inspire us. While anticipating the pandemic wasn't possible, digital literacy at our school should have extended beyond using interactive boards and computers in the classroom. It needed to go further. An additional plan should have been prepared to incorporate technology into the curriculum and embed it into the program. (Kino, Interview 2)

Before starting online learning, I mean in the beginning of the pandemic, it would have been useful for EFL teachers to receive training on technology use, adapting books and materials created for face-to-face education to an online format, and supporting students' language use, especially their speaking skills, in online education. (Çiçek, Journal Entry 2)

Aylin shared her view about the critical need for a comprehensive and context-specific approach to teacher training in online education.

Considering our current situation, in-service teacher training focusing on online learning is essential. However, the training should encompass more than just technical details; it should cover various aspects, from teacher and student motivation, well-being, online teaching pedagogy to professional development. It should address real-life situations rather than relying on memorized technical knowledge or utopian examples. Additionally, since each university has different approaches, student infrastructure, and systems, the training should be tailored to the specific needs of each institution. (Aylin, Interview 3)

Aylin also critiqued the reliance on unrealistic scenarios in training. Effective training should have focused on practical applications and strategies relevant to the specific challenges faced by teachers within their unique institutional contexts. Correspondingly, Gilamada criticized the training's emphasis on technical aspects, assuming a flawless

online environment. According to him, in these trainings the human element and the importance of addressing student and teacher motivation were neglected.

All the training we received, especially during the transition to online education, was designed under the assumption of a flawless classroom setting, which is not realistic. While we might find ways to address other issues, like technological challenges, the primary hurdle remains the lack of motivation among both students and teachers. However, we couldn't focus on this aspect of teaching because we were preoccupied with technology issues. (Gilamada, Interview 2)

Kino stated that “The only training I attended during the online learning was organized by a publishing house. It covered using Zoom with the e-book version of our coursebook. However, it was limited to one book designed for face-to-face teaching.” (Kino, Journal Entry 2) Yollar reflected as

I watched the videos provided by the administration, which guided users on system login procedures and offered insights into general operations. However, I sometimes found it difficult to comprehend the content. Watching videos on unfamiliar topics was not very effective for me, hindering my understanding and increasing my anxiety. I have not undergone any training beyond what I previously mentioned. (Yollar, Interview 2)

The video training provided by the administration focused on system login procedures and general operations, but they were not effective for in-depth understanding. Beyond the initial videos, there was no further training offered. As mentioned by Yollar, it was difficult for some teachers to comprehend unfamiliar topics through video format. The lack of sufficient training contributed to feelings of inadequacy and insecurity in the new online teaching environment.

For Ayhan, relying solely on WhatsApp messages for training was a deficient and unprofessional approach. He found this method lacks depth, interaction, and the ability to address complex topics like online pedagogy.

During the pandemic, no in-service training was provided regarding online education. The information we received consisted of WhatsApp messages about using certain programs. While we didn't expect face-to-face training during this period, we could have been given online applied training, like the online education we provide our students. The messages only provided the most basic information about logging into the system. There

was no training on effective computer use, nor on the psychological and sociological aspects of online education and related teaching techniques. (Ayhan, Journal Entry 2)

His experience underscored the critical need for a more comprehensive and well-rounded training approach for teachers during transitions to online learning. It should have gone beyond basic technical skills and equip educators with the necessary pedagogical knowledge, social awareness, and online teaching techniques to ensure a successful learning experience for both teachers and students.

Rose, a middle career teacher, highlighted the value of "applied technology training" which goes beyond theoretical knowledge and provides opportunities to practice using technology in real-world teaching scenarios.

I had a hard time in this process. If we had been able to receive applied technology training or had the chance to be given special training, maybe I would have gotten through it easier. But we had to learn everything by trial and error. It's clear that we need a more effective approach to training – one that brings teachers closer to using technology and integrating it into their lessons while enhancing their awareness on the subject. (Rose, Interview 2)

The lack of pedagogical training in online language learning made teachers feel underprepared and potentially inadequate in this new teaching environment. Their sense of competence and professional identity as a language teacher might have negatively been impacted.

Ginger and Çiçek evaluated the in-service training sessions as a reactive approach. The institution did not anticipate the need for online teaching until the last minute and the training focused solely on basic technical skills, neglecting pedagogy. This reactive approach had detrimental effects on teachers' ability to adapt, improve their teacher learning and thrive in the online environment.

I experienced significant tension at the beginning of online learning because I lacked the necessary pedagogical training to conduct an online class. The videos sent by the administration were limited to technical details rather than being effective for language education. While they adequately covered using the platform and Zoom, they were not completely satisfactory. These aids were sufficient to solve basic technical problems but did not facilitate deeper interaction or understanding of teaching English online. I want

to emphasize the importance of not just knowing how to use applications, but also implementing online teaching procedures effectively. (Ginger, Interview 2)

Since the pandemic started, I have not received any training on online language education. I only attended online meetings about the platforms we use in online education held by my institution and watched some introductory videos created by the institution. These online meetings and videos provided some guidance on technical issues but not on pedagogy. (Çiçek, Journal Entry 2)

Aylin and Pinhan also asserted that the last-minute training sessions and lack of preparation by the institution caused to feel rushed, overwhelmed, and ultimately unprepared to teach effectively online. Furthermore, the focus on basic technical skills suggested a top-down approach that doesn't involve teachers in the preparation process. This lack of control over their professional development might be disempowering and negatively affect their teacher identity.

At the beginning of the semester, there was a two-session training via Zoom within my unit. They showed us some online tools and applications and gave us information on how to use Zoom effectively. However, these sessions were limited and did not include pedagogical issues. I believe the necessary training was not provided. In other words, we only had a few videos, and no preparations were made by the institution until the last moment. No one had anticipated the need until now, but we eventually had to catch up with the change. (Aylin, Interview 2)

We were unprepared for this process. If we had received more effective training in the months before classes started, the transition would have been easier, and both we and our students would be happier. The management could have planned better, implementing remote or blended learning in advance with pilot courses, considering the changing world order before the pandemic. (Pinhan, Interview 2)

For the EFL teachers in this study, another significant shortcoming of these learning sessions was the lack of active practice with the tools and platforms used for remote teaching. Teachers from all career stages asserted that they primarily struggled due to the absence of practical components or opportunities to experiment with online teaching tools. They frequently mentioned that these brief training sessions could not address the specific challenges and dynamics of the individual classrooms, as both students and teachers had diverse needs and expectations.

Kino and Gilamada who were from early career stage group shared their lived experience by touching upon these issues. Kino particularly suggested the need for more individualized training sessions that cater to each teacher's existing knowledge and comfort level with technology. This personalized approach might help to create a more supportive learning environment and reduce anxiety.

Despite my level of digital literacy, I feel anxious when I encounter something new. Less familiar individuals may be even more cautious. Experiences and teachers' existing technology knowledge vary, so my challenges may differ from a senior teacher's. Since everyone's experiences and needs are different, the training should have provided more individualized sessions. (Kino Interview 2)

Ayhan who was a senior career teacher expressed the similar concerns. Having to develop skills on their own removed teachers' agency in their professional development. They had frustration and a sense of being overwhelmed, impacting their teacher identity.

We developed our teaching techniques through classroom dynamics, aiming to enhance student participation and learning to use the screen more efficiently for writing, drawing, and scanning. These efforts focused mainly on the technical aspects. We tried to integrate these skills into our existing teaching methods. However, as I mentioned, these developments were self-taught; I did not receive any formal training throughout the process. (Ayhan, Interview 3)

Ayhan also highlighted the need for specific in-service training in creating a classroom-like environment online and using appropriate techniques. For him, effective online learning goes beyond simply replicating traditional classroom practices.

When even sharing my screen, I often avoid making any interventions out of fear of making mistakes. Creating a classroom-like environment online and using the right techniques require specific training. The lack of such training was a major obstacle in transitioning from the familiar classroom setting to the significantly different online environment. (Ayhan, Journal Entry 2)

On the other hand, Ginger and Kino offered a different perspective, focusing on the need for ongoing in-service training and professional development within the institution asserted that "I believe specific training sessions should have been held regularly, to keep us informed about innovations, by the administration or department head. Regular

updates and trainings are essential to stay current. (Kino, Journal Entry 2) “Being in a regular training cycle would have made a significant difference increasing our preparedness and raising awareness. Even if some were reluctant, including a few teachers would have enriched our sharing and impacted idea exchange and cooperation.” (Ginger, Interview 2) A regular training cycle might have encouraged continuous learning and development, fostering a strong sense of professional identity in the context of emergency remote teaching.

Ultimately, the essence of the lived experiences conveys a critical gap between the requirements of online learning and the in-service training provided. It is clearly understood that a shift from learning by doing to a more structured approach to in-service teacher training is essential for fostering a positive teacher identity and promoting effective online learning experiences for both teachers. The lack of effective in-service training, often characterized by a one-size-fits-all approach focused solely on technical skills, left many teachers feeling unprepared, overwhelmed, and anxious. This negatively impacted their sense of teacher identity and obstructed their ability to learn and grow in the online environment. The concept of hysteresis becomes particularly relevant here. Just as a physical system may not return to its original state after a sudden change, these unprepared teachers may struggle to recapture their pre-online teaching confidence and effectiveness without proper support.

Moving forward, the findings also displayed that effective online teacher training should be a continuous process, addressing both technical aspects and pedagogical strategies for the online classroom. By fostering a culture of lifelong learning and providing ongoing support, administrations can empower teachers to develop a strong online teaching identity and navigate the altering landscape of online learning with confidence.

All the participants declared that effective online learning should involve more than just technical proficiency, it is obligatory to have a strong foundation in pedagogy. Regarding the training they received, participants held negative concerns because they considered the process ineffective in terms of covering both technical and practical aspects which confirm the finding that the acquisition of CALL knowledge and skills, encompassing both technical and practical aspects (Hubbard and Levy, 2006). In other words, technical knowledge involves understanding the operations of computer systems, while practical

skills entail the ability to apply this knowledge in teaching practice (Hubbard and Levy, 2006).

Considering the scope of this research, the organization refers to the institution in which the participants experience the similar challenges due to ERT. The findings underscored the manifestations of participants' lived experiences; for the EFL teachers, informal support within the organization played a crucial role in the successful implementation of complex procedures of online learning under these difficult circumstances. Therefore, this support could be transformed into a kind of social capital which provided the resources, benefits, and advantages that individuals can access through their social networks and relationships. In the present context, all EFL teachers from all career stages gained support involving the help, information, and collaborative assistance from their professional connections within the workplace. This social capital was so valuable for their professional development and improve their learning about technology integration.

Being a teacher at the School of Foreign Languages is definitely an advantage, especially in online education, I can observe this more. You learn a lot from your colleagues. For example, if I were the only English teacher and the others were from different branches, I would not have this chance. We are all English teachers and each of us is trying to contribute to our lesson during this period. When I have a problem, I first ask my colleagues, and most of the time I get answers. They learn a lot from me, too. Additionally, since we come from similar teacher training programs, we have a common perspective and vision. This is an advantage that allows us to find help more easily and get more support. (Pinhan Interview 4)-

Being in a context composed entirely of LTs has a significant impact on us as teachers. Because we speak more of each other's language, and we understand better what each other means. If professors from different branches come together in a faculty, it is more difficult for them to understand each other. For example, it may not be easy for an economist to understand an engineer who teaches applied courses. In the end, no matter what he does, no matter how much he tries to empathize, he may not be successful enough. But since we are all a team doing the same job, we could understand each other easily because we were struggling with the same challenges. Therefore, we could help each other more while solving problems or crisis and this is a unifying element. I suppose we also have a crucial role to improve each other. (Çiçek Interview 4)

The process of transition to online learning involved learning some things only by asking our close friends or responsible people we consider close. Definitely, it was a social learning. You know, I sometimes learned things on my own; by trial and making errors/mistakes. Unfortunately, in this process, the number of people who could support us technically was few and the conditions were limited. (Kino, Interview 2)

Pinhan, Kino, and Aylin's experiences, despite being at different career stages, reveal a common theme: the necessity for teacher learning in the face of technological advancements and online learning. Pinhan asserted that "Our inadequacy as teachers stems from our lack of training in technology-based online learning. We are unaware of current developments and resources in the field and do not understand how to adapt them to our teaching." (Interview 4) She highlights a key challenge – the lack of training in technology-integrated and online teaching. This knowledge gap leaves her feeling inadequate and unprepared to utilize current resources effectively. While Aylin noted "We used to have our comfort zones, but now we've been forced to step out of them. Technology and online platforms, once optional for teaching languages, have become necessities. I must learn to use them, whether I like it or not." (Interview 2) The teacher acknowledges the disruption caused by the shift to online learning. Her established "comfort zones" of traditional teaching are no longer sufficient. Technology and online platforms have become essential, necessitating adaptation and new skills. Likewise, Kino expresses regret about not being more curious about digital learning beforehand highlighting the value of staying updated and fostering a growth mindset in the face of change.

I regret not being more curious about digital learning. The transition would have been easier. Now, this is no longer an option but an obligation, we must improve through our own efforts, as lifelong learning and staying current are essential to avoid future disassociation and problems as teachers. (Interview 2)

All three teachers had the awareness that by embracing lifelong learning and acquiring new skills, they could overcome the challenges and decrease the length of hysteresis they exposed. The transition to online learning necessitated a redefinition of teacher identity. While traditional skills remained valuable, incorporating digital literacy and online teaching methods were essential to broaden their skillset and strengthen their professional identity.

The findings also indicated that EFL teachers in the later stages of their careers held low self-efficacy beliefs about implementing digital tools in their classrooms. Ayhan's and Yollar's reflections clearly showed their lack of confidence and the hesitation to embrace technology in the classroom. Ayhan initially viewed technology as unnecessary in traditional classroom settings, relying on tools like smart boards and projectors. His perspective might suggest a comfort zone with existing methods and a resistance to change.

So far, did we really need technology while teaching? I don't think there was a real necessity while we were teaching in the classroom. We already included as much as we needed such as using the smart board in the classroom or using some simple technological devices like the projector. I turned to technology when the need raised, otherwise, I had no interest. Actually, I didn't feel competent enough to implement.
(Ayhan Interview 2)

Yollar explicitly mentioned her limited knowledge of current platforms and applications, leading her to avoid venturing into this "unknown territory." Her reflection highlights a key barrier to technology integration – the fear of inadequacy due to a lack of skills.

The reason I have not included technology in my lessons is that my knowledge is insufficient, and I do not want to venture into unknown territory. I am unfamiliar with current platforms and applications, and instead of researching them myself, I wait for guidance. I have high confidence in all aspects of in-class language teaching pedagogy and feel comfortable seeking in-depth explanations when faced with challenges. However, in technology-based language learning, my knowledge is lacking. Although there are various platforms and applications available, I do not know how to use them properly and avoid them to prevent embarrassment in front of my students. Additionally, the demanding nature of our course content leaves me with limited time for extra activities. Therefore, I have preferred to teach in the way I know well. (Yollar Interview 2)

Under these circumstances, Ayhan's lack of prior exploration of technology and Yollar's fear of venturing into "unknown territory" exemplify the resistance to change associated with hysteresis. They hesitate to embrace the new teaching methods due to a lack of confidence and potential challenges.

Analysis of interviews, journal entries and focus group interview from EFL teachers (Ginger, Rose, Kino, Ayhan, Pinhan) revealed a significant impact of limited institutional support for ongoing professional development (PD) on teacher identity, particularly within the context of online learning. These lived experiences demonstrated how the absence of a robust PD program created a disjuncture between their existing habitus and the demands of online education. This gap influenced their cultural capital (digital literacy) and sense of agency within the field, hindering the development of a positive online teacher identity. The findings depicted the institution as a field that did not prioritize PD or teacher development. The lack of support mentioned by participants fostered a sense of stagnation and delayed teachers in acquiring the necessary cultural capital (digital literacy) for effective online teaching.

Ginger's experience exemplifies the reasons of hysteresis they faced. As she explained, in this new online context, teachers' existing habitus, accustomed to traditional teaching methods, resists adapting to innovations. Teachers need to struggle with the challenges of changing established dispositions within the educational field without PD initiatives. Therefore, teachers who rely on established methods (textbooks), delay adaptation to new learning concepts.

I believe our workplace is mediocre in terms of encouraging professional development. In my 15-16 years of experience, I have observed that even if we don't add anything to our teaching, we can continue our career for another 15 years by just taking the textbook as if nothing has changed. In other words, we can remain without realizing the innovations and developments happening around us. We have colleagues who have reached their 30th year and are continuing without feeling any deficiency. We are not an institution open to change. I believe, this atmosphere is one the reasons of the hysteresis we faced. (Ginger, Interview 2)

The findings also reveal how a lack of professional development opportunities could negatively impact teacher identity in online learning. Teachers feel unprepared (Pinhan), frustrated (Pinhan, Çiçek), and inadequate (Rose) so their sense of professional confidence and identity is undermined within the online teaching field.

I feel incredibly unprepared for online education. It's frustrating because a large part of it is due to administrative issues, things that are beyond my control. I could have been more prepared for the technical aspects of online teaching, but the school didn't provide

any preliminary information or involve us enough in the process. Since there was no in-service training, or professional development cycle handled in advance, I hit the wall. (Pinhan, Interview 1)

We all agree that there is a need for a more specialized training program specifically designed for the online learning context, both for ourselves and for future generations. Even newly graduated teachers need this training. Because being familiar with technology does not solve issues like online assessment, teaching pedagogy, and learner motivation. In this sense, it is necessary for all teachers to go through a professional development (PD) process. (Rose , Interview 2)

According to Kino, PD programs tailored to different career stages were vital. When supportive, such programs had the potential to facilitate habitus change and enable teachers to adapt effectively to new educational contexts.

It was impossible to imagine and predict the process we are going through now. However, as an institution, our digital literacy should have gone beyond using smart boards or computers in the classroom. An extra or emergency plan should have been prepared. Although we might not have been able to predict today's circumstances, if we had a PD cycle focused on questions like What can I add to the curriculum regarding technology? and How can I train my current teachers on this subject, we would be much more comfortable in many ways right now. Educational institutions need to invest in professional development programs to help their teachers acquire these skills. Professional development programs should be tailored to the specific needs of the teachers involved. (Kino Interview 2)

Ayhan noted the absence of a PD plan tailored to teachers at various career stages, reflecting their diverse habitus. The lack of support has impeded his capacity to adapt entrenched teaching practices to the novel online learning environment. Moreover, Ayhan's critique of generic PD seminars (same topics) suggested a need for context-specific training equipping teachers with relevant cultural capital for online learning.

Unfortunately, I don't think my institution has a proper professional development plan including teachers from different career stages. Before we switched to online learning, we didn't have much PD activity other than the seminars organized by publishing houses. They often covered the same topics. This lack was felt even more after we went online suddenly, and we didn't have a roadmap that we could say, If we have a problem with this program, we will use this plan. There is a Turkish proverb that says: The road will be

cleared as you travel. This seems to indicate that we, as a society, are not very good at planning for the future. (Ayhan Journal Entry 2)

EFL teachers also emphasized the importance of regular PD in a teaching context, which resonated with the concept of habitus in Bourdieu's theory. A lack of PD could result in a static habitus, minimizing teachers' ability to adapt and develop their teaching practices. However, regular PD opportunities creates a dynamic field that encouraged teachers to continuously learn and refine their pedagogical approaches.

I strongly believe that professional development should be a core principle of any institution. It is crucial that necessary training and workshops are offered at regular intervals to ensure continuous learning and growth. Moreover, staying informed about the latest advancements in the field of education is an integral part of this process. (Yollar, Journal Entry 2)

This phenomenological analysis suggests that a lack of PD presents a significant barrier to the development of teacher identity in online learning environments. By providing regular, context-specific PD programs, educational institutions can set up a dynamic field that encourages continuous learning. Equipping teachers with the necessary cultural capital can allow them to thrive in this new environment. This approach holds promise for promoting a more positive and empowered teacher identity, ultimately leading to a more successful online learning experience for both teachers and students.

3.3.5.2. The Administrative Lag and Online Learning Hysteresis

Through data analysis, another crucial factor impacting teacher identity in online learning environments emerged: the lack of communication and planning from the administration. The findings showed that a lack of institutional support, characterized by poor communication, limited in-service training opportunities, an absence of an open and transparent management style, resistance to adaptation, and ineffective change management, created a challenging field for teachers navigating the complexities of online learning. This drew attention to the importance of a more collaborative approach, where teacher expertise was valued and administrators acted as facilitators, providing ongoing support and resources to empower teachers to develop their practices and thrive in the online learning context.

The university's ineffective planning regarding technological equipment and platform preparation highlighted the absence of crucial cultural capital for online learning. In this context, cultural capital refers to the resources and knowledge necessary to thrive in the online environment. This unpreparedness created an uneven playing field for teachers. Those with access to personal technological resources or prior online teaching experience could adapt more easily. However, the lack of institutional support put teachers like Ayhan at a significant disadvantage.

The university completely failed to plan properly, and the School of Foreign Languages was unprepared for this transition. Despite knowing that the semester would start with remote education, there was no effective planning. The university's lack of preparation in terms of technological equipment support and platform readiness was very evident to us. If more effective support had been provided in such a challenging environment, teachers' jobs would have been much easier. (Ayhan, Interview 2)

The reflections showed that, EFL teachers in this context missed the opportunity for collective capital building. By neglecting teacher input and fostering a non-consultative environment, the administration failed to leverage the collective knowledge and skills of the institution. Therefore, the development of a dynamic and innovative online learning field was stalled. Çiçek reflected as:

With different ideas, we could have gained a different perspective during this process. If a meeting had been held in advance, we could have exchanged views on what should be done and how to proceed. Our younger, more tech-savvy colleagues could have contributed valuable ideas. These ideas could have been evaluated by the administrators to create an effective roadmap. However, decisions were made by certain committees without considering these recommendations. Taking different views and evaluating the predictions could have made it easier for us to get through this process. The teachers, the practitioners, were the most affected by this situation. I have always believed in the power of consultation, and my experiences in the online education process have proven me right. (Çiçek, Interview 2)

EFL teachers experience suggested that some teachers might have had a more adaptable habitus, allowing them to learn new skills through self-directed practices. However, the lack of a collaborative approach hindered the potential for collective learning and the exchange of knowledge. While the institution provided technical support it was limited to guidelines for specific applications. This finding exposes an uneven distribution of

cultural capital within the field. Teachers like Yollar had to rely on their own resources and collaboration with colleagues to develop their online teaching skills. The one-way, instruction-based communication from the administration restricted teacher agency and utilized a top-down approach within the field.

I think during this period my institution has supplied us technical support; the ones we need to use in education such as assignment, assessment infrastructures. They just supported us with the guidelines how to use some applications. With the administrative interaction was not easy since it was one way; instruction-based communication. I can say that I, myself mostly achieved the improvement with my own practice and sometimes with the help of my colleagues. I can barely say that this connect has made me get better in some skills. (Yollar, Journal Entry 4)

Further insights gained from middle career teachers Rose, Pinhan and Ginger. The institution's unpreparedness regarding online platforms and technologies created a deficit in teachers' cultural capital (Rose) making it more difficult for teachers to navigate the online field effectively and adapt their existing knowledge and skills to the new environment. Rose's aspiration for a collaborative environment where teachers' input is valued displayed a power imbalance within the field. The administration's unilateral decision-making failed to leverage teachers' expertise, thereby impeding their sense of agency and their ability to contribute effectively to the online learning process.

When a task is assigned by the institution, usually there is no prior training or preparation for this task. Typically, those assigned to the task try to seek help from more experienced individuals. However, during the pandemic, reaching these individuals was difficult. Moreover, due to being part of a large group, these individuals may have become tired of explaining the same topics repeatedly. Or they may not have sufficient knowledge. As far as I observed, our administration also did not receive sufficient support from the rectorate. We were unable to see that some platforms were not working without using them. As everything is interconnected, there were some delays. This situation caused stress for us and affected our teaching practices. There are some gaps in the system of our institution. If we switch to face-to-face education next year, I think we should use this year as a guide, address our shortcomings, and then adapt to our program to be ready for possible crises. (Rose, Interview 2)

Furthermore, the absence of a long-term vision, as noted by Rose, captioned a missed opportunity to capitalize on the lessons learned from online learning experiences and

enhance future practices. As Pinhan clarified the shortage of a collaborative environment where ideas are valued signified a power imbalance within the field. She asserted “If there had been a collaborative environment where everyone's ideas were valued, seeing that employees were rewarded in a more democratic and fairer environment could have been motivating. I would have felt more belonging in a more professional environment.” (Interview 4) Teachers felt undervalued and disconnected from decision-making processes and the development of a sense of belonging and professional identity was restricted.

Similarly, Gilamada's feeling of being left out due to decisions made by incompetent individuals stressed a power imbalance within the field. The administration's deficiency of expertise and unilateral decision-making challenged teachers' professional knowledge and experience. This situation caused the feelings of devaluation and a sense of powerlessness within the online learning field.

In the online learning process, I was not well-informed. There were moments when I tried to do things without knowing the full context. I have learned the latest decisions from the WhatsApp group, which is the general communication channel of the school. There is a big communication gap, and some decisions have been made by incompetent individuals. In such cases, I feel left out. At times, we encounter unfair situations stemming from managerial or personal factors. Some we may overlook, while others linger in our minds, and it makes me feel undervalued. (Gilamada, Interview 4)

Ginger's observation, while acknowledging the institution's challenges, indicated the absence of initial planning and a proactive approach. This resulted in a chaotic and uncertain environment, limiting opportunities for teachers to cultivate a sense of ownership and control in the online learning setting.

The lack of training and planning among coordinators was also notable. Since no one knew what to do online, there was no initial planning, so we acted immediately. Developing the program required detailed work, but we were not prepared. Everything was done on the spot, day by day, without proper planning and training. I said we were caught unprepared by the institution, but I still believe they did their best. When I put myself in their shoes, I understand that dealing with uncertainty and organizing everything is not easy, as it was a new process for them as well. (Ginger, Interview 4)

Ginger's experience also demonstrates how the lack of planning is interconnected with several key issues. The unpreparedness exacerbates the difficulty of adapting to online learning due to a reliance on past teaching practices (hysteresis). Additionally, the lack of training limits teachers' access to the digital skills and pedagogical knowledge needed for online environments (cultural capital). This unpreparedness can also lead to feelings of inadequacy and hinder the development of a positive online teacher identity.

The communication gap pointed out by EFL teachers, along with administrators' unclear decision-making, contributed to a field characterized by uncertainty. This uncertainty troubled teachers' capacity to plan effectively and navigate the online learning environment confidently. Consequently, teachers experienced feelings of helplessness and frustration, as noted by Aylin, impacting her sense of agency within the field.

The uncertainty in the online education process has sometimes caused teachers to falter and feel lost. There have been times when we couldn't get clear answers and sufficient guidance from administrators. There were also times when administrators themselves seemed helpless, unsure of what decisions to make. In short, issues that could have been easily resolved under normal circumstances became major problems during this process. As a result, the support we could receive from administrators was limited, and we had to proceed with question marks in our minds. (Aylin, Journal Entry 4)

The findings illustrate that fragmented communication, unattainable expectations, and insufficient administrative support impeded the cultivation of a positive and empowered teacher identity within online learning environments. Gilamada reflects on this

Initially, a more competent IT professional was necessary. Since our school did not have such a staff, we, the teachers, attempted to fulfil this role despite not being a part of our job description. In this regard, the institution's trainings and preparations were inadequate, leading to errors in timing and planning. We started with setbacks, and sufficient precautions were not taken in advance. I was hastily assigned to the blended learning commission, and I was expected to solve all problems during the most chaotic period. As a result, concentrating on my lessons or teaching became almost impossible. (Gilamada, Interview 5b)-

The shift to online education has indeed disrupted certain aspects of the teacher identity that were traditionally nurtured through face-to-face interactions. Teachers often derive a sense of professional identity from the collaborative exchanges that occur before, during,

and after classes, where they can discuss lessons, share resources, and engage in reflective practices. These interactions not only contribute to their professional development but also foster a sense of belonging to a community of EFL teachers. In the absence of these opportunities, teachers may feel a sense of isolation and a loss of the communal aspect of teaching. This can impact their sense of efficacy and satisfaction in their roles. Kino reflected on this issue as follows:

I think, a teacher who starts the profession online misses out a lot in terms of professional development, mainly because they can't share experiences. In face-to-face interactions, we used to support each other and share our experiences. I believe that individuals who started their jobs, especially during the pandemic, will struggle or feel lacking because they miss this benefit. (Kino, Interview 4)

3.3.5.3. Limited Social Capital in Teachers' Community

Although most participants shared positive experiences about the support, collaboration, mutual engagement, and sense of belonging in their community throughout the ERT period, there were still doubts about the effectiveness of online CoP. Concerns were raised about the benefits of face-to-face communication, the importance of direct information exchange, the enhancement of the learning environment, the value of immediate feedback, the facilitation of professional development, the collaborative exchange among teachers, the motivational impact of interactions, and the emotional deprivation experienced in online education. For example, Gilamada reflected as

I think it is a more positive experience to work face to face, to receive direct information from experienced teachers in terms of professional development and to listen to their explanations. Moreover, face-to-face communication can provide a more immediate and interactive learning environment between student and teacher, too. I think such direct interactions contribute to faster professional development. For example, if someone who started to teach during the pandemic period lacks these contributions and it will negatively affect their professional progress. In addition, in face-to-face education, even in short conversations during breaks, teachers can instantly share information or exchange ideas with each other, which allows them to enter the lesson more motivated or solve a simple problem quickly. (Gilamada, Journal Entry 4)

This sudden shift disrupted the traditional learning trajectories and required teachers to quickly adapt to new methods and technologies without adequate preparation. As

Gilamada suggested the lack of face-to-face interactions and immediate feedback indicate a form of hysteresis where the established skills and practices of traditional teaching do not immediately find a place in the online environment, causing a delay in teachers' ability to effectively navigate and excel in the new setting.

Another prevailing theme highlighted by the EFL teachers is that new teachers who begin their careers during the pandemic might struggle with their professional identity and growth due to the lack of face-to-face mentorship and immediate feedback. This can result in a fragmented professional identity and a sense of inadequacy or uncertainty about their teaching practices. Gilamada's and Yollar's empathy towards new professionals embarking on their careers in an online learning setting, underscored the challenges encountered by those who commence their professional journeys without exposure to the conventional work environment, opportunities for shared experiences, or involvement in communities of practice. They stressed the significant absence of essential components like physical interaction, shared experiences, and active participation in professional communities, which are typically pivotal for new professionals initiating their careers online.

I feel sorry for those who have recently started their profession in online learning. Starting work online without being able to see the real working environment, share experiences, or practise in the communities of practice is challenging. The most important part is missing for them. (Yollar, Interview 5)

Kino, an early career teacher, articulated the challenges and deficiencies perceived within the current online education paradigm, advocating for a resurgence of in-person teaching to attain heightened emotional fulfilment and professional contentment. He clearly emphasized the significance of colleagues in making the profession meaningful and expresses a desire to be physically reunited with their community of practice.

I have been feeling emotionally deprived since we switched to online education, and I think I need to return to face-to-face education to get rid of this feeling. (...) But when we consider the process as a whole, not having my colleagues around me is a huge deficiency for me. Because it is not just me and my students who make this profession meaningful, but everyone around me. Being physically separated from my professional community is the main reason for this feeling. (Kino Interview 5b)

EFL teachers' feelings of emotional deprivation highlight the break and adjustment difficulties associated with the sudden shift to online education. This emotional strain is a form of hysteresis, where the established emotional connections and support systems of face-to-face teaching do not seamlessly transfer to the online environment. The sense of being physically separated from colleagues contributes to the feeling of professional and emotional disconnection.

The interpretive analysis confirmed that professional habitus, shaped by the love for the institution and occupation, drives EFL teachers to focus on work and support the organization. This ingrained disposition helps them navigate the challenges of the new field. Ginger, a teacher in the middle of her career, assumed the role of vice department chair, albeit with reluctance due to the uncertainties of the online teaching environment. Nonetheless, her sense of belonging and commitment increased as she made valuable contributions to her colleagues and the institution. Her efforts to make positive contributions align with the principles of mutual engagement and shared learning within a CoP. On the other hand, her reluctance to accept the vice department chair position due to the unknown circumstances in the online environment is indicative of hysteresis. The sudden shift to online teaching created a gap in adapting to new roles and responsibilities, highlighting the mismatch between her established habitus and the new field.

I feel like a part of the institution and want to feel even more connected. However, recent administrative approaches sometimes make me doubt the democratic aspect (...) Yet I still love the institution and my job, so I focus on my work. As the vice department chair, a position I reluctantly accepted due to the uncertainties of the online environment, my sense of belonging has grown. Doing things that benefit my colleagues and the organization has increased my positive feelings. Though I sometimes wonder what it would be like if I weren't in this role, I remain committed to providing solid support to the organization. (Ginger, Interview 4)

Two early career teachers Gilamada and Aylin also reflected their concerns about their experiences. Gilamada's experience reflected hysteresis in CoPs through the sense of isolation and lack of information during online education. The reliance on a WhatsApp group for communication indicated a struggle to adapt to the new online communication channels, which was not as effective or inclusive as face-to-face interactions. The feelings

of being left out and disconnected from the institution, causing to a slower adaptation to the online environment, can be interpreted as the signs of hysteresis.

During the online education process, I feel inadequately informed about the institution. This has posed significant challenges. I often find myself attempting to navigate tasks with insufficient information. Most of my knowledge comes from the school's WhatsApp group. There was a clear lack of communication and the absence of a systematic information flow. Decisions were sometimes made by individuals not directly involved, and this made me feel excluded and disconnected. (Gilamada Interview 4)

Similarly, for Aylin the shift to working more individually online hindered the development of personal relations with colleagues, contrasting with the collaborative and social nature of face-to-face interactions. The struggle to form meaningful connections and integrate into the community of practice reflects the hysteresis effect, where the adaptation to the new environment is impeded by the residual effects of previous practices and expectations.

During the face-to-face education, I usually spent time with my colleagues, and we shared our experiences about the lesson. But due to being a newcomer in the institution and working in isolation during the Testing Unit duty, I had not been able to establish many social connections. Therefore, perhaps emotional attachment has not developed sufficiently during this limited time. In the online setting as it is a period of working more individually, I couldn't improve my personal relations with my colleagues. (Aylin Interview 4)

Two middle career teachers' (Pinhan and Ginger) reflections about the complexities of sense of belonging, recognition, and relationships within the institution, particularly in the context of online education were noteworthy. Pinhan's reflection was mostly about the impact of administration, recognition, and shifting dynamics on her professional identity and sense of belonging. The reduction in communication with colleagues, students, and administrators has weakened professional ties, further illustrating the hysteresis, either.

I am sceptical about the existence of a sense of belonging within the institution, and I doubt that such an environment is fostered by the administration. I do not feel appreciated, and there's a lack of understanding regarding the value of my contributions, as well as a failure to distinguish between successful and unsuccessful work. For this

reason, I do not experience a sense of integrity and belonging. In the past, I had these feelings within the team I was part of, and being with that group created a more profound connection with the organization. But I don't have the same feelings now. I generally feel a team spirit with my colleagues and students with whom I share classes every semester, but there is regrettably no overarching sense of connection. In online education, the significance of my colleagues in my Whatsapp group, with whom I maintain personal relationships, has increased. However, I observe that these ties within my professional life have weakened even more due to the reduction in our communication with my colleagues in the outer circle, students, and administrators has decreased. (Pinhan Journal Entry 4)

Ginger's reflection further underscored the challenges of maintaining a sense of community and connection in the absence of face-to-face interaction, with a focus on the role of shared experiences in fostering relationships and feelings towards colleagues.

I think the sense of community has been impacted during the online learning process. Although all members are functioning in some way as they did in the past, I think the feeling of being away diminishes the feeling of being a part of this community. While we used to interact more extensively with all stakeholders of this community during face-to-face education, this interaction has significantly decreased now. So, I think my feelings towards other colleagues who are not my close friends or partners are gradually decreasing. I think this is not about liking or ignoring them anymore, but about the lack of shared experiences. Still, I had the pleasure of being able to help in areas where I can contribute. (Ginger Journal Entry 4)

Both reflections marked the pivotal significance of effective communication, acknowledgment, and communal experiences in delineating individuals' perceptions regarding their sense of belonging and fostering a cohesive community atmosphere within the institutional milieu. The observation that the sense of community has been impacted during the online learning process can be interpreted as embodied expressions of the hysteresis. The established norms and practices of face-to-face interactions are not found in the online environment, so EFL teachers experience a diminished feeling of being part of a community. The significant decrease in interactions with all stakeholders of the community indicates a gap in maintaining the same level of engagement and connection as in the past. This reduction affects the cohesion and collaborative spirit of the CoP.

Most of the EFL teachers from various career stages declared that the absence of opportunities to exchange ideas with colleagues and share personal experiences contributed to feelings of loneliness and isolation. The absence of social interaction declined their motivation and productivity, as evidenced by Yollar's change in attitude towards work and increased procrastination. The shift to online learning had disrupted their established routines and coping mechanisms, resulting in a sense of longing for the collaborative and social aspects of face-to-face education.

In the face-to-face education, when things didn't go well, I used to exchange ideas with my roommate or another colleague during the breaktime. It felt like therapy for about 10-15 minutes, and it helped us relax before continuing with the rest of the day. We don't have such sharing in online learning. I miss a lot to share what happened in class with friends, chatting, and even sharing things about our personal lives. In online education, there are times when I feel overwhelmed. I feel very lonely and down during those times. I started procrastinating. I never used to leave any work waiting on my desk at school; I wouldn't go home until I finished it. But in online learning, my attitude changed; I read a few assignments, and get bored immediately. Grading assignments, checking videos, and reading writings are so boring due to sitting it in front of the screen. In general, going to work is precious, I understood this clearly. (Yollar Interview 3)

EFL teachers' experiences underscore the hysteresis in CoPs by highlighting the practical difficulties and information overload linked to online education. The physical separation from colleagues and the challenge of consulting with them for professional sharing contribute to feelings of exhaustion and stress. The absence of a supportive and collaborative work environment hampers teachers' ability to effectively manage their workload and uphold professional standards. This reflects the hysteresis, where the established routines and interactions of face-to-face teaching do not match with the online setting, resulting in a delay in adaptation and heightened stress. The disruption of these established norms contributes to a sense of disconnection and difficulty in maintaining the same level of professional engagement and effectiveness within the CoPs.

(...) the physical distance posed practical challenges. The information overload during this period led to confusion and occasional oversight of important details, causing additional stress. If I were in my office, I could easily consult my office mate for professional sharing, and not having that resource now is quite exhausting. (Çiçek Interview 5b)

Pinhan's feeling of diminished influence from colleagues highlighted a sense of isolation. This isolation can erode the sense of belonging and connection that is essential for maintaining a strong and positive teacher identity. The absence of face-to-face communication has disrupted the usual interaction patterns, and the detachment is a clear sign of hysteresis, where the transition to a new mode of operation (online learning) does not immediately align with previously established habits and social structures.

Considering the online education process, I have somewhat distanced myself from community of practice due to the impact of losing face-to-face communication. There is a decrease in the role of my colleagues in my life, a shift towards a more passive identity compared to in-person interactions. In online education, I sense that the influence of my colleagues on my personal and professional life has diminished. (Pinhan Interview 4)

Kino's reflections illustrate the dynamic nature of communication within online Communities of Practice (CoP) and the impact on teacher identity. The initial efforts to maintain face-to-face norms gave way to more transactional communication, reflecting hysteresis in adapting to sustainable online interactions. The reduction in personal interactions and greetings over time highlights the challenges of maintaining a cohesive and supportive CoP in an online environment.

My e-learning experience in the first semester differed from the second semester, especially regarding communication with colleagues. Initially, our WhatsApp groups were courteous, with greetings and well-wishes, mimicking face-to-face interactions. We used to greet and smile at each other at school. However, in the second semester, the atmosphere changed. Greetings and small talk disappeared, replaced by information-only messages. Effective communication may be hampered by individual differences, but it seems that tolerance and interaction among colleagues are decreasing as the pandemic and online education continue. (Kino, Interview 4)

The phenomenon of EFL teacher identity in hysteresis in online CoP is intensely illustrated through the experiences and reflections of the EFL teachers in this study. The abrupt shift to online education disrupted established norms and social structures, creating a lag in adaptation that significantly impacted professional interactions and teacher identity. Initially, attempts to replicate face-to-face social dynamics through digital platforms like WhatsApp were evident, fostering a sense of continuity and community. However, as the pandemic and online education persisted, these efforts waned, leading to

more transactional and less personal communication. This decline highlights the inherent challenges of maintaining effective and supportive CoPs in an online setting, where the lack of physical presence and spontaneous interactions erodes social bonds and professional engagement. Consequently, teachers experienced feelings of isolation, diminished motivation, and weakened professional identities. The essence of hysteresis in online CoPs, therefore, lies in the struggle to adapt pre-existing social and professional norms to a fundamentally different environment, emphasizing the need for intentional efforts to sustain community and support mechanisms in digital spaces. The experiences of EFL teachers during the abrupt transition to online learning illuminate how this new context shaped their sense of self and professional identity as educators. This research delved into the contextual aspects of teacher identity within the online environment. Specifically, we explored whether the online setting limited or facilitated opportunities for collaboration and professional exchange with colleagues.

In terms of interaction among colleagues, the findings revealed a spectrum of experiences for EFL teachers. Both Çiçek and Ginger highlighted the emergence of increased collaboration fostered by supportive online relationships. This collaboration likely benefited both teachers and students by sharing knowledge which improved online learning practices such as creating more engaging activities or simply technical support.

The process of online learning has made our institution and all its members more altruistic. My colleagues, regardless of whether we had close relationships before, made incredible efforts to help each other by sharing their knowledge and experiences on various platforms. While we were physically distant from each other, perhaps there was more emotional sharing. My communication with colleagues and administrators became easier because everyone was always willing to help each other. (Çiçek, Journal Entry 4)-

In general, I am satisfied with my relationship with my colleagues and school administration. I try to be as helpful and understanding as possible towards others. (...) During the online process, the most significant thing my positive relationships have contributed to me is the collaboration because there have been numerous instances where we asked each other questions and provided support without hesitation. (Ginger , Interview 4)

The sense of solidarity and support they mentioned might have helped strengthen teacher identity by fostering a sense of belonging and shared purpose within the online teaching community. They were able to facilitate knowledge sharing and the exchange of best practices. The collaboration may empower EFL teachers, enhance their skillsets, and contribute to their professional development, ultimately strengthening their sense of identity as competent educators.

On the other hand, Rose felt that online learning constructed a more formal teacher identity. The lack of daily interaction with colleagues and informal social exchanges contributed to this perception.

Online learning experience brings about assuming a more formal teacher identity for me because I don't have a chance to see my colleagues every day. Of course, we have some meetings, but they are online, so we just talk about the issues that we need to discuss and find a solution. So, these formal meetings don't have the effect of seeing my colleagues every day, sharing some experience we have had, and so on. The nature of our relationship has changed a little because we can't have face to face meetings, we can't see each other very often so we can't share as much as we did before the pandemic (I say 'pandemic' because my e learning process started with the pandemic). We can either call and ask our colleagues about the problems/questions we have or send an e mail when we need to share something formal. (Rose, Journal Entry 4)

Rose explicitly mentions the pandemic as the starting point for her online learning experience. She highlights how the sudden shift to a new teaching context disrupts established patterns of interaction and collaboration with colleagues. This new context creates the feeling of distance and hindered the development of strong bonds. It is clearly seen that, the online environment has altered the social dynamics among teachers, leading to a more formal and transactional relationship. Ginger shared a similar concern by saying “ As we are isolated, I don't have much idea about what many of our colleagues are going through, which reduces our mutual understanding. (Journal Entry 4). These reflections help us understand how online learning impacts teacher identity and the importance of supportive work environments. Without the informal interactions and shared experiences that often occur in face-to-face settings, it becomes harder to build strong relationships and develop a sense of community for some teachers.

The experiences of Kino, Pinhan, and Aylin demonstrated how online learning transformed the dynamics of their relationships with colleagues. The findings revealed that the absence of informal interactions fostered a more isolated teacher identity. Although online communication tools were available, they failed to replicate the richness and spontaneity of face-to-face interactions, thereby limiting opportunities to build strong bonds with colleagues. Kino reflected on this at two different times.

“In face-to-face context, I used to enjoy the breaks by discussing and sharing with colleagues. However, in online education, the uniformity of each interval and the resulting boredom make those moments almost meaningless for me, unfortunately.”
(Journal Entry 5b)

Throughout the online learning, we try to maintain strong communication with our colleagues through WhatsApp or email channels and keep each other informed. Thanks to everyone's efforts, there are not many gaps left, but of course, the communication is not as effective as it is in face-to-face education. (Kino, Journal Entry 4)

Kino's experience highlights how the loss of informal interaction in online learning environments can negatively affect teacher identity. The absence of casual conversations, company, and the spontaneous exchange of ideas can lead to feelings of isolation and a diminished sense of belonging.

Pinhan and Aylin emphasizes how informal interactions with colleagues are crucial in shaping his teacher identity. These conversations offer opportunities for discussion, advice, and a sense of belonging to a professional learning community. The transition to online learning has significantly reduced these informal interactions, leading to feelings of isolation and a diminished sense of support. Eventually, this lack of connection can cause teachers to question their professional identity.

Online education has changed the dynamics of my relationships with my colleagues. The physical distance has reduced the informal interactions we used to have while going to school, where we would often discuss various matters and seek advice. These interactions used to play a significant role in my life, contributing to my sense of teacher identity and professional belonging. Now, I feel that my interactions with colleagues have diminished, and it seems like they occupy less space in my life. (Pinhan, Journal Entry 4)

Face-to-face education provides an advantage; before, during breaks, or after classes, teachers used to come together to critique lessons or share materials. This allowed us to share successful activities. However, since each teacher conducts classes at home during the pandemic, it is not possible to come together. In short, it seems that interaction among teachers has been disrupted by online education. (Aylin, Journal Entry 4)

In other words, habitus enables EFL teachers to be aware of their thoughts and decisions, which are in constant negotiation with the evolving educational structures. This awareness ultimately reflects their agency. However, the shift to online learning has disrupted the pre-pandemic collaborative dynamics they relied on, making it challenging to adapt. This disruption, described as hysteresis, underscores the difficulty in transitioning to new teaching practices due to their dependence on past methods. As a result, teachers may experience a diminished sense of support and identity, further complicating their ability to navigate the new educational landscape.

Ayhan's experience provided a nuanced perspective on communication in online learning. While there was a loss of personal connection, the potential for focused knowledge sharing and collaboration emerged. He mentioned that the shift in communication impacted both professional relationships and social interactions with colleagues.

E-learning has minimized our personal communication with colleagues while creating a new communication network and exchange for technical knowledge. This transformation has brought significant changes in terms of professional knowledge, competition, and social communication. (Ayhan, Journal Entry 4)

The quote from Yollar encapsulates the mixed impact of online learning on communication with colleagues.

Our context has changed significantly. We used to have face-to-face meetings. However, we need more communication since everything we are doing is new in online context. While I believe we have faster and more practical communication and interaction with colleagues by the help of technology, we still miss the face-to-face interactions. (Yollar, Journal Entry 4)

She acknowledges the significant context change brought about by online learning. The shift from regular face-to-face meetings and interactions is a major loss. However, Yollar also recognizes the increased need for communication due to the new and unfamiliar

nature of online learning. Both Ayhan and Yollar express a longing for face-to-face interactions. These interactions likely contributed to a sense of community and social support, aspects that can be important for teacher identity.

The experiences of EFL teachers navigating the uncharted territory of online learning can be illuminated through the theoretical lens of Pierre Bourdieu. His framework, encompassing the concepts of habitus, cultural capital, and field, offers valuable insights into the impact of online environments on teacher identity within this evolving educational landscape. The burgeoning context of online learning necessitates a nuanced exploration of its impact on teacher identity. Here, Bourdieu's theoretical framework explains how educators' ingrained dispositions (habitus), access to cultural capital, and the evolving educational field influence their sense of self within this new pedagogical space.

The concept of habitus helps us to understand the teachers' adaptability to online learning. Teachers accustomed to the dynamism of face-to-face interactions (as reflected in their habitus) may exhibit resistance to change, experiencing a form of hysteresis. This is exemplified by Pinhan's journal entry, where she laments the diminished role of informal interactions in shaping her teacher identity. The shift to online communication, a stark departure from her established habitus, creates a sense of isolation and a questioning of her professional belonging. Conversely, teachers with a more adaptable habitus, like Çiçek, readily embrace the collaborative aspects of online learning. Çiçek highlights the emergence of supportive online relationships, suggesting a malleability within the educational field that allows some teachers to thrive in this new environment.

Cultural capital also undergoes a transformation within the online learning context. Access to technology and digital literacy become crucial forms of capital, impacting EFL teachers' confidence and effectiveness. Ayhan's journal entry acknowledges the emergence of a new communication network focused on technical knowledge exchange. This highlights the importance of fostering a culture of online pedagogy, where teachers can share resources and best practices, enriching their collective cultural capital. Furthermore, educators with strong technical skills may find themselves wielding increased power within the reconfigured field of online learning. Yollar emphasizes the advantages of technology in facilitating communication, suggesting that those adept at

utilizing online tools may gain a certain level of influence within the online learning environment.

However, the success of online learning extends beyond technical prowess. The online context can pose challenges to the social aspects of teacher identity traditionally fostered through face-to-face interactions. As Rose's journal entry portrays, the lack of informal conversations and shared experiences with colleagues can lead to a sense of disconnection and a more formal teacher identity. Kino further reinforces this point, highlighting the limitations of online communication in replicating the richness of casual conversations that contribute to a sense of solidarity and belonging. Therefore, finding ways to replicate these informal interactions in the online context becomes crucial for maintaining a strong teacher identity.

Bourdieu's theoretical framework offers a valuable lens for examining the complex interplay between habitus, cultural capital, and field in shaping teacher identity within the context of online learning. Recognizing the challenges teachers face in adapting to this new pedagogical space, it is imperative to implement strategies that foster both technical proficiency and meaningful social connections. Such a holistic approach empowers teachers to thrive and develop positive teacher identities in the ever-evolving landscape of online education. Habitus, as a set of deeply ingrained dispositions and practices, significantly influences teachers' approaches to ERT. Cultural capital, including knowledge, skills, and resources, plays a crucial role in shaping teachers' interactions with students and their ability to navigate the complexities of online learning. The field, or the social environment in which teachers operate, also exerts a powerful influence on their professional identities and practices. Implementing strategies that promote both technical skills and social connection can help teachers create inclusive and engaging online learning experiences. In conclusion, by understanding the intricate relationship between habitus, cultural capital, and field, and by addressing the challenges teachers face in the online learning context, the development of positive teacher identities can be fostered and contribute to the overall success and effectiveness of online education.

3.3.5.4. Compensating Limited Cultural and Social Capital with Existing Social Capital

The interplay between habitus, field, and the online CoP highlights the dynamic nature of teacher identity. While teachers bring established dispositions and teaching philosophies, the online field presents new challenges and demands. The CoP serves as a bridge, facilitating adaptation and progress within the new online landscape. Eventually, the online language teacher identity emerges as a unique blend of pre-existing professional identity, the ever-evolving online field, and the collaborative support offered by the online CoP. Çiçek, one of the senior career teachers, stressed the increased sharing and intimacy among colleagues throughout the online learning CoP. Depending on her tangible experience, she said that “During the online education, we stayed physically away from the institution, but I felt emotionally closer. I shared more with my colleagues; an identity that I feel closer and more intimate has been formed.” (Çiçek, Interview 4). The online education experience has led to increased sharing and intimacy with colleagues, contributing to the formation of a closer identity within the professional community.

Moreover, the participants also claimed that this new field of teaching and the collaboration among its members created a new institutional namely a collective identity dimension. Institutional identity, supportive work environment, dedication and commitment, work ethic, impact of working environment on teacher identity, motivation and involvement, and sense of belonging were the main themes appeared during data analyses period.

The extensive support among colleagues and their wholehearted dedication to their duties represent a truly commendable and exemplary attitude. And this shapes the institutional identity. It is evident that teachers in my school are profoundly dedicated to their professions; in other words, they strongly identify with their roles as educators. Regardless of the circumstances, they believe that 'I am a teacher, and I will teach. (Yollar Interview 2)

The shared work ethic and dedication to maintaining high standards in teaching also played a crucial role in shaping teacher identity. The participants noted that their motivation and involvement were significantly influenced by the positive and collaborative working environment. The sense of belonging and being part of a collective effort not only enhanced their job satisfaction but also their sense of professional gratification.

The biggest contribution of my school to my identity is that there is a tremendous work ethic. Even if there are not any administrators or auditors, it is truly impressive that our team start and finish classes on time and explains the lessons meticulously. There may be exceptions, but I firmly believe that the majority have this disciplined work ethic. This discipline and work ethic at school has always affected me in a positive way. Maybe if I had not worked in such a serious and disciplined institution, I would not be a teacher who cares so much about my job. What impressed me most about this school is that people take their jobs seriously. People were doing their best in face-to-face education, and they spent more efforts during online learning. This seriousness may seem meaningless to those working in other institutions, but we have always adopted this attitude as an institution. This moral stance is one of the most important characteristics that impress me. (Çiçek, Interview 4)

The collective identity formed within this new institutional framework was underpinned by a strong sense of community and mutual support. Teachers found that the collaborative nature of their online CoP fostered a supportive work environment where they could share resources, exchange ideas, and provide encouragement to one another. This environment contributed to their professional growth and reinforced their commitment to their roles.

Since the beginning of the online learning, I am happy that teachers wanted to help each other; everyone tried to find answers to questions, they immediately shared the information they learned, and expressed their opinions. Everyone learned something from each other, informed and supported each other, and this strengthened my sense of belonging. (Aylin Interview 3)

Despite the absence of strict mandates or consequences, everyone in the group was depicted as striving for excellence in their teaching practices. This commitment to continuous improvement and quality assurance reflected a shared ethos of professionalism and dedication to delivering high-quality education, even in challenging circumstances. Kino clarified their experience providing vivid details.

I work with a group that has a strong sense of professionalism and duty. After the sudden transition to online learning, everyone made tremendous efforts to compensate for any shortcomings. We had late-night discussions in WhatsApp groups to learn how to use the online platform and minimize problems. None of the administrators said, "You must teach your lessons properly, otherwise you will be punished." In fact, they mostly reassured us, saying, "If it doesn't work, it's okay, don't worry about it." Despite this, everyone is putting in their own efforts to improve, striving for excellence. I am truly proud of this aspect of

our institution. During the online learning process, we have acted with dedication, and most of our colleagues have shown a significant commitment. This is because they all have a deep sense of teaching ingrained in them, which contributes positively to our institutional identity. (Kino, Interview 2)

Overall, the findings indicate that the transition to an online community of practice led to the development of a collective institutional identity. This identity was characterized by a strong commitment to professional excellence, a supportive and collaborative work environment, and a shared sense of purpose and belonging. This collective identity helped teachers navigate the challenges of online education and maintain high standards in their teaching practices.

The analysis of journal entries and individual and focus group interviews, through the lenses of social capital, habitus, and identity construction, revealed five main themes: 1) institutional identity and culture, 2) work environment and teacher identity construction, 3) dedication and commitment, 4) collaboration and support, and 5) adaptation to new teaching contexts

In terms of institutional identity and culture, the dedication and wholehearted commitment of colleagues represented a form of social capital within the institution. This social capital, characterized by mutual support and shared values, contributed to shaping institutional identity. The institutional culture, including work ethic and seriousness towards teaching responsibilities, was internalized by individuals through habitual practices and interactions. This habitus, shaped by collective attitudes and behaviours within the institution, influenced how individuals perceived and enacted their roles as EFL teachers. They identified with the institution's culture and values, which became integral to their professional identity. The belief that “I am a teacher, and I will teach” reflected a sense of identity tied to the profession and the institutional context.

Considering the theme of work environment and teacher identity construction, it was evident that the work environment, characterized by motivated colleagues and a supportive team, represented valuable social capital that influenced teacher identity formation. Positive interactions and mutual support among colleagues contributed to a sense of belonging and professional identity. The working environment shaped EFL teachers' habitus by providing experiences and social interactions that influenced their

attitudes and approaches to teaching. The motivation and dedication of colleagues served as models that individuals internalized and incorporated into their own practices. On the other hand, teacher identity construction was influenced by the context in which individuals worked, including the attitudes and behaviours of colleagues. The interaction with motivated colleagues reinforced individuals' identities as dedicated educators.

The positive atmosphere and optimistic perspective that emerged during online education will continue even when we return to face-to-face (F2F) instruction. Because, after engaging in such extensive sharing with many colleagues we will not return to the relationships we had before the pandemic. This positive impact will persist even if we turn back to face-to-face instruction. (Çiçek Focus Group Interview 4)

With respect to dedication and commitment exhibited by colleagues represented forms of social capital that fostered a sense of trust and reciprocity within the institution. This social capital contributed to a supportive work environment and strengthened the bonds among colleagues. The habitual practices of dedication and commitment became ingrained within the institutional culture, shaping all EFL teachers' habitus and influencing their professional behaviours and attitudes. The dedication and commitment to teaching also contributed to EFL teachers' professional identity, reinforcing their sense of purpose and belonging within the institution.

The most meaningful finding was the collaboration and support among colleagues representing the forms of social capital. This collaboration enhanced individuals' access to resources and opportunities for learning and progress. This social capital strengthened the ties within the professional community and fostered a sense of belonging. Collaborative practices became part of individuals' habitual interactions within the institution, shaping their habitus and reinforcing norms of mutual assistance and cooperation. The intense experience of collaboration and support contributed to individuals' professional identity by strengthening their roles as members of a supportive professional community and enhancing their sense of belonging and identity within the institution.

In the beginning, when I was struggling and couldn't find anyone to ask for help, a friend added me to a WhatsApp group. The support and shared experiences in that group became a guiding light for me. We found our way together, experienced tremendous

solidarity, and built professional unity. It was challenging for the administration too; everything was uncertain, and restructuring the system was not an easy task. (Aylin Interview 2)

Social capital has the potential to be advantageous for both individuals and the communities to which they belong. In the scope of this phenomenological research concerning the adaptation to a novel teaching environment - online learning - the collaborative support exhibited by colleagues amidst the shift to online instruction revealed the presence of social capital characterized by mutual trust, reciprocity, and shared objectives. This reservoir of social capital facilitated adjustment and cooperative efforts in response to evolving teaching landscapes. Embracing new teaching environments necessitated the assimilation and implementation of fresh pedagogical practices and methodologies, which gradually became ingrained within EFL teachers' habitus as they acclimated to the intricacies of online learning. Moreover, the collaborative adaptation experience contributed to the construction of individuals' professional identity, moulding their self-perceptions as adaptable and resilient educators capable of adeptly navigating novel challenges and educational contexts.

This process will teach us a lot, both as teachers and institutionally. I have personally experienced that we are an institution that supports each other very much in times of crisis. Our social learning and support were at its peak. We have a very qualified group of colleagues who really supports each other. Also, people are trying to do their job properly in every condition. Even in the middle of the night, people are trying to teach each other how to log in, what to do. They help each other so much. (Çiçek Interview 4)

According to Wenger (1998), a community of practice serves as a dynamic environment that provides newcomers with access to expertise and fosters personal engagement. This engagement facilitates the assimilation of competence into an identity of participation. For teachers, this means that their professional identity is continuously shaped and reinforced through interactions within their community of practice, both online and in actual settings.

In traditional, face-to-face communities of practice, teachers benefit from direct, personal interactions that help them share experiences, develop new teaching strategies, and

receive immediate feedback. These interactions contribute to a strong sense of belonging and professional identity, as teachers feel supported and validated by their peers.

However, in an online community of practice, the dynamics can shift significantly. While online platforms offer the advantage of broader, more flexible access to resources and expertise, they may lack the immediacy and personal connection of face-to-face interactions. Teachers may find it more challenging to build rapport and trust, which are crucial for sharing innovative insights and receiving constructive feedback. Despite these challenges, a well-functioning online community of practice can still provide a supportive environment for professional growth, allowing teachers to explore new ideas without the fear of appearing irrational or reaching dead ends.

Comparing the actual and online structures of their communities of practice allows us to identify potential mismatches and understand how these differences impact teachers' professional identities and their ability to adapt and thrive in both environments. In this research, a group of EFL teachers experienced a sudden shift to online learning, a completely new teaching environment. The frustrations and internal struggles they faced can be interpreted as embodied expressions of hysteresis, reflecting the mismatch between their established teacher identity and the demands of the online learning environment, which required new methodologies, insights, and teacher learning. It was aimed to explore their perceptions related to the communities of practice in which they function as EFL teachers. From Bourdieu's social perspective, the community is considered the field in which teachers operate. To understand potential mismatches and their effects, the actual and online structures of their community were compared. The study focused on examining how established norms, interactions, and professional dynamics within traditional teaching environments translate to the online context, and identifying any gaps or challenges that arise from this transition. To provide a better understanding of identity construction for EFL teachers and to see the connection between their existing habitus and field, offering a general perspective provided by the participants on CoP might be helpful.

Ayhan's reflection endowed valuable insights into how a positive, cooperative, and supportive community of practice contributes to the construction of a robust teacher

identity. He amplified the importance of mutual support, a positive environment, and the collective nature of professional growth in shaping teachers' identities.

For me, constructing a teacher identity in the communities of practice requires working in cooperation and harmony with my colleagues, completing each other's shortcomings, keeping the educational environment away from oppressive, negative, and tense, not creating an uncomfortable atmosphere to be in. (Ayhan Journal Entry 5a)

Gilamada accentuated the communal support and positive feedback mechanisms within the CoP, which contribute to individual growth and resilience. He said “The level of support from my team and colleagues significantly influences my manner and mindset. Being a teacher in a context in which mistakes are tolerated differs greatly from an environment where constant criticism prevails.” (Gilamada Interview 4)

Yollar’s reflection about her lived experience illustrated the importance of active engagement and continuous learning within the CoP, where members contribute to collective growth while enhancing their own professional development.

I feel a strong sense of belonging to the institution and enjoy being part of it, especially working with my colleagues. I see myself as an integral contributor to its growth and well-being. Initially, I felt I wasn't contributing enough, but as time passed and conditions improved, I enhanced my skills by taking on more responsibilities. I engaged in various roles, participated in commissions, and led diverse organizations, managing my duties effectively. This improved my ability to meet expectations, enhanced my collaborative skills, and boosted my self-confidence. Despite challenges, I am content with my experiences. (Yollar, Interview 4)

The findings illuminate the facets of participants' experiential revelations about how their mutual engagement in a common pursuit provides an excellent backdrop for leading-edge learning throughout their online learning encounters. EFL teachers emphasize the importance of cooperation and harmony with colleagues and accepted that a supportive and collaborative professional environment is essential for developing a strong teacher identity. Throughout their ERT experience, cooperation allowed teachers to share resources, strategies, and insights, which helped their professional growth and improved teaching practices. The idea of completing each other's shortcomings indicated a sense of mutual support and interdependence among colleagues. In such an environment, they

were easily able to rely on each other to fill gaps in knowledge or skills, fostering a culture of continuous improvement and collective competence. This mutual support was critical in building a cohesive teacher identity. It also reinforced the perception that teachers were still part of a community working towards common goals.

In general, they stressed the importance of maintaining an educational environment that is free from oppression, negativity, and tension. For teacher identity construction, as a positive atmosphere was considered as crucial to encourage creativity, risk-taking, and innovation. It also helped in building trust and respect among colleagues, which are essential for effective collaboration and professional satisfaction. Teachers also mentioned that in their communities of practice, feeling safe and supported to express their ideas, share challenges, and seek help without fear of judgment or retribution was crucial for their professional development and the construction of their teacher identities.

Three veteran teachers shared their experiences about receiving a great deal of support from their colleagues and talked about how this support strengthened their sense of belonging to their professional community in this challenging period. Çiçek's statement highlighted the crucial role of professional cooperation and mutual support in strengthening teacher identity and overcoming the challenges of hysteresis during the transition to online teaching. The increased sense of belonging and deeper connection with colleagues reflects an adaptive professional identity, shaped by shared experiences and collaborative efforts.

During this process, my sense of belonging to the institution increased, fostering closer ties with my colleagues. Being part of a team has always been important to me, but now I feel a deeper connection. Initially, there was no such bond, but it strengthened over the years, peaking during the online teaching period. Unlike face-to-face education, I noticed significant sharing and mutual support with colleagues, even those I wasn't close to. This is due to the effectiveness of our professional cooperation, not physical or emotional longing. (Çiçek, Interview 4)

It is noteworthy to ascertain that this collaborative and mutually instructive milieu was regarded as a form of in-service training by one of the participants. Yollar's experience illustrated the interplay between identity and hysteresis in the transition to online education. The immediate and supportive responses from colleagues foster a sense of

professional identity rooted in collaboration and continuous learning. At the same time, this supportive network helps bridge the gap created by hysteresis, allowing teachers to adapt more swiftly to the demands of the new educational environment.

As I mentioned earlier, I am highly pleased with the supportiveness of my colleagues throughout the online education process. Whenever I ask something, it is replied quickly. If I posed a question to a friend while at school, the response might come during the next break, after the class, or it could even be forgotten. However, in the online environment, responses are immediate, whether individually or in a group setting. I felt content with the assistance received; it was akin to receiving a kind of in-service training. (Yollar Interview 4)

Ayhan added his comment by drawing attention to the critical role of personal relationships and peer support in overcoming the challenges of online teaching. The reliance on trial and error, coupled with the collaborative spirit among colleagues, highlights the adaptive nature of teachers in the face of limited administrative support. This experience not only mitigated the effects of hysteresis but also reinforced a strong sense of community and professional identity.

In the online environment, we relied heavily on trial and error to find solutions and supported each other. This period highlighted the importance of personal relationships for technical support. When the administration couldn't provide much assistance, we turned to friends for help. For instance, through WhatsApp groups and personal connections, I received help on many issues. The support from colleagues was crucial during this process. The benefits of interpersonal relationships were most evident during the online education period. (Ayhan, Interview 4)

A middle career teacher, Ginger underlined the collaborative nature of interactions during the online education process, emphasizing mutual support and shared learning within the community of EFL teachers. She shared her experience as “I learned a lot from my colleagues during online education because we faced similar common problems. I received significant support in WhatsApp groups and asked my colleagues on the commission for additional help. I didn't bother with doing anything extra.” (Ginger, Interview 2). She highlighted the role of informal communication channels within the CoP, where members exchanged knowledge and provided assistance to address common

problems. Çiçek reflected the role of the CoP in providing emotional support and a sense of belonging during challenging times.

I experienced a significant sense of social isolation, which was initially challenging for me, during online education and the pandemic. The absence of face-to-face interactions with my colleagues made it difficult to address work-related issues efficiently. In traditional classroom settings, even brief exchanges of ideas or small discussions could serve as valuable reminders. Currently, staying apart is a struggle, but having supportive friends to ask questions without judgment is a relief. (Çiçek Interview 5b)

3.3.6. Diminishing Symbolic Power: Losing Control in the Classroom

Drawing upon the analysis of the data, it is evident that learner motivation and self-control emerge as critical factors contributing to the phenomenon of hysteresis experienced by EFL teachers in the online learning context. EFL teachers participated in this research consistently accentuated the paramount importance of students' intrinsic drive to learn and their self-regulation skills within this context. Their collective experiences tinted the notion that the success of online learning was heavily contingent upon students' internal motivation and their ability to navigate their learning independently. Additionally, the research findings illuminate the inherent challenges associated with reaching learners online and fostering their intrinsic motivation in this unique learning context. These findings resonated with hysteresis, indicating that teachers accustomed to traditional classroom dynamics experienced a disconnect when attempting to adapt their teaching methods to support independent learning. Ginger noted that “The reality of distance learning relies a lot on students' intrinsic motivation and self-control.” (Journal Entry 3)

Students with low motivation have always been a concern, but in the online context, I feel I am faced with a larger number of unmotivated students. Previously, while I felt I could reach most of the students who lacked motivation and engage them, now I feel like I can only reach a few, and I can't engage the others. (Pinhan, Interview 3)

The thematic analysis of reflections identified that within online language learning context, comparisons with face-to-face settings revealed a diminished capacity for teachers to exert direct external control over the learning process. However, considering their experiences, teachers also accepted that the online learning environment itself could act as a double-edged sword, potentially impacting or even exacerbating challenges

related to student motivation and self-control as mentioned by Gilamada “I believe I have done my best under these difficult circumstances, but I don't think students have shown the same effort.” (Journal Entry 5a)

Pinhan's interview revealed how the lack of preparation for online learning creates a stressful environment for both teachers and students. This can negatively impact teacher identity and lead to feelings of inadequacy. Additionally, the concept of hysteresis explains how a lack of experience with online pedagogy hinders teachers' ability to adapt effectively. Finally, the limited autonomy of learners, reflecting a lack of established habitus for online learning, contributes to the overall struggle.

In my opinion, the lack of learner autonomy in online learning is a significant issue. It arises from confusion about how to approach lessons and use online resources effectively. I think, both students and teachers were unprepared from the start. If we had provided simple pedagogical instructions, such as a video explaining online education, it could have been helpful. Our students need to be educated on using online resources responsibly. Their struggles have been challenging because they were exposed to online learning without guidance. I mean, a clearer understanding of online education and autonomous learning could have made the process smoother for both teachers and learners. (Pinhan, Interview 5a)

Ultimately, they agreed that the lack of learner autonomy, intrinsic motivation, and self-regulatory skills is a primary source of hysteresis that teachers face in the online learning context. Teachers accustomed to traditional classroom dynamics struggled to adapt their teaching styles to the unique demands of online learning, where learner autonomy is crucial for success. Their experiences reflected on the teacher's role in facilitating autonomy and suggested a potential shift in teacher identity towards a more supportive and instructional role in online settings. Rose asserted that “We also didn't educate our students about this process, did we? Most of our students didn't know what to do. Both students and teachers found themselves suddenly in this context, which created stress for both sides”. (Interview 2)

Unfortunately, the professional and technological competence of teachers do not guarantee success in online education. There is one aspect that we overlook: how ready the student is for this process. Online context is quite new for them as well as for us. (...) Lack of self-discipline in students is one of the main obstacles to online learning. This

makes the context more difficult for teachers. (Aylin, Journal Entry 6) (...) However, everything happened all of a sudden and we couldn't find enough time or make right decisions within this confronting context. (Aylin Journal Entry 5a)

As seen in the excerpts, Pinhan, Rose and Aylin visibly emphasized the unpreparedness of both students and teachers and added that the lack of student autonomy caused frustration for teachers, who felt unable to effectively deliver their lessons due to students' struggles with online resources and learning approaches. The need for additional student training or orientation suggested a potential shift in teacher roles. In traditional settings, teachers focused primarily on content delivery. However, the online context required additional efforts to equip students with the skills and knowledge to navigate online resources and become learners. This revealed a dissonance with the established teacher identity focused solely on content delivery.

Drawing upon their collective experiences, the participants reached a consensus on the prominence of insufficient learner autonomy, intrinsic motivation, and self-regulation skills as contributing factors to the phenomenon of hysteresis observed by teachers in online learning contexts. Gilamada's experience explains the nuanced interplay between learner characteristics and the online learning environment. "Especially the biggest problem, in my opinion, is the student; you somehow overcome other problems, try to overcome technological issues, but the main problem in the online context is unmotivated students effecting teachers. (Gilamada, Interview 4). This dynamic interaction can be considered to pose significant challenges and potentially lead to a dissonance with a teacher's established professional identity.

In that respect, Aylin's experience was another significant example showing a potential contradiction between maintaining a consistent teacher identity and fostering learner autonomy in online learning environments. " (...) interaction between myself and students, as well as between students themselves, was disrupted. Despite efforts to recreate the classroom environment online, there were noticeable gaps. Learner motivation remained unchanged and persisted as a problem despite all my efforts." (Aylin Journal Entry 4). While preserving her core teaching principles was important for her, she needed adaptations that support and promote student independence, engagement, and ultimately, successful learning in the online context. However, her efforts failed, and she

had hysteresis causing from the persistence of past experiences that hinder adaptation to new situations.

EFL teachers from different career stages expressed concerns about students not perceiving online learning as valuable and lacking motivation to participate actively. Kino said “In the current situation, I've found that only a few students truly appreciate online education. However, many students have evaluated online lessons as a pointless burden, struggling to grasp the benefits.” (Kino, Focus Group Interview) and Ginger articulated “Unfortunately, online education hasn’t been perceived as valuable by our students. There were very few who could understand that the teacher is struggling, trying to do something, and trying to teach.” (Ginger, Focus Group Interview) Lastly, Rose conveyed that “Based on my experience so far, I believe that online learning can be suitable for postgraduates because students at this level are generally already motivated to learn, and they are able to notice the benefits of the context.” (Rose Focus Group Interview 3) The feeling of being undervalued was demotivating for teachers as their efforts and attempts to engage students were not met with desired responses. The context created a sense of doubt creeping into the teacher identity, either.

The analysis of lived experiences, as shared by Kino, Ginger, and Rose, revealed a critical tension within online language learning context. The critical role of recognition in fostering a positive teacher identity within online learning environments at the university level was mentioned several times. EFL teachers who perceived a devaluation of their teaching contributions experienced a decline in self-esteem, potentially impacting their motivation and effectiveness. Conversely, those who felt recognized and appreciated demonstrated a stronger sense of self-worth in their role as teachers. In that respect the findings were similar to the study by van Lankveld et al., (2017).

Pinhan and Aylin from different career stages, experienced the complex interplay between cultural norms, student habitus, and the challenges of online language learning. They highlighted how cultural habitus and the online learning environment interacted to influence student motivation and teacher identity. Pinhan said that;

Currently, there are abundant online resources for students, allowing them to learn without the need for a school or teacher. However, Turkish culture tends to prioritize

immediate rewards over long-term goals, leading to a lack of motivation and effort in learning English. Students often see English learning as a short-term goal to pass their current classes, rather than a lifelong skill. As a result, they may have the knowledge but lack the emotional connection and motivation to apply it. Therefore, teaching a new language in the online context, it became much more difficult. (Pinhan, Interview 3)

Pinhan identified a cultural tendency in Türkiye towards prioritizing short-term gratification over long-term goals. Her evaluation aligns with the concept of habitus where cultural dispositions and expectations are internalized and shape individuals' actions and motivations. She suggests this cultural habitus leads to a view of English learning to an immediate end (passing exams) rather than a valuable lifelong skill. This potentially hinders students' intrinsic motivation and engagement, crucial for successful language acquisition. Considering Pinhan's experience, it can be said that the online learning context amplifies the challenges posed by students' existing habitus. Furthermore, online context can further diminish the learner motivation to engage in long-term, effortful learning. This lack of motivation can potentially create a disconnect between teachers' and students' learning behaviours.

On the other hand, Aylin's experience regarding online assessment challenges highlighted the potential interconnection between learner motivation, teacher identity, and Bourdieu's concepts of habitus and cultural capital. She reflected as ;

The biggest disadvantage of online context was assessment and evaluation. The precautions taken in face-to-face exams and the fact that these exams were under the supervision of people significantly increased the reliability of the exams. However, inadequate infrastructure and limited supervision in distance education led to copying and plagiarism in online exams. This, in turn, pushed students into laziness, thinking that they had achieved so-called success by winning the easy way without making any effort. In short, students have no motivation to study. (Aylin , Journal Entry 3)

Aylin suggested that the administration of online exams with limited supervision could result in students perceiving them as easy and attainable through copying, potentially diminishing their intrinsic motivation to learn and retain knowledge. The possibility of cheating in online exams could have engendered feelings of frustration and ineffectiveness among teachers, who may have felt that their teaching efforts were devalued when students achieved success through dishonest means. This experience

could create a cycle of doubt and discouragement impacting their teacher identity. Aylin's observation regarding students potentially prioritizing easy success could be attributed to a cultural habitus that values short-term gains over long-term investments in learning, which relates to the concept of cultural capital. In the context of online exams, if the focus is on copying answers rather than genuine learning, it undermines the development of valuable cultural capital, which includes knowledge and skills essential for long-term success.

On another important concern, two experienced teachers, Ayhan and Yollar agreed that they were more cautious about the challenges related to student engagement and equity. Their experiences underscored the multifaceted nature of challenges causing the hysteresis among teachers in online learning. It was crucial for EFL teachers to consider various factors affecting student engagement and actively work towards creating a more equitable and inclusive online learning environment.

The inability of some students to participate fully in online courses creates a complex and challenging situation for teachers. It's difficult to pinpoint the cause of their non-engagement – it could be issues we've created inadvertently, a lack of technological access, or simply a personal preference for different learning styles. This uncertainty led to practical questions about how to address the issue and ethical concerns about ensuring equitable access and learning opportunities for all students. (Yollar, Interview 2)

The pandemic period brought some drawbacks for students as well. During this time, there is a possibility that students' personal issues may increase. Due to this period, some children might face more serious economic hardships, with their parents losing their jobs, so they may not have access to necessary technological resources. Moreover, rather than just remote education, I tend to think more about the special health problems that this disease period might create for children and their families. (Ayhan, Interview 2)

These teachers were aware of the fact that the pandemic highlighted inequalities within the educational field. Ayhan points to the economic hardships faced by some families, hindering their access to technology (cultural capital) needed for online participation. A power imbalance within the field is created as students with limited resources have difficulty keeping pace with their peers. Teachers concerns go beyond technology, highlighting the potential impact of the pandemic on students' mental and physical well-

being. They underline the need for a holistic approach to online learning that addresses the social and emotional needs of students alongside academic considerations.

I think it is not possible to say that the process was very positive and smooth for the students, they also had to face numerous difficulties. If they thought that they were in a productive process, they would have actively participated and done their best to fulfil their responsibilities on time. (Kino, Journal Entry 6)

Similar to teachers discussed earlier, students may also experience difficulty adapting to online learning due to a reliance on traditional face-to-face learning experiences (habitus). They may feel frustrated, reluctant and overwhelmed which in turns effect teachers' efficiency. In the following reflections, Pinhan and Rose, two middle career teachers, identified technical difficulties as a major source of stress and frustration, disrupting the flow of teaching and creating a negative online learning environment. The perception of students as digital natives compared to those teachers which is clearly seen in this reflection "My students are more digital natives. This made me nervous from time to time. I mean not being able to deal with connection problems, being more inadequate than a student, embarrassed me." (Pinhan, Interview 3) suggested a potential digital gap between teacher and students. Technical difficulties, the digital divide, and unequal distribution of technological capital created feelings of frustration, isolation, and diminished self-confidence and loss of control.

Technical glitches are undoubtedly a common source of frustration for all of us. They added an extra layer of stress to our teaching experience, causing emotional turmoil and potentially shaking our self-confidence. These issues were not limited to our own technical difficulties but also extended to those faced by our students (...) At times, I felt isolated, teaching to a screen and engaging in self-talk to answer the questions I posed. Teaching has become monotonous for me. (Pinhan Journal entry 3)

I felt worried and unconfident because of the technological issues, especially at first. Some of my students were better than us in technology; we always want to have control as a teacher but addiction to technology made us nervous. (Rose Focus Group Interview 5b)

Another significant reflection was shared by Ginger in the 5b Journal Entry. Her words revealed the emotional and identity-related challenges faced by EFL teachers transitioning to online learning. The disruption to established practices, the need to adapt,

and the uncertainty about effectiveness created a sense of inadequacy, frustration, and even pessimism. Ginger revealed that in a traditional classroom setting, she used to feel confident and capable as mentioned “I know I do an excellent job”. However, online learning introduced uncertainty and made it difficult to check the effectiveness of her teaching revealing in the sentence “I can only say that I do my best”. This shift from certainty to self-doubt was emotionally draining. Technical challenges, a lack of clear information at the outset, and the uncertainty of student engagement all contributed to feelings of frustration and tension and these negative emotions created a stressful and emotionally taxing work environment.

In face-to-face education, I know I do an excellent job, but with remote learning, I can only say that I do my best. So, I am not exactly sure whether my teaching, which I used to think I did quite well, is good or bad right now. This sometimes makes me feel pessimistic. There is an emotional dissatisfaction; we are teaching in some way, but as I said, many aspects of teaching are missing. (...) the increasing number of technological problems intensified feelings of weakness, helplessness, and inadequacy. (Ginger Journal Entry 5b)

Since you are completely dependent on technology in online education, you are helpless if the system does not work. Having insufficient information at the beginning, not knowing what to do, feeling of being at a loose end, and silent students made me very angry. Unfortunately, I felt like I lost control. Not in terms of teaching, but perhaps in terms of not knowing how much students were listening or understanding. I searched for solutions, experienced discomfort, and tension. (Ginger Interview 5b)

Like others, Çiçek described feeling restricted and forced to teach in an unfamiliar way, highlighting a sense of loss of control over her formed teaching methods. This disrupted her sense of professional identity as a confident and effective language teacher. It was significant that she had shifting from expert to novice because of the lack of prior online teaching experience, she felt like a complete beginner despite her success in traditional classrooms. Unfortunately, this experience undermined her professional identity and created a sense of inadequacy. Moreover, Çiçek's constant comparisons of online learning to the familiar face-to-face setting indicated a struggle to adapt to the new pedagogical demands, leading to a sense of dissonance with her teaching identity. The initial transition to online teaching is described as frightening and filled with hesitation because of teaching in a new environment.

The feeling of being restricted was intense. I was worried about both technological problems and the pedagogical practices because I had to teach in a way that I was not used to. I always had hesitation at the end of each teaching day. It was a frightening duty or challenge at first. I couldn't be sure if it worked or not and I was comparing my online classes with f2f all the time. (Çiçek Interview 3)

The transition to online teaching was overwhelming for me. Having no prior experience as either an online teacher or student, I felt a lack of confidence and confusion navigating the new platforms. This led to constant self-doubt and questioning of my teaching abilities, making me feel like a complete beginner. Despite my success and experience in a traditional classroom, online teaching turned me into a novice. Throughout the first semester, the struggle to manage online teaching properly caused embarrassment. I felt inadequate admitting my lack of technological knowledge to students. For me, the initial emotions surrounding online teaching were frustration, lack of confidence, dissatisfaction, and confusion. (Çiçek Journal Entry 5b)

EFL teachers like Çiçek serve as a prime example of how the transition to online learning can trigger hysteresis effect. Their established teaching identity, built upon confidence and effectiveness within the traditional face-to-face classroom, was significantly disrupted by the unfamiliar demands of online pedagogy and technological challenges. The limitations of the online platform and the lack of prior experience in this environment created a sense of loss of control over established teaching methods. This disconnect is further evidenced by Çiçek's feelings of being "restricted" and forced to adopt unfamiliar teaching practices. The most striking evidence of hysteresis lies in Çiçek's own words: despite her success in traditional classrooms, she describes feeling like a "complete beginner" in the online environment. This shift from expert to novice, coupled with the constant comparisons to the familiar face-to-face setting, highlights the struggle teachers faced in adapting their professional identity to the new online reality.

Both Ayhan and Yollar, two senior career teachers, expressed insecurities about their technological skills. Yollar mentioned "I was extremely nervous and worried about my technological inadequacy, until I got technical support. Knowing that you cannot change things is incompetence. Therefore, I felt helpless." (Journal Entry 3) Her prior experience or training, leading to a sense of inadequacy and potentially hindering confidence as a language teacher in the online environment. She also defined her feeling by saying "I felt anxious, confused, excited as a teacher because it was something completely new, so I

felt worried and confused because of the unknown.” (Yollar Journal Entry 5b) Similarly, Ayhan noted that

First, we were not ready in terms of technological knowledge, and this created a lot of strain. Some of us who are veteran teachers felt insecure, wondering how we would learn and use these technologies at our age. Being part of the system, even problems beyond our control made us feel guilty. The discomfort from the negative image forming about our university was also significant. (Ayhan, Journal Entry 3)

His comment about learning and using these technologies at this age suggested a potential generational divide regarding technological comfort levels. This was another important reason strengthening the hysteresis experienced by these teachers. This experience demonstrates how the need to adapt to recent technologies in online learning can worsen the hysteresis for some EFL teachers, particularly those from older generations. They struggle to adapt having the feelings of insecurity, guilt, and a disconnect from their established professional identity.

Two middle career teachers, Kinos’s and Aylin’s experiences showed that the challenges of low student engagement, technical difficulties, and a perceived lack of effectiveness triggered a decline in teacher confidence, frustration, and ultimately, a questioning of one's professional identity.

I started to feel frustrated and disenchanted; I lost reliance in the online learning process, after a while. Even though I fulfilled my responsibilities, took the necessary care for the lessons, and made all the plans in advance, the fact that there were very few enthusiastic students inevitably reduced my faith in the process and increased my disappointments. (Kino Journal Entry 5b)

We had difficulties in the beginning due to technical problems and the online platform that we were using. Our stress and frustrating state, our helplessness was at the highest level, the lessons were not effective. I would have preferred to teach face to face if we had stayed in that system. (Aylin Journal Entry 3)

Kino's diminishing faith in the online learning process and Aylin's yearning for a face-to-face environment were the signs of a threat to their sense of self-efficacy and professional identity as EFL teachers. Both teachers expressed feelings of frustration and disappointment with online learning which were detrimental to teacher well-being and

potentially hinder their motivation and effectiveness. Technical difficulties and the perceived lack of student engagement contributed to increased stress and feelings of helplessness in teachers. Eventually, path the way to experience hysteresis.

Another important finding of the current research was that teachers from all career stages expressed frustration with the limitations of online assessments in detecting cheating (copy-paste assignments, answer keys, etc.). They had the sense of powerlessness and undermined their ability to accurately measure student learning, a core aspect of their professional identity. The perceived ease of cheating online and the difficulty in providing meaningful feedback aroused negative emotions like frustration, anger, and resentment. Aylin described giving up on detailed feedback due to these emotions. This disconnect between effort and perceived effectiveness was emotionally draining for her.

For me, only the online assessment phase was stressful and frustrating, not the teaching part. In this process, teachers were the most helpless and innocent ones. The validity and security problems experienced during the evaluation phase made me tired. My students tried to deceive me by sending copy-paste assignments and this made me miserable. Unfortunately, after a while, I gave up giving / sending detailed feedback because I experienced anger and resentment. I feel inadequate and insufficient. I'm constantly in conflict with my conscience. I feel uneasy, and I'm not sure if my discomfort is affecting my students. (Aylin Interview 2)

The disappointment, frustration, and displeasure stem from a desire for a more honest and effective learning environment, impacting their sense of identity and purpose as teachers. The prevalence of cheating undermined the foundation of trust essential for a positive student-teacher relationship. Knowing that online assessments were easily compromised was demoralizing for Kino and others.

As time went on, students' increasing familiarity with the materials, their ability to find answer keys, and their attempts to occasionally deceive teachers using these resources became another source of disappointment. Furthermore, the unfair grades students received because of cheating during exams were also a source of frustration. When considering these points, my level of dissatisfaction with the process is unfortunately quite high. (Kino Journal Entry 5b)

The concerns about cheating and the validity of online assessments forced teachers to question their own effectiveness as educators. Rose felt a lack of professional satisfaction because she cannot see the output of education.

Online education is not fun or not exciting; it is just a duty to complete, this is something that must be done. It does not give me pleasure professionally because I cannot see the real outcome of the learning. Our online assessment procedure is neither valid nor dependable and this makes me desperate. (Rose Interview 5b) In face-to-face classes, I felt more confident in the assessment and evaluation process. Now, I find myself struggling to grade student assignments. I experience stress, anxiety, and even a sense of being deceived when I discover copy sentences in assignments. I question whether I have given a high grade to a plagiarized assignment or a Google Translate-generated essay. (Rose Interview 3)

Pinhan felt inadequate in online assessments, questioning her ability to accurately evaluate students by saying “The responsibility of solely determining all online grades created significant pressure because I am inadequate in online assessments.” (Interview 2) These doubts directly challenged their sense of professional identity.

In the most extreme cases, the perceived worthlessness of online assessments leads to feelings of despair and questioning one's purpose as a teacher (Çiçek). The profound emotional impact of online assessment practices on teachers were significant.

During this process, I experienced a profound sense of worthlessness because of unreliable online testing and evaluation. I questioned my purpose, asking myself, is this what I need to do? To spend my time correcting copied assignments and watching to fabricated video project assignments during grading, rather than fulfilling my true duty as an educator? Indeed, these moments of perceived worthlessness were undoubtedly the most emotionally taxing aspects of the experience. (Çiçek Interview 3)

It is clear from the findings that such experiences related to the lack of validity and reliability of the online assessment tools and the insufficient evaluation of desired learning outcome negatively impacted teacher morale, professional identity, and sense of efficacy. The transition to online learning environments has exposed a significant challenge for EFL teachers: the hysteresis effect on established assessment practices. Traditionally, teachers have relied on a diverse toolbox of assessment methods in the face-to-face classroom, allowing them to effectively evaluate student learning outcomes.

However, the online environment begets new limitations. In the context of this research, the validity and reliability of online assessment tools were questioned, and the inability to accurately measure desired learning outcomes were associated to negative feelings by most of the EFL teachers from various career stages.

The findings also showed that the primary anxiety about live lesson recordings and the fear of making mistakes or appearing incompetent was a remarkable theme highlighting the hysteresis EFL teachers experienced during their online lessons. In face-to-face settings, teachers mostly had felt confident and in control, but the shift to ERT introduced new challenges that affected their sense of identity. It was clear that online learning introduced a sense of vulnerability due to potential recording and public scrutiny. Yollar shared her experience by impacting her comfort in her traditional classroom setting.

Initially, I was quite anxious about live lesson recordings. Some of my colleagues shared their concerns about potential mistakes being captured and shared on social media, leading to embarrassment. I feared making errors or seeming incompetent in these recordings. In face-to-face classes I did not have such a risk. In class, with years of experience, I had felt confident and in control. It was my haven. With time, I eased my nerves by accepting that mistakes happen, and technical issues are normal in online teaching. My main goal is delivering effective instruction to students so I refocused on it. (Yollar journal Entry 3)

The analysis revealed a significant anxiety surrounding the practice of live lesson recordings, with teachers expressing a fear of making mistakes and appearing incompetent. This apprehension stands in stark contrast to the established sense of confidence and control experienced by teachers in traditional face-to-face settings. The transition to online instruction introduced a novel set of pedagogical challenges, demonstrably impacting self-perception and fostering a sense of vulnerability. Yollar's experience exemplifies the phenomenon hysteresis, highlighting the prospective negative impact of online lessons on comfort levels and efficacy, contrasting with the familiar confines of the traditional classroom.

The pressure of recorded lessons disrupted the teacher's comfort level, leading to a more distant teacher identity. They experienced contradictions with the enjoyment of face-to-face interactions and humour. The recording created anxieties about jokes or out-of-

lesson topics being misconstrued, leading to self-censorship and hesitation. It was clear that online environments stifled teacher creativity and spontaneity. In their reflection Gilamada and Pinhan explained this in detail.

The pressure of recording lessons makes everyone, including me, feel tense. Some students don't turn on their cameras because of this. I used to add humor to my face-to-face classes, but now I worry about being misunderstood or causing problems, so I avoid jokes or off-topic discussions. Concerns about being ridiculed or having recordings misused also bother me. I feel uncomfortable in the classroom, like I'm being watched, which makes me hesitant to make mistakes. It's like I have a more distant teacher identity.
(Gilamada Interview 3)

Gilamada expressed that the feeling of being constantly monitored would be intimidating for students as well. They might have been less likely to participate actively and contribute to discussions for fear of being recorded. The awareness of being recorded created a feeling of being watched, leading to self-consciousness and a reluctance to make mistakes. Unfortunately, teachers' natural delivery and their efficacy was hindered. Pinhan exemplifies this by sharing her experience.

Being recorded has affected me at times. I will think of a joke to make about a student, but I don't tell it because it's being recorded, or it might be made publicly accessible. It might be funny in the context of the lesson, but it will not mean anything to someone listening from outside. They do not know us or the context. In lessons where I know the recordings will be published, I do not go into much socio-affective content. I teach as if I am making a lesson video for YouTube. (Pinhan Interview 5a)

The knowledge of potential public access altered Pinhan's teaching style. Instead of adapting to the specific needs and dynamics of the current class, she adopted a more generic approach, resembling pre-recorded lessons. As understood, the pressure diminishes the interactive and responsive nature of ideal teaching practices. Moreover, EFL teachers restrict the inclusion of socio-affective content in lessons. Socio-affective learning encompasses social and emotional development, which are crucial for students' overall well-being and learning. By limiting this content, the teachers need to sacrifice opportunities for fostering social skills, emotional intelligence, and student-teacher connection. Similarly, Ayhan emphasized the related concerns by saying;

The recording of live lessons has led to a more formal and serious teacher identity for me. Without direct interaction, I avoid making jokes or constructive criticisms, fearing misinterpretation. In a classroom, I can rectify a failed joke, but online, I cannot determine student reactions. To play it safe, I stick to the lesson's topic and standard examples, avoiding risky dialogues that could lead to misunderstandings or conflicts.
(Ayhan Interview 3)

Ayhan's experience spotlighted how recorded lessons created a more rigid and controlled learning environment. The fear of misinterpretation repressed the natural flow of classroom interaction, limiting opportunities for humour, feedback, and open dialogue. It might be estimated from his reflection that in online learning settings, the development of a dynamic and engaging teacher identity is hindered in the long run.

Çiçek said “Being recorded while teaching is not a pleasant situation. For example, if a camera were placed in our classroom while we were teaching in person and filmed us, would we like it? No, we wouldn't. It is essentially the same thing.” (Interview 5a). As clearly seen in the reflection, being recorded constantly is perceived as a violation of the teacher's control over the online learning environment. This contrasted with the face-to-face setting where teachers have more autonomy in managing interactions and the overall learning experience. The feeling of being constantly evaluated through recordings created performance anxiety and self-consciousness. This can negatively impact the teacher's ability to express themselves authentically and connect with students in a natural way, delaying the development of a confident and relatable online teacher identity and push EFL teachers into a hysteresis.

In a like manner, Rose explained her anxiety about being recorded. She felt a pressure of ensuring a flawless recording and managing additional technical tasks. This anxiety ended with a more serious and formal teaching style because of a desire for greater control or a fear of appearing unprofessional in the recordings. By creating a list of reminders and incorporating recording tasks into her routine, Rose demonstrated an initiative-taking approach to addressing her anxieties. She tried to adapt and develop strategies for navigating the new teaching reality.

At first, the recording of my live lessons heightened my anxiety. I had even compiled a list of reminders, including 'don't forget to record' and 'take attendance,' to ensure I did not

overlook any crucial steps. My manner was more serious and formal because of this initial apprehension. However, as these tasks became part of my routine, my anxieties gradually subsided. (Rose Interview 3)

EFL teachers' experience revealed concerns about recorded lessons that influence his teacher identity and approach to online learning, highlighting a sense of burden and limited resources. Intriguingly, Kino prioritized the perceived effectiveness of his teaching for observers rather than focusing on student learning and engagement. This suggested a potential conflict between his internal identity as an educator and the external pressure associated with recorded lessons.

Being observed by someone in face-to-face classes, regardless of how proficient one may be as a teacher, can create a slight pressure. Striving to do your best in that class can indeed result in tension. I also have the same concern about my online classes being recorded: currently, my resources and scope are quite limited. I wonder if I could do much more than what I'm doing, but I guess I cannot. Therefore, the possibility of those watching my classes not benefiting enough makes me unhappy a bit. (Kino Interview 5a)

The apprehension of being evaluated from outside created anxiety for EFL teachers, while the constraints of limited resources resulted in feelings of inadequacy. On the other hand, Yollar, who was a senior career teacher, provided a distinct perspective about being recorded. She revealed a positive journey of self-discovery and growth using recorded online lessons.

In the beginning, I was hesitant to watch my own recorded lectures. It was an uncomfortable experience, but I eventually decided to observe myself by watching a few of them. I had never been recorded in a face-to-face setting, but I found to see myself in action valuable. Upon reviewing my live class recordings, I identified areas for improvement, particularly the clarity of my explanations. I also sought feedback from my daughter, who is a student, and incorporated her constructive criticism into my teaching. Currently, I am actively working on addressing these shortcomings. In this sense, having access to live class recordings has provided me with an invaluable opportunity for self-reflection and has significantly contributed to my professional development as a teacher. (Yollar Interview 1)

Yollar's previous hesitation to watch recordings suggested a potential weakness associated with self-evaluation. However, overcoming this hesitation demonstrated a willingness to learn and grow, which is a key characteristic of a strong teacher identity.

By actively working on identified shortcomings, she displayed a commitment to professional development and a dynamic approach to her teacher identity. She was not limited by a fixed perception of herself but was open to feedback and improvement.

Her experience offered a positive example of how recorded online lessons can contribute to a teacher's professional growth and development. It stressed the importance of self-reflection, openness to feedback, and a willingness to learn and adapt as key aspects of a strong and evolving teacher identity in the online learning environment. This perspective might help to a reduction in the hysteretic effect and a smoother transition for teachers as they adapt their skills and identity to the demands of online instruction.

3.3.6.1. Controlling the Effects of Limited Symbolic Power on Teacher Identity with Symbolic Capital

Another finding from this phenomenological research is that EFL teachers commonly perceive advantages in teaching university students in online learning contexts compared to potentially younger age groups. These advantages stem from the specific characteristics of university students and the university setting itself. Three teachers (Aylin, Rose, and Pinhan) highlighted a decrease in classroom management issues when teaching university students online compared to younger students. This included avoiding tasks such as controlling noise levels or managing disruptive behaviour.

Rose and Aylin indirectly emphasized the greater maturity and focus of university students, which contributes to a smoother learning experience compared to potentially chaotic situations with younger students.

Being a university teacher during the online education process and having a student profile consisting of young adults is extremely advantageous to me. Sometimes, on social media, I see chaotic scenes where 20 or 25 students are trying to say something at the same time, especially in classes with younger students. When I see this chaos, I understand the benefit of being at university even more clearly. Working with students who listen or, even if they don't listen, do not disrupt the flow, and do not have misbehaviours is a significant gain for a teacher who is new in the field of online teaching.
(Aylin, Interview 4)

I chose to work at a university setting to be in classes where students have reached a certain level of academic and cognitive development, and where I wouldn't have to deal with behavioural problems. (...) Being in this context, which I believe has positively influenced me as a teacher. Therefore, I can say that working in this context in online education is more comfortable for me. (Rose, Interview 4)

Pinhan also noted the higher level of digital literacy among university students. This enabled teachers to rely on students for assistance with basic technological issues, saving time and effort.

Being in a university setting during online education is somewhat advantageous because I don't have to deal with disruptive behaviours. In younger age groups, particularly at the elementary and middle school levels, online classroom management can be more challenging comparing to university students. As young adults, my students could use the online platforms without help and also, they could help me in terms of solving some basic technological problems such as set up menus or using short cuts as most of them are digital natives. (Pinhan, Interview 4)

Experiencing online teaching with university students, who may present fewer classroom management challenges, can enhance a teacher's sense of efficacy. It is also possible to strengthen their belief in their ability to effectively manage diverse teaching situations and contribute positively to their teacher identity. Due to the perceived ease of managing university students online, EFL teachers might initially feel less pressure to adapt their teaching style significantly for the online environment. As a result, this could provide a solution to avoid from extra challenges which might cause hysteresis.

Another significant finding related to EFL teachers' lived experiences is that the advantages of a shared professional context (habitus) for teacher identity and collaboration, particularly in the challenging environment of online learning. Seven participants from different career stages (Ayhan, Ginger, Çiçek, Kino, Rose, Yollar, Pinhan) emphasize the benefits of working in a language school with colleagues who share similar professional backgrounds (habitus). The findings revealed that the common understanding of the field, its challenges, and best practices can create a sense of comfort and tolerance. As an example, Yollar's reflection is a detailed explanation,

Being in a context including only EFL teachers definitely has a lot of advantages. Working with people who have the similar professional pathways affects similar cultures

and similar perspectives on life. I see that linguistic professionals are more open-minded and tolerant towards other cultures and behaviours due to both their education and profession. I think this makes people feel more peaceful and comfortable. Moreover, we are more open to changes and better at managing the crisis or critical shifts. (Yollar, Interview 4)

Pinhan has further views on this concept. She viewed being surrounded by fellow EFL teachers (shared habitus) as a benefit. This shared background facilitated learning from colleagues, finding common ground, and developing a positive attitude during online learning difficulties.

Being a language teacher in SFL is definitely an asset because I learn a lot from my colleagues. For instance, if I were the only English teacher and the others were from different disciplines, I wouldn't have this opportunity. Additionally, since we have graduated from similar teacher training programs, we generally share a common perspective and vision. This allows us to find help more easily, understand each other better, and develop a more positive attitude, especially during challenging online learning experience. (Pinhan, Interview 4)

Reflections from the EFL teachers reveal that a collective perspective and shared understanding (habitus) facilitate more effective communication, increase the willingness to support one another, and enhance collaboration efficiency. This is particularly beneficial in navigating the challenges of the online learning context. Graduating from similar ELT programs further underscores this advantage, providing a common foundation (habitus) that improves mutual understanding and makes it easier to access assistance, fostering a strong collaborative spirit.

3.3.7. Pandemic: Catalysing the Density of Hysteresis

The research highlights an interesting paradox within the experiences of EFL teachers during the pandemic shift to online learning. On the one hand, themes like "necessity as the mother of invention" and "finding meaning in difficult circumstances" suggest a process of adaptation and resilience. Faced with the unprecedented challenge of online instruction, EFL teachers demonstrated their resourcefulness and ability to develop new teaching strategies as the evidence of their commitment and professionalism. However,

the analysis also reveals a countervailing theme: the pandemic as a "complicating factor" that heightened anxiety and uncertainty.

Across interviews, journal entries, concept maps, and even the focus group discussion, one persistent theme emerged: during the global pandemic all participants grappled with conducting online classes under the looming shadow of health anxiety. Gingers' reflection "Health is everything; without it, nothing else matters." (Ginger interview 3) was the core of their experience. EFL teachers suffered from the emotional burden of the ERT which incapacitates the adaptation and resilience that were necessary to navigate the online environment. In the context of this research, the stress and anxiety associated with the pandemic itself, along with the rapid pace of change, created a barrier to effective online teaching and professional growth.

The possibility of becoming an increasingly independent and individualized teacher is high during the online learning process, especially after experiencing such an isolated period. The isolation prevents collaboration and professional development, which are crucial for teacher growth." (Ginger Interview 4)

While online learning offers the potential for increased teacher autonomy, an overemphasis on independence can lead to unintended consequences. Cross-pollination of ideas through collaboration and peer-to-peer learning are crucial for teacher development. However, an excessively independent environment can restrain these vital aspects of professional growth. Furthermore, the isolation inherent in online learning can be amplified by a strong focus on individual work which brings feelings of loneliness, decreased motivation, and difficulty accessing support networks.

As a particular example, Kino's reflection suggested that online learning felt impersonal and robotic compared to the traditional, face-to-face classroom environment due to the sense of detachment from the teaching process and a disconnect from students. He said "In films or textbooks, we used to see robot teachers, characters. We would ask ourselves, could this be real? These concepts seemed very fictional to us, but now what we are doing is nothing but robot teaching, in a way." (Kino Interview 5a)

EFL teachers' reflections gathered by concept maps, interviews and journal entries revealed the emotional strain that online learning took on teachers. The limitations of the

online environment threatened their sense of control, agency, and connection, leading to frustration, a decline in passion, and a potential crisis of teacher identity. The pandemic necessitated a significant shift in teaching methods, disrupting educators' established routines and practices (Rose, Çiçek) resulting in a period of adjustment and a sense of loss of control over the learning environment. The lack of physical presence and emotional connection further exacerbated the hysteresis. The separation created by screens clashed with how teachers traditionally viewed themselves and their role in the language teaching field. Being disconnected contributed to a sense of detachment, challenging their core identity as EFL teachers who thrive on fostering connection with their students. The following interview excerpt revealed the impact of the period on teachers and students.

Online education and the pandemic have had a variety of effects on both teens and adults. Spending too much time in front of a computer in an online environment can negatively affect teenagers' development, and it can also change adults' daily routines and reduce their relationships. I see that online education, especially during the pandemic, has affected me and my students in numerous ways, significantly altering the teaching discipline I have been practicing for years. (Rose Interview 2)

It is obvious that the rapid shift to online platforms and the need to learn new skills placed a significant cognitive strain on EFL teachers. Çiçek mentioned the need to “adapt just like adapting to a new planet”, highlighting the mental effort required to navigate this unfamiliar learning environment. The increased cognitive load has contributed to stress and feelings of overwhelm.

Online teaching during the pandemic is a depressive experience; it is like being in a science fiction movie. Like characters trapped in simulations or on distant planets, teachers and students are separated by screens, lacking the physical presence and emotional connection of a traditional classroom. It caused the feelings of isolation and loneliness. Just like adapting to a new planet, the shift to online platforms required to learn new skills and tools quickly, adding to our workload and stress. (Çiçek, Interview 3)

Ayhan's insightful metaphor of the beautiful outfit was a good example offering a nuanced perspective on the challenges of disentangling the emotional and practical effects of online learning during the pandemic. Drawing on the metaphor, one can interpret the

pandemic as the unsettling environment that effects teacher's perception of online learning. Even if online learning itself held some potential (the beautiful outfit), the stressful context of the pandemic diminished its perceived value.

Since teaching English online came into our agenda with the pandemic, we cannot distinguish whether our feelings or the difficulties we experienced caused by the pandemic or online education itself. It became a part of the whole. For example, a beautiful outfit might look more attractive on a beautiful person. However, if you see someone wearing this beautiful outfit in a very scary environment or on someone with a very disturbing appearance, the outfit will not catch your attention to the same extent. But if it is a beautiful person, you might have a more positive approach to the outfit as well. Since we met online learning during the pandemic process, the pressure of the pandemic also has an effect on us. (Ayhan, Interview 3)

The pandemic heightened teachers' stress level and created a negative emotional bias. This bias made it difficult to objectively assess the challenges and potential benefits of online learning, either. Considering the Bourdieu's field theory, the analogy suggested that teachers' baseline disposition might influence their experience. The influence of surrounding circumstances on human perception extends to the realm of online learning. Just as an aesthetically pleasing individual can elevate the perceived value of an outfit, a positive and adaptable teacher is more likely to discover the merits of online learning despite the pandemic's pervasive negativity. Conversely, the analogy holds true in the opposite direction: a threatening environment, like the stress of the pandemic, can overshadow even the most promising aspects of online instruction. The evaluations are not conducted in a vacuum; the context in which EFL teachers experience phenomena significantly shapes their interpretations. The pandemic, with its associated anxieties and disruptions, presents a case study in this phenomenon, potentially obscuring the potential benefits of online learning for educators with a positive and adaptable outlook.

On the other hand, the rapid shift to online learning during the pandemic created a significant burden for EFL teachers. They were navigating a challenging time marked by the pandemic's impact on social life, health, work, and overall well-being. While online education might have played a role, the broader context of the pandemic caused the most significant distress. It is easily seen from Çiçek's and Rose's reflection that the overall anxieties and uncertainties surrounding life during the pandemic were the main culprits.

We got used to an antisocial life within months, but the main reason for this is the pandemic, not just online education. Some of my concerns are related to my health because of the global pandemic. I had worked so hard in the professional sense that over the years, now I work part-time and it should be very comfortable, but pandemic concerns bring uneasiness. The cause of my unhappiness is not solely teaching online, it is the fault of qualm surrounding our lives during the pandemic. (Çiçek Interview 5b)

I believe that without the pandemic, I might have had a distinct perspective on online education. I would not feel as bored or stifled, and under pressure. If I could teach from my office at school, I would not feel this way. The pandemic has made online education even more difficult, boring, and inefficient. (Rose Interview 5b)

The need to learn modern technologies and adapt teaching methods on short notice added more stress and pressure to an already challenging situation. Gilamada pointed out the pandemic's role in exposing the need for EFL teachers to develop their technological skills and embrace educational innovation. This reflection showed the potential for online learning to be a medium for professional development.

When I think of the pandemic, the first thing that comes to mind is a series of problems. For a long time, we watched as those who were unable to adapt struggled. To do our jobs, we were forced to use technology and develop ourselves in this area. I also realized that most of my colleagues did not even have basic technological skills. I witnessed that even professors and associate professors at the university did not understand educational technology and innovations despite their high academic titles. (Gilamada, Interview 3)

Despite these challenges, teachers accepted the pandemic as a catalyst for adaptation and growth. The demand to continue teaching in a new context forced them to develop new skills and embrace online learning tools. Their sense of professional responsibility and intrinsic motivation fuelled their willingness to adapt and learn new skills. The reflections of EFL teachers underscored the critical importance of addressing the hysteresis they experienced. Two key strategies emerged as essential which are fostering intrinsic motivation and supporting the development of online learning skills. By nurturing EFL teachers inherent drive and equipping them with the necessary skillset to thrive in the online environment, the challenges associated with this transition can be effectively mitigated.

The concept of intrinsic motivation finds dedicated support in Kino's experience. Kino highlights the dedication that fuelled their efforts by saying "Under the circumstances of the pandemic, it was an effort to do something for my profession within the available means." (Kino, Interview 3). This quote underscores a sense of purpose and commitment that transcended external factors. Furthermore, Kino describes the experience as a "turning point," suggesting a deeper personal and professional transformation driven by intrinsic factors rather than external pressures. His perspective exemplifies how the challenges of online learning, when approached with a sense of purpose and a desire to contribute to the profession, can lead to significant growth and a renewed perspective on teaching.

Three middle career teachers, Rose, Pinhan, and Ginger all acknowledged the heightened anxiety and uncertainty that accompanied the pandemic. This general anxiety intensified the challenges associated with online learning. Both Rose and Pinhan accepted the pandemic's role in exacerbating the emotional difficulties associated with transitioning to online learning. The heightened anxiety levels caused by the broader context added to the challenges. Pinhan emphasized the cumulative effect of the pandemic and online learning on educators' well-being. She felt weighed down by burdens, leading to anxiety and a sense of being overwhelmed. Rose mentioned students' anxiety levels, highlighting how overall societal stress contributed to a challenging learning environment. Pinhan's description of online learning as frustrating aligned with Ginger's pessimistic feelings about the effectiveness of their teaching. Being exposed to the challenges of online learning amid the global pandemic caused a sense of frustration and discouragement for these EFL teachers.

Teaching English during the pandemic was probably one of the most challenging experiences for me. It was particularly difficult because our anxiety was high. While trying to overcome the challenges in our daily lives, learning and teaching a language may have seemed like an unnecessary effort at first. However, as we accepted that the process would be long and drawn-out, it became a necessary part of our lives. We realized that we had to adapt to this new reality. But I think that if online teaching had existed without the pandemic, we would not have been able to adapt so quickly. (Rose, Interview 3)

On the other hand, a senior career teacher Çiçek's reflection emphasized the multifaceted nature of adaptability and the importance of considering individual needs and experiences when facilitating change in educational settings.

I think our way of adapting to change varies. As people age, they want their habits to continue. They want their routines. For young people, technology is easier because they were born into it. For us, the situation is difficult because I only started using computers when I was doing my master's degree; I had never used one during my undergraduate studies, for example. Additionally, our ability to adapt to changes also varies compared to those at the beginning of their careers; it is easier for them to accept new things, but for us, adaptation takes time. (Çiçek Journal Entry 6)

As she noted, those at the beginning of their careers might be more receptive to novel approaches like online learning compared to teachers with a longer tenure who are accustomed to traditional methods. Teachers tend to prefer established routines and are more resistant to change as they age. This can be particularly challenging when faced with technological advancements that disrupt those routines.

The findings also proved that struggling to adapt in these challenging circumstances was emotionally taxing, leading to feelings of helplessness and a loss of control over the teaching process. They also expressed uncertainty about the permanence of the effects of online learning. They highlighted the sense of confusion and the lack of long-term vision that might have influenced emotional distress. The impact of emergency online teaching on educators, the profession, and self-perception is significant but has unknown long-term consequences.

Pinhan drew a clear distinction between online learning as a concept and online learning during a pandemic. Her experiences as a student in a pre-pandemic online program were different from the current, emergency online teaching situation. She used a powerful metaphor of burdens to represent the cumulative physical and psychological toll of the pandemic and online learning. Actually, the findings showed that all EFL teachers carried this burden, consciously or unconsciously. For Pinhan the pandemic itself made this a time to be remembered, regardless of one's profession.

I see online learning and the pandemic as distinct concepts. Having experienced online learning as a student before the pandemic and then transitioning to being an online

teacher during the pandemic, I can say that these two experiences were vastly different. My online learning experience is frustrating and confusing. This emergency online learning has impacted us, our profession, and our self-perception, whether we acknowledge it or not. While I'm certain of this, I am unsure of the permanence of these effects. I observe people trying to open a door, striving to move forward, all while carrying burdens on their backs. These burdens include the physical and psychological tolls of the pandemic as well as those of online learning. Whether consciously or unconsciously, we are all experiencing the effects of the pandemic. (...) This period would have been a memorable one in my life even if I were not a teacher. (Pinhan, Interview 3)

Briefly, the findings proved that the pandemic served as a critical juncture, accelerating the adoption of online learning but also exposing its limitations and emotional costs for EFL teachers in this study. While the experience challenged their identities and well-being, it also displayed their resilience and adaptability.

3.4. Recognizing the Benefits of the New Field and Gaining Self-Confidence

A thematic analysis of the collected data yielded insights into a subgroup of participants (Yollar, Aylin, Ayhan, Kino, Rose, Çiçek) who, after overcoming initial implementation hurdles, recognized the potential benefits of online learning. They recognized and embraced the potential benefits of this new instructional environment. Enhanced flexibility was one of the major themes. The online environment offered increased flexibility for educators. This newfound flexibility allowed participants to adapt their teaching approaches to better suit their individual needs and preferences, potentially leading to a more personalized learning experience for students as well. Secondly, the transition to online learning alleviated some of the classroom management pressures previously experienced by teachers. This decrease in stress attributed to factors such as reduced student disruptions in a virtual setting or the being able to utilize online tools in time for streamlined classroom organization.

On the other hand, the potential reduction in stress was an important contributor to improve teachers' well-being and enhance their overall effectiveness in the online environment. Online learning also provided a safe space for EFL teachers to continue their professional duties while mitigating the health risks associated with in-person

interaction during the pandemic. This safe space fostered a sense of comfort that allowed some educators to thrive and maintain a sense of effectiveness in the online environment.

Recognizing her own fortunate situation, Yollar expressed empathy for colleagues who lack similar resources and support systems. She believed that with these advantages, online work could be a more enjoyable experience for others. Her reflection suggested that online work can be a positive experience for teachers with the right resources and support systems.

My home setup facilitated online teaching, and having a supportive adult household made the transition smooth. Younger children would have been a challenge. My situation allowed me to smoothly continue teaching, with my daughter's tech help and student perspective providing valuable support. I believe that most of my colleagues would also enjoy remote work more if they had similar opportunities and support systems. (Yollar Interview 4)

For some EFL teachers (Aylin, Rose), online learning offered time-saving benefits by eliminating commuting and other logistical aspects of face-to-face instruction, as well. Aylin experienced this as an advantage to achieve a better work-life balance, potentially reducing stress and improving well-being. Additionally, online learning eliminated expenses associated with transportation and meals, potentially leading to financial advantages. As seen her reflection, she felt that the online version of herself (teacher on the screen) is not fundamentally different from her in-person teaching persona (real-life Aylin teacher). It means that she managed to a successful transition of her pedagogical identity to the online environment.

Teaching comfortably at home during a challenging period like the pandemic is priceless. Thanks to my ability to adapt quickly to new situations, I didn't face too many challenges during the transition to online teaching. And to be honest, the teacher on the screen wasn't that different from the real-life Aylin teacher in a classroom. Online education saves time. If you are successful in time management, it is easier to establish a balance between work and personal life. Because the time lost at work is spent more efficiently at home, allowing you to have more and better-quality time with your family. In addition, expenses such as transportation and meals that arise from face-to-face education model are eliminated. (Aylin Journal Entry 6)

Without the pressure of arriving at a specific time for in-person classes, EFL teachers like Rose gained flexibility in their morning routines. It was possible for them to manage tasks at a more relaxed pace and gain valuable time for lesson preparation or other work-related activities.

One of the most significant advantages of online learning for teachers is the elimination of anxieties and stress related to commuting and attending classes at a certain time. No longer do I have to worry about waking up early, rushing through morning chores, braving traffic, and arriving at school or the classroom on time. (Rose Interview 3)

Like others, Çiçek had a challenging initial transition to online learning, bordering on disaster which was a significant period of difficulty adapting to the new teaching environment, potentially due to unfamiliarity with the technology or pedagogical adjustments required. Despite the overall challenges, Çiçek admitted that the teaching aspect of online learning became more manageable over time. She has had a process of adaptation and development of new skills, allowing her to deliver instruction more effectively in the online environment.

Initially, my transition to online teaching was incredibly challenging, bordering on a disaster. However, over time, it has become easier in terms of the teaching aspect. While it remains difficult, the teaching itself has become more manageable. This improvement can be attributed to the comforts of home, the absence of early morning commutes, the lack of interaction with unmotivated students. (Çiçek Interview 5b)

Çiçek's reflections resonated with those of other EFL teachers. The elimination of time spent commuting provided additional time for tasks such as lesson planning, professional growth, or personal well-being, thus potentially reducing overall workload. Although the absence of direct student interaction was noted as a limitation, teachers also viewed it as a positive aspect of managing online teaching. The reduction in challenges related to classroom management or disruptive student behaviour, which were less prevalent in the online setting, elicited positive emotions.

Ayhan's experience provided valuable insights and displayed the potential for online learning to influence teacher identity. A willingness to adapt, openness to reevaluating established beliefs about teaching effectiveness, and the ability to leverage the online

environment to address classroom management concerns all contributed to the development of a strong and evolving teacher identity in the digital age.

While some of my colleagues find online learning comfortable, this comfort is not necessarily related to in-class productivity. Rather, it stems from factors like having more time outside of class and avoiding illness. (...) Over time, adapting to the technological systems used in online education has also increased comfort levels. Initially, I believed online education was less effective than face-to-face education. However, my experience with online teaching has changed my perspective. The absence of discipline issues and the lack of exposure to demotivated student behaviour have been positive aspects which make me happy and satisfied. (Ayhan Interview 5b)

The findings provided deeply revealing insights into benefits offered by online learning that contribute to personal well-being, such as safety, isolation from potential health risks, and increased time efficiency due to the elimination of commutes. These aspects created a more comfortable work experience for teachers. While the teachers found online learning comfortable, it did not provide the same level of nourishment as traditional face-to-face teaching. This nourishment mostly referred to the intrinsic motivation associated with teaching, such as the satisfaction of student interaction, fostering a learning environment, and witnessing student growth. Gilamada explained that in his detailed reflection below.

Once we experienced the comfort of being safe and isolated at home, my satisfaction increased. Moreover, we are happy because we can use our time more efficiently. Now, we don't have to spend time on the roads. For example, we can get up and start the class within 5 minutes, and similarly, when the class ends, we can immediately switch to household chores or other tasks. In this respect, it is possible to have a comfortable experience. However, although the comfort I mentioned personally makes me happy, it is not a situation that nourishes me in terms of teaching. (Gilamada, Interview 3)

The challenges were emotionally taxing and forced EFL teachers to confront their sense of self-worth as teachers. However, through acceptance, resilience, and a continued focus on agency and the core purpose of teaching, they were able to maintain a strong and evolving identity in the online learning environment. Kino's experience exemplified the overwhelming emotions that online learning has taken on educators and the importance of developing coping mechanisms. By embracing acceptance and fostering flexibility,

educators can navigate the uncertainties of online learning and maintain a sense of self-worth and effectiveness.

As a teacher, I have not felt worthless, but I have learned to accept. I have started to be more tolerant towards setbacks, shortcomings, and even helplessness. The acceptance process was not easy, of course, but this experience has made me more flexible. In the extraordinary period of online education that we started, our efforts to do something, and although the number is very small, the presence of students who are willing and determined to learn, and most importantly, still being able to do our job, is a reason for gratitude for me. (Kino Interview 3)

A thematic analysis of EFL teachers' experiences revealed a nuanced depiction regarding the impact of online learning on them. The transition presented a duality of challenges and opportunities. While the reduced burden of classroom management demonstrably improved teacher well-being and potentially bolstered their sense of professional identity, it did not diminish the intrinsic value educators place on the traditional, in-person classroom environment.

Ayhan, Çiçek and Yollar who were from the senior career teachers group all expressed a newfound ease in focusing on instruction. This shift allowed them to rediscover themselves as effective teachers, unhindered by behaviour issues that was disruptive in traditional settings. The reduced stress associated with managing classroom dynamics empowered teachers and reinforced their core identity as facilitators of learning. EFL teachers also valued aspects like shorter class times and the convenience of working remotely. Ayhan emphasized how online learning allowed for more energy to be devoted to the class and leading to a sense of accomplishment.

In online education, the significant lack of discipline problems allows you to devote more energy to the class, which is an important advantage. This has boosted my morale. In face-to-face teaching, I sometimes wanted to leave the classroom due to discipline problems. I think when face-to-face education resumes, we will appreciate the value of online education even more. We will remember it and miss it. The fact that classes are shorter online and second-shift classes end earlier can be considered an advantage. These things relax me. (Ayhan Interview 3)

Another significant theme across all interviews was the relief teachers experience from the diminished burden of classroom management in online settings. The absence of

discipline issues and disengaged behaviour allowed EFL teachers to dedicate more energy to actual instruction, leading to a sense of empowerment and renewed focus on their core role as facilitators of learning. This shift fostered a more positive teacher identity, characterized by increased confidence and satisfaction. As Çiçek stated, online teaching offered the comfort and flexibility of working from home, coupled with the reduced stress of managing classroom behaviour, making the experience more enjoyable.

The transition away from face-to-face classroom management and discipline issues has brought a sense of comfort and ease in focusing on teaching. This shift has been a source of relief and satisfaction after years of dealing with these challenges. The comfort and flexibility of working from home, coupled with the reduced stress of managing classroom behaviour, have made online teaching a more enjoyable experience for me. (Çiçek Interview 5b)

Similarly, Yollar found comfort in the lack of distracting stimuli encountered in online classrooms. She mentioned “I have found that over time, my tolerance for the misbehaviour or unwillingness of the new generation has decreased, and this used to distract me in class. However, I do not encounter these stimuli in online education now, which provides me with comfort.” (Yollar, Interview 5b) This emotional shift, from frustration and stress to relief and enjoyment, signified a positive adaptation to the online learning environment.

Findings suggested that while online learning has been a valuable experience, teachers retain their core identity as educators who thrive on face-to-face interactions with students. There might be a touch of nostalgia for the online experience, but it is interwoven with a sense of anticipation for reconnecting with students in a traditional setting. As Ginger, who was from middle career group, anticipated returning to the familiar face-to-face setting, a sense of gratitude emerged for the newfound skills and appreciation for online learning as a complementary educational tool.

Stepping back into the face-to-face classroom, I envision myself once again becoming the confident and engaging teacher I was in the traditional setting. The thought of returning to a familiar environment fills me with immense joy. While I miss the lively interactions and friendship of the physical classroom, I also appreciate the comfort of online teaching, especially the absence of certain disengaged behaviours that can hinder the learning process in face-to-face settings. (Ginger, Interview 1)

Despite the benefits of online learning, the findings revealed a continued appreciation for the human connection and dynamic interactions inherent in the traditional classroom setting. Ginger expressed a desire to return to her familiar role as a confident and engaging teacher in a physical classroom environment. This sentiment suggested that while online learning may have fostered professional growth and a renewed appreciation for technology-mediated instruction, teachers still value the irreplaceable aspects of face-to-face interactions with students.

A crucial theme emerged from the thematic analysis of teachers' experiences: the transformative potential of online learning for teacher identity. While the initial challenges associated with transitioning to online learning can be substantial, EFL teachers who embraced change, cultivated a growth mindset, and actively pursued new skills began to view online learning as a catalyst for their professional development. This new perspective helped them to strengthen their professional identities within the evolving educational landscape. It is easily understood that even for educators' resistant to change, online learning can function as a promoter for professional development, fostering a progressive approach and eventually leading to a stronger and more adaptable teacher identity.

A senior career teacher Çiçek's experience with online learning was a good example illustrating the potential for significant growth and a redefined teacher identity. She explained as "This whole experience has made me more open to innovative ideas, more comfortable with technology, and better at adapting to different situations. I am not the same teacher I was before the online learning, and that is a good thing." (Çiçek Journal Entry 3). The teacher also admitted a resistance to change by saying not being open to change and described teaching in the same style for years. She suggested a comfort zone associated with her existing identity as a teacher.

I consider this process to be a crucial step that will change and develop me professionally. I am not open to change. For years, I was teaching in the same style. So, I was not trying to renew. In addition, my lifestyle, the complexity of my family life as working mother of three, did not allow me to change and develop, even if I wanted to. I did not have a space where I could do research. That is why I was always turning around in the same issues. This process has brought me to a different dimension, looking at the positive side. If we

look at the negative side, it wore me out. But it created a new perspective, a new learning process developing me professionally in many ways. (Çiçek interview 2)

Despite the initial resistance, EFL teachers demonstrated a shift in perspective. They started to view online learning as a key step for professional development. They could embrace the challenges as opportunities to gain experience new skills and adapt to a new environment. Correspondingly, Yollar, another senior career teacher, recognized the value gained from her experience. She identified online learning by saying added another dimension to her teaching and her career. Like others, she experienced initial nervousness associated with online learning. This highlights the uncertainty and potential threat online learning can pose to a teachers' comfort level with established teaching methods. However, her experience progressed positively. She described a sense of accomplishment upon mastering the online environment, stating, "Since I could manage something new... I feel confident now."

As a teacher I was extremely nervous at the beginning, but later feeling that I can manage the process, I felt relaxed and excited. Since I could manage something new and was able to cover it; when the unknown has become known, I feel confident now. It was great to see that I could overcome challenges, surpass myself, and learn new things. Maybe, we couldn't conduct a very effective language education, but it added another dimension to our teaching. It added a whole new dimension to our career. I have never thought teaching could be done online, but I see that it is possible. (Yollar Journal Entry 3)

The most significant aspect of Yollar's reflection lies in noticing of a whole new dimension added to her career. While acknowledging the limitations of online language education for her specific context, she recognized its value and its potential to enrich her teaching repertoire. Ayhan's experience also serves as a testament to the potential for online learning to be a catalyst for positive change. He expressed "My confidence has increased, and I feel like I'm developing myself." (Ayhan Interview 5b) By embodying the challenges, like others, Ayhan was able to cultivate new skills, develop his confidence, and even discover unexpected value in the online teaching experience.

Online teaching has been a new experience for us. Initially, we were bewildered about what to do, our courage was broken, and some of us even reached a level of despair where retirement seemed like an option. However, through online teaching, we discovered that there are methods of teaching beyond what we are accustomed to, and we were able to

adapt to them. We found that we could enjoy this method, which initially caused panic and helplessness, and we even found it preferable to face-to-face education in some respects. This increased our satisfaction. As we approach the end of the academic year, I felt excited because we successfully adapted to online education, which we had never experienced before, and due to the new ambiance, that emerged. (Ayhan Journal Entry 6)

Two early career teachers, Aylin and Kino provided similar positive and challenging aspects while they were reflecting on their experiences. Aylin used the words like uneasy and caught unprepared to describe the discomfort associated with abandoning established teaching methods. Her primary resistance might have been related to see the online learning as a probable threat to her sense of identity constructed traditional classroom settings. However, in time she was able to accept the change and explore the value proposition of online learning to redefine her identity within a blended or fully online learning environment. Therefore, she had positive emotions like excitement and satisfaction.

Due to the sudden global pandemic, the education community was caught unprepared for distance learning. Initially, the necessity of conducting education through a different platform (I chose this word because due to the pandemic, we had to abandon the traditional education model and continue with distance education) made us uneasy. However, afterwards, we saw that things could work out this way. The flexible structure of online education, its greater comfort and accessibility, and its suitability for making up for missed lessons have strengthened the idea of continuing with this education model. (Aylin Journal entry 6)

As explained “At the beginning of the process, the feeling of technological inadequacy has gradually transformed into a sense of I can do it and I can do even better as the process has progressed.” (Kino Journal Entry 3) Kino's journey started with conflicting emotions triggered by technological inadequacy like his colleagues; however, it progressed to a more positive emotional state, characterized by feelings of accomplishment (I can do it) and a desire for improvement (I can do even better). He expressed not just the pedagogical changes but also the personal growth associated with developing new technological skills. His willingness to learn and adapt had the potential to contribute to a redefined teacher identity. Online learning helped him to adapt his pedagogical approaches, to discover new skills or a renewed sense of purpose in teaching.

As I reflect on my journey through online teaching, I recognize that it has been a transformative process, not just in terms of pedagogical approaches but also in my personal growth. Embracing this new mode of education has opened me up to a world of possibilities, fostering a willingness to embrace change and continuously enhance my technological skills. (Kino Interview 2)

Likewise, middle career teacher Rose's perspective on online learning characterized by acceptance, a commitment to growth, and ultimately, a sense of hope for the future. She noted the impact of unexpected change on EFL teachers and underlined the need for continuous professional development in the face of evolving pedagogical landscapes.

This sudden shift to online teaching has propelled my teaching to a new dimension. I have realized that we need to update ourselves, learn technological innovations, and implement them. Perhaps, I haven't been able to adapt to this process as quickly as a recent graduate or someone who has been trained in online teaching. Maybe, I'm not as qualified as them, but we've taken the plunge and are trying to make it work. I think that our inexperience in the first semester won't be repeated in the second semester, or if we continue in the following years, we will be more confident and courageous. (Rose Interview 3)

Rose's belief in overcoming the initial struggles and becoming more confident and courageous suggested a positive shift in her teacher identity. She believed that she was no longer solely defined by her traditional teaching methods but is evolving into a more adaptable and technologically proficient teacher who is comfortable operating in the online space. In this vein, Ginger, who was another middle career teacher, shared her experience as;

I had moments where I felt like I was teaching for the first time and was not sure what to do. Discovering that I could not do some of the things I was used to doing in the classroom was a bit frustrating and discouraging at first, but I just kept pushing through and figuring out what I could do in this new situation. I am a person who likes things to run smoothly, on time, and with discipline, so it was hard for me to accept that my online teaching wouldn't be the same as in a face-to-face classroom setting. But I eventually came to terms with it and realized that I had to be more flexible and adaptable if I wanted to be successful in this unfamiliar environment. By this way, I felt relief and confidence. (Ginger Journal Entry 3)

Although the EFL teachers described moments of feeling like they were teaching for the first time, highlighting the disruption online learning brought to their established teaching identity, their reflection culminated in the acceptance of the need for flexibility. By recognizing the limitations of replicating the face-to-face classroom and welcoming the need to be more flexible and adaptable, they could redefine success within the online environment. This new perspective allowed them to maintain a positive teacher identity while navigating the challenges of online learning. In the end, they had more positive emotions.

On the other hand, three EFL teachers across different career stages had mixed views on online context, particularly regarding teacher-student interaction. They acknowledged the benefits of flexibility and accessibility but also noted drawbacks such as reduced interaction. While some appreciated the professional and less stressful environment of online teaching context, others highlighted the importance of social interaction for effective learning. Overall, they recognized a trade-off between the convenience of online education and the quality of interaction and social experience.

In online education, connection with your students is limited. While this can hinder the level of interaction compared to face-to-face education, it also encourages a more professional approach from teachers and can reduce negative emotions towards students. Additionally, not having to deal with students, who misbehaved or disruptive, can be seen as another advantage of online education. (Ayhan Journal Entry 4)

The flexibility of online education and its accessibility anytime, anywhere provides great convenience for teachers. However, online education undermines the interaction between students and teachers, as well as the social aspect of teaching and learning. It is difficult to establish a bond between teachers and students as in face-to-face education. (Aylin, Interview 6)

Actually, trying to establish a way of communication can be tiring but not encountering some of the difficulties faced in face-to-face education, such as seeing students' negative attitudes or off-topic behaviour, makes online communication less exhausting. (Yollar Interview 5b)

3.5. Redefining Professional Identity: Embracing the Future of Language Teaching

The global pandemic of COVID-19 sent shockwaves through every facet of society, and education was no exception. This unprecedented event forced a rapid shift from traditional classroom environments to online learning platforms, creating a massive challenge for educators worldwide. This sudden transition exposed a complex interplay between teacher identity, established teaching practices (habitus), and the inertia of ingrained dispositions (hysteresis). The analysis focuses on how the global pandemic, as a macro-contextual factor, disrupted teacher identity by highlighting the tension between teachers' existing skills and the demands of the online learning environment. This study will explore how EFL teachers adapted their habitus, the impact of hysteresis on their sense of self as educators, and the strategies they employed to navigate this new educational landscape.

The findings presented that the pandemic and the sudden transition to online learning forced EFL teachers to become more tech-savvy and develop new online teaching skills. They had to redefine their existing teacher identity. Teachers had to move beyond their traditional role as classroom instructors and become instructional designers, online facilitators, and technological troubleshooters. This rapid shift to online learning disrupted the established field of traditional language teaching, leaving many teachers with a disrupted habitus. Their existing teaching practices and knowledge (cultural capital) were no longer sufficient for success in the online environment.

Yollar explicitly viewed the pandemic-driven online education revolution as a significant transformation leading to a new educational paradigm suggesting a fundamental change in how language education is delivered and accessed. On the other hand, she also highlighted the positive aspects of online learning, including acquiring new skills, gaining knowledge from diverse sources, and building a global network. Despite acknowledging the benefits, she was realistic about the challenges. The lack of technical infrastructure, digital inequality, and a potential lack of motivation were identified as significant hurdles that need to be addressed.

I strongly agree that both our personal life and the global education system are undergoing a significant transformation. The online learning revolution triggered by the

pandemic is leading us towards a new educational paradigm. Through ERT, we acquire new skills, gain knowledge in different fields, and build a global network. Of course, this transformation also presents some challenges. There are issues such as lack of technical infrastructure, digital inequality, and lack of motivation in online education that need to be addressed. (Yollar, Interview 3)

Kino acknowledged the initial challenges associated with significant changes, including leadership shifts, environmental changes, and the transition to online learning causing disruptions, shock, anxiety, and tension. According to him, when faced with change, individuals often cling to their established practices because they provide a sense of comfort and familiarity. In his first interview, Kino said “We don't have control, not right now. Many things we have built up until now are suddenly deteriorating, changing rapidly, and we don't know what will happen next.” (Kino, Interview 1) Later, he explained his experience providing more details.

During significant changes, anything can happen. There might be changes in leadership, in the physical environment—literally anything is possible. In such moments, these initial encounters, can be challenging. It begins with a shock because there's anxiety and tension. Until you dive in and experience it firsthand, you don't truly understand. Over time, though, everything becomes more automatic. So, in these situations, I never said, I can't do this or I won't do that, or took a negative or opposing stance. I just believed I needed a little time, and eventually, I was able to overcome the challenges. (Kino, Interview 4)

The initial resistance mentioned by Kino aligned with the concept of habitus and hysteresis which addresses when the field changes (e.g., shift to online learning), individuals experience a sense of disruption as their established practices (habitus) are no longer fully effective. Kino's experience reflects the "fish in the water" paradigm, initially encountering online learning with shock due to a lack of prior experience (being unaware of the water), but eventually adapting and overcoming challenges as it becomes a more familiar environment.

Pinhan acknowledged a significant shift in the educational field (a new order). Similar to other participants she confessed to experiencing anxiety when starting online teaching, echoing the initial discomfort when entering a new field (teaching career). This anxiety

signified a disruption of her established habitus and the need to adjust her teaching practices for the new environment. She emphasized the personal nature of this transition.

Both in my life and in the education system, the world is transitioning to a new order. I believe in this. Nothing will return to the way it was, and I accept that this experience is a major turning point, a critical incidence, in both my personal life and career. Everyone's world is different, so their starting and ending points will be different. Just like when I first started my career, this was a new beginning for me. Many years ago, I had started my profession with a lot of anxiety, and I had the same anxiety when I started to teach online. (Pinhan, Interview 3)

Each teacher's world and background (biography) influence their starting point and the challenges they face. Her statement associates with Bourdieu's concept of habitus, which is shaped by individual experiences and dispositions. Her reflection also shows how teachers navigate the transition with a mix of anxieties and opportunities for growth.

Ayhan's reflection on his experience transitioning to online learning environments provided a window into the challenges faced by teachers and the impact on their professional identity through a Bourdieusian lens. The unfamiliar teaching style or method signified a disruption of Ayhan's established habitus, the set of practices and dispositions that define his teaching identity. The technical shortcomings and stress expressed a deficit in cultural capital, the resources and knowledge needed to succeed in a field. In this case, the lack of technological skills and knowledge created a barrier to effective online teaching, leading to feelings of guilt and inadequacy.

It was a critical incident for everyone all around the world. However , If I tried to summarize my experience as a teacher, it would be an unfamiliar teaching style or method, various sources of stress we faced, a sense of guilt from our technical shortcomings, and feeling inadequate as teachers globally. Afterwards, as we relatively relaxed, we tried to establish a new routine, but this also required some changes. Over time, I think we all started to accept the new normal. Such a process was unimaginable for anyone, no one could have predicted such a radical change. (Ayhan Interview 3)

Ayhan's statement, "we all started to accept the new normal," suggests a sense of shared experience among teachers. This shared struggle with online learning fostered a sense of collective identity and solidarity. As they navigated the challenges together, their individual teacher identities intertwined, forming a temporary "we" in the face of a

common obstacle. In this sense, Rose revealed a reflection on the impact of online learning, highlighting a fascinating interplay between teacher identity and Bourdieu's concepts like habitus (ingrained teaching practices) adapting to the online field.

This experience has been a critical event in my professional life, representing a very new concept and radical change. Actually, not just for me, but for everyone in the teaching field. It is unlike any context I have experienced before. This sudden transition has elevated my teaching to a different level, requiring us to update ourselves. I understood the need to learn and apply technological innovations, and I tried to implement them.
(Rose Interview 3)

A middle career teacher Rose described her experience as a critical event and radical change which, represented a disruption of her established habitus - the set of practices and dispositions that define her teaching identity. The unfamiliar context (online learning) necessitated adaptation and potentially a reconstruction of her professional identity. She also acknowledged the need to adapt to this entirely new field (online learning) by acquiring new skills and cultural capital (tools and knowledge) to be able to develop a new online teaching habitus. Moreover, her reflection about learning and applying innovations displayed her agency within the field. She was not simply a passive recipient of change; she was actively seeking to learn and implement new tools.

As seen her excerpt, like others, Çiçek's prior teaching experience became less valuable in the new field, highlighting the need for new forms of cultural capital (e.g., technological skills) for success.

The global pandemic period has been a turning point in my career. Initially, I was afraid and felt inadequate because I was not accustomed to teaching in this technological manner. None of my previous learning seemed to apply, and I felt completely reset. I cannot even describe the frustration I felt when the system crashed on the first day of class. (Çiçek Interview 3)

Feeling completely reset showed the significant impact of the transition on Çiçek's professional identity. Her established sense of self as a competent teacher have been shaken by the challenges of online learning. The exiting teaching habitus which was valid for classroom teaching did not adequately prepare Çiçek for the demands of online teaching.

Aylin's experience unfolded how teachers navigate the impact of a global pandemic on their professional practice. By acknowledging the universality of the challenge and focusing on adaptation, she demonstrated resilience and maintains trust in her institution – crucial aspects of maintaining a positive teacher identity during a period of significant macro-contextual disruption.

Methods and practices that worked smoothly and regularly before suffered some disruptions when we started online education suddenly. But we were not the only institution that was unprepared for the pandemic and emergency remote teaching. Since the whole world is experiencing serious difficulties in this regard, I see the problems experienced during the online education process as completely normal. My positive ideas about the institution haven't changed. (Aylin, Journal Entry 4)

Conversely, Gilamada who was an early career teacher, suggested his teaching careers weren't profoundly impacted or required significant changes. In the third journal entry, he noted;

I believe the key impact of online education is its necessity in integrating technology into our teaching practices. Personally, I haven't encountered a transformative event in my teaching career. However, I think this period has largely equipped us with the infrastructure to seamlessly incorporate technology into our future classroom environments. (Gilamada Journal Entry 3)

Pinhan's observation suggests the pandemic may act as a catalyst for a more flexible and adaptable education system, potentially offering a wider range of learning models to cater to diverse needs and circumstances.

Before the pandemic, the idea of empty classrooms seemed impossible. Even harsh weather couldn't keep us away. However, this experience might change the game. In the face of future crises like viruses or natural disasters, school closures may become a more readily considered option, even long-term. This could lead to a future where education blends online learning with traditional classrooms, creating hybrid models or even fully online options. (Pinhan, Interview 3)

As a future insight considering Pinhan's reflection, teachers in hybrid or fully online settings may need to balance their traditional teaching identity with their online persona. They will need to involve creating a consistent and professional online presence while maintaining a sense of authenticity and personal connection with students.

These findings may suggest that EFL teachers' existing teaching practices (*habitus*) were adaptable to the online environment, or they may have already integrated some technology or possessed the skills to adjust quickly. It can be considered that if a teacher identity that is already somewhat hybrid-ready, might be comfortable with incorporating technology into their teaching repertoire. Additionally, as they are from younger generations they might have had the necessary cultural capital (resources and knowledge) in the form of technological skills which potentially strengthened their position within the field of education.

The findings outlined reflect the complex challenges and uncertainties associated with the transition to online and potentially hybrid educational models. EFL teachers in this present research express reservations regarding the efficacy and professional fulfilment derived from permanent online learning, underscoring a preference for a hybrid approach that amalgamates online and in-person instructional modalities. Additionally, they raise pertinent inquiries regarding the future trajectory of language education within the context of advancing technological landscapes, contemplating the viability of traditional pedagogical paradigms amidst rapid educational transformations. A prevailing sense of unease pervades these reflections, with educators contemplating the enduring impact of online education and speculating on the diminishing role of teachers in a future characterized by heightened technological integration and student autonomy. Their reflections collectively underscore the imperative for educators to adapt their pedagogical identities and instructional approaches to align with the evolving demands of contemporary education.

The reflections emphasize the need for EFL teachers to adapt their *habitus* – their skills, knowledge, and dispositions – to navigate the changing social field of education. This adaptation period includes developing digital fluency and pedagogical approaches suitable for the online and hybrid environments. By this way, these teachers can shorten the length of hysteresis they encountered.

Yollar's interview excerpt revealed a veteran teacher grappling with the evolving nature of language teaching in the digital age. Her questions highlighted a concern about the future relevance of traditional teacher identities in a technology-driven learning environment. The rapid development of online learning platforms, language learning

applications, and potentially, holographic virtual classrooms, raised questions about the future role of EFL teachers. The transition has undoubtedly created uncertainty among experienced teachers, prompting them to potentially reconsider and redefine their professional identities. They had a critical perspective on technology integration, recognizing its potential benefits while questioning complete dependence on it.

I wonder if people continue to learn languages in the same way in the future. How will this transition happen? There are a lot of developments, programs, and applications. There are Apps being developed to perform simultaneous translation between languages. In this case, will there be a need for English teachers like us? Or in a time of so many innovations, will our traditional teacher identity remain the same? In the future, if virtual classrooms truly become a reality with holograms, then I imagine we will be talking about entirely different things. It will be like something science fiction movies. In fact, when we tell our grandchildren about these days, they probably won't even believe us. (Yollar Interview 6)

Pinhan's concerns highlighted the challenges of online language teaching and its potential impact on teacher identity and satisfaction. Exploring a hybrid model, researching successful online language teaching practices, and adapting teaching methods were potential solutions for her. Teachers like Pinhan need to discover a more fulfilling approach to language teaching in the digital age by finding ways to leverage the affordances of online learning while maintaining aspects of in-person interaction.

I have concerns about continuing my career completely online in the future because I do not think I enjoy its current form and I don't experience professional satisfaction. I believe that if I were a theoretical course instructor, I might not care much, but I think it is an inadequate platform for language teaching. However, if there were a hybrid model, I would not worry and would even be pleased. (Pinhan Journal Entry 6)

Another mid-career language teacher, Ginger, shared a similar sentiment to Pinhan, expressing a desire for online education to be temporary, with a preference for a return to traditional in-person classrooms. This inclination reflects a traditional teacher identity often linked with face-to-face instruction. Furthermore, Ginger acknowledged the potential for online education to become a lasting fixture, influenced by factors extending beyond the pandemic. Her concerns regarding the potential adverse social and psychological effects of prolonged online learning on both students and teachers

highlighted the significance of holistic well-being within the educational community when designing online or blended learning models. This acceptance likely encompassed considerations regarding the necessary adaptations to teacher identities and pedagogical approaches.

I hope that the current online education process is temporary. But occasionally I worry that we may have to continue with online education for various reasons even after the pandemic ends. While I acknowledge the positive aspects of online education, I do not believe that it would be beneficial or efficient to be constantly required due to pedagogical, social, and psychological reasons. (Ginger , Journal Entry 6)

The findings also displayed the worries of EFL teachers about the potential long-term impact of online learning on teacher identity, well-being, and commitment to the profession. The casualties on mental well-being conduced a crisis of identity, causing teachers to question their effectiveness and commitment to the profession. Kino's perspective marked the urgency of addressing the psychological and social aspects of online learning for teachers. He mentioned “I don't think online learning holds any meaning beyond being a duty that needs to be fulfilled for both teachers and students, unless all conditions are optimized for everyone and suitable motivation is provided.” (Kino Journal Entry 6) His call showed that, by prioritizing teacher well-being, implementing systemic changes, and fostering a supportive work environment, policymakers and school administrators might create conditions that allow teachers to thrive in the digital age. This, in turn, will help retain valuable teachers and maintain the quality of education for future generations.

If online learning continues like this for a few more years, we may require not just pedagogical but also psychological support. I might begin to doubt remaining in the profession, considering the excessive social and psychological toll it has taken, and I might start exploring other options. If we aim to bolster teachers' self-confidence, effectiveness, and the value of their work, systemic changes will be necessary. (Kino Interview 5b)

For Gilamada, the transition might create a sense of identity dissonance for experienced teachers who define themselves by their traditional teaching style. Shifting to online or hybrid models might require significant adjustments to their teaching practices and comfort zones.

I think permanent online language learning is not effective, and the possibility of transitioning to hybrid education causes anxiety for me. I do not find it sustainable in terms of teachers' well-being and professional satisfaction. Especially for the teachers who has already accustomed to traditional teaching environment. (Gilamada Journal Entry 6)

On the other hand, in terms of future teaching methodologies, the exploration of EFL teachers' reflections suggests a probable increase in hybrid learning environments, blending online and face-to-face components. This approach capitalizes on the benefits of each method, utilizing online resources for autonomous learning and face-to-face interaction for fostering social skills. Therefore, teachers will need to acclimate to and excel in both online and offline settings, necessitating further training and a transition in identity from a traditional classroom-based instructor to a facilitator who orchestrates both physical and virtual learning encounters. A veteran teacher, Ayhan noted that

E-learning requires different approaches, techniques, and responses. Some of the experiences we gain from online teaching can also be used in face-to-face education, such as using online resources during lessons. Having hybrid classes in the future might mean benefiting more from the positive aspects of both techniques while being less exposed to their negative sides. Additionally, with the increasing experience in e-learning, I believe there will be improvements both in technological aspects and in curriculums, teaching methods, and classroom practices. (Ayhan Journal Entry 6)

Considering their experiences, teachers like Yollar and Rose recognized the growing significance of technology in language education. They viewed online tools and resources not as replacements, but as valuable assets that can enhance traditional classroom instruction. Their insights proposed a potential shift in the teacher's role and identity, evolving towards a facilitator who guides students through the effective utilization of these technological resources and activities.

Definitely, technology will be more involved in my teaching. When we are back to face-to-face education, impacts of sudden online learning will absolutely be there. We won't be back to the thing we call 'normal' because normal won't be normal anymore. (Yollar Journal Entry 6)

I believe that the data gathered from our first online teaching experience should not be ignored; it should be analysed deeply. Our individual efforts, the training that should be provided to us institutionally, and our interaction with students will all come together to

make us more specialized in different teaching contexts and open our path. After experiencing e-learning, there will be some changes of teaching English because the pandemic period has made me involve the technology more into my teaching process. In the future, it will be easier to plan our schedule / programme to mix face to face learning and e-learning for our institution and for me as a teacher. Probably through this, we will also reconstruct our teacher identity. (Rose Interview 2)

The examination of teachers' experiences features the imperative of perpetual learning and adaptability for educators manoeuvring through this dynamic educational milieu. Çiçek and Ginger's contemplations underscore the requisite cultivation of a development-focused conviction and the acquisition of technical proficiencies essential for flourishing in hybrid learning contexts. This metamorphosis may entail a re-evaluation of teacher identity, likely entailing a specialization in adeptly integrating technology and skilfully managing hybrid instructional modalities. Çiçek uttered "After experiencing this process, I do not think I will continue as a traditional teacher. I believe I will definitely add technological elements like online games, exercises into of my lessons. I think this will attract more attention from students." (Çiçek Journal Entry 6) Such a transformation is not merely a professional evolution but also a deeply personal journey for teachers as they navigate the complexities of modern pedagogy.

As I have developed my technical skills and overcome initial challenges, I have found that online teaching offers a welcome respite from the years of physical and mental exhaustion associated with traditional teaching methods. While I would not have chosen this path under normal circumstances, I am now open to continuing online teaching even after the pandemic ends, recognizing its potential for a more fulfilling and balanced work-life experience. As my learning progressed and I overcame my self-doubt and helplessness, my mistakes decreased, and I felt a sense of relief. (Çiçek Interview 5b)

After experiencing online learning for a year, I believe that my teaching will be affected by this process in the future, whether I continue online or return to face-to-face education. For example, if we continue online learning entirely or partially, I think I will be more confident in terms of technology. I believe that I will evaluate the positive and negative aspects of this process and try to change or improve the problematic aspects. Whereas, if we switch to face-to-face education with the experiences I have gained during this process, I will integrate more technology into my lessons, which I normally approach more cautiously. (Ginger Journal Entry 6)

Kino agreed with the others that the future of language teaching would require adaptability and a willingness to embrace change. He was sure he need to adapt his teaching pedagogy to this new hybrid model.

The COVID-19 pandemic has undoubtedly had a profound impact on language teaching. As we move forward, I believe that language pedagogy will undergo significant changes, leading to a more hybrid approach that seamlessly integrates traditional and online learning methods. Inevitably, this new situation will also affect my teaching pedagogy.
(Kino Interview 2)

EFL teachers in this study considered the future of language teaching appears to be shaped by a hybrid model that capitalizes on the strengths of both traditional and online learning environments. From their reflection, it is clearly seen that they had been adapting to this evolving landscape by embracing change, developing new skills, and redefining their professional identities.

Through the lens of Bourdieu's social theory, EFL teachers' predictions about the future of language teaching presents a fascinating in the interplay between changing social fields and the need for adaptation. The rapid emergence of online learning necessitates a fundamental reconfiguration of teacher habitus. This habitus encompasses the skills, knowledge, and dispositions that shape pedagogical practices. Teachers are actively engaged in acquiring new digital fluency and developing innovative approaches suitable for the hybrid learning environment. This adaptation process is more than just acquiring technical skills; it represents an ongoing negotiation with the evolving social field of language education.

By successfully navigating this transition, teachers can not only retain, but potentially enhance their symbolic capital – the prestige and recognition associated with their profession. In the traditional classroom setting, teachers possessed a high degree of symbolic capital due to their expertise in language and pedagogy. The hybrid model presents an opportunity to expand this capital by demonstrating mastery of both traditional and online instructional methods. Furthermore, teachers can leverage their existing social capital – the networks of colleagues and educational professionals – to collaborate with instructional designers and technology experts in crafting effective hybrid learning experiences.

However, Bourdieu's framework also compels us to consider potential challenges associated with the changing social field. Concerns around diminished teacher autonomy and the increasing role of technology in the learning process are valid. A crucial aspect of teacher identity is the ability to exercise professional judgment and adapt their approaches to meet the needs of individual students. The future of language teaching must strive to find a balance, ensuring that technology serves as a tool to enhance the teacher's role, not replace it.

3.5.1. Bridging the Distance: Strategies for Engaging Students in the Online Classroom

The findings unveiled some inspiring strategies for fostering connection and engagement in this new educational landscape. The analysis, focusing on teacher identity, maxims of involvement, and Bourdieu's concepts exposed a fascinating interplay between adaptation, fostering connection, and leveraging resources to bridge the digital divide.

The move to online learning presented a fascinating lens through which to examine teacher identity. Adaptation emerged as a key theme. EFL teachers acknowledged the shift in their role necessitated by the online environment and readily adapted their communication methods. For example, many set up WhatsApp or email groups to foster teacher-learner interaction within their online field. This adaptability highlights the teacher's inherent flexibility and willingness to adjust their practices to fit the situation, demonstrating a core strength of their professional identity. Secondly, a strong emphasis on connection emerged. Despite the limitations of online learning, all teachers emphasized the importance of maintaining a personal connection with their students. This effort underscores a fundamental aspect of teacher identity – the desire to facilitate learning and support students, even in a virtual space. The teachers' dedication to establishing a connection resonates with Bourdieu's concept of social and emotional capital. By fostering a sense of connection, they recognized the value of these forms of capital in fostering a supportive learning environment, even within the constraints of online education. One particularly striking reflection came from Rose;

At first, I didn't know how I would handle it, but now I feel like I'm starting to get to know my students, even if it's just through their voices. At the beginning of the semester, I

hesitated to share my phone number to students because I didn't use to share such personal contact information. However, I realized that this turned out to be a necessity, and in a classroom environment where we can't see each other face-to-face and provide support, having the option to reach out by phone at least comforts the students. (Interview 1)

Teachers emphasized the importance of keeping communication channels open. This reflected their maxim of involvement, as they seek to engage with students and provide support, even if it meant using unconventional methods such as sharing personal contact information.

EFL teachers' adaptation demonstrated their ability to leverage their cultural capital, utilizing new communication tools effectively. This highlighted a willingness to learn and adapt teaching practices to the online environment. The online learning setting acted as the field, with its own rules and expectations, prompting them to identify the need for increased communication and adopt strategies to function effectively within this context. They held symbolic power within the classroom, and their efforts to encourage participation and ensure connection could be viewed as a means to maintain this power and foster a sense of community, even in the online setting. For example, by analysing Kino's reflection through Bourdieu's framework, it was understood how the online learning environment prompted a teacher to adjust his communication habits and potentially acquire new skills to bridge the gap with students.

I still made efforts to keep communication channels open with my students. Whereas before, I might not have checked my email for a couple of days, now I'm constantly monitoring it. I worked on strengthening this communication channel. I went for structured approaches. I encouraged them to participate in live classes and to use their cameras and microphones, or participate at least by writing in the chatbox, I tried to ensure they remained connected with me. (Kino, Interview 4)

Some teachers reflected an optimistic outlook on communication with students, even in non-traditional settings. They admitted the limitations of online communication compared to face-to-face interaction but placed a strong emphasis on student engagement, stating they were willing to go the extra mile if a student showed eagerness. Additionally, they highlighted the possibility of continuing communication through emails, or other possible ways demonstrating a willingness to adapt to the circumstances. Despite the

challenges, they maintained a positive perspective, focusing on the possibilities and expressing optimism about communication with students. Çiçek's lived knowledge was an example of how teachers navigate their professional identities and practices in online environments, balancing traditional roles with new challenges.

I'm not so pessimistic about communicating with students. Yes, it may not be as good as face-to-face interactions, but it's not completely dead or eliminated either. Because if a student is eager and willing, I do my best to involve with them in any way possible. In fact, I can even continue this process through email with students who are interested. So, I'm not that pessimistic about it. (Çiçek, Interview 4)

The analysis of the data also revealed a shift in the educational social sphere. Online platforms like WhatsApp emerged as new avenues for teacher-student interaction, fundamentally reshaping the traditional classroom dynamic (Ginger, Interview 1; Yollar, Interview 4; Pinhan, Interview 5a). The sudden shift has impacted classroom interaction and learner involvement negatively. Ginger suggested “a decline of around 50% compared to face-to-face settings.” (Interview 1) However, she continued as

I've found ways to mitigate this. To improve communication, I set up a WhatsApp group. This makes it easier for students to reach me and for me to keep them informed. It's been beneficial for students to feel comfortable reaching out, and I can also use the group to pro-actively connect with them, address any concerns, and ask questions. This increased accessibility ultimately contributed to a smoother learning experience. (Interview 1)

The findings showcased how teacher identity evolved in response to online education. Teachers adapted their approaches while adhering to core maxims like involving students into the learning process and open communication.

A fully individualized online environment presents challenges, but I actively strive to connect with students. I have tried to involve them into the process as much as possible. I've provided them with my phone number and encouraged them to reach out anytime. I make myself readily available to answer questions and maintain open communication. WhatsApp groups and various online platforms serve as our new communication channels. Face-to-face interaction may be limited, but effective communication remains the core. Students ask questions, I follow up, emails are exchanged – the format has evolved, but the essence of connection persists. (Yollar Interview4)

The teachers employed various technological tools (e.g., phone, social media) to reach students. As highlighted by Pinhan, teachers try to adapt their identity to the demands of online education. The reflection demonstrated how online education compels teachers to redefine their roles. She exemplified the evolving identity of a teacher who prioritizes student autonomy and utilizing technology to bridge the communication gap in online learning.

Previously, in a face-to-face setting, my role involved a greater degree of in-class instruction. Now, students need to take more initiative in their independent learning. This shift has led me to reframe my approach, focusing on guidance and equipping students with resources for outside-of-class exploration. Recognizing the decreased communication, I've actively leveraged technology by integrating platforms like WhatsApp, Twitter, or Facebook. I tried to continue supporting students in their independent learning journeys.

Even under extraordinary circumstances, the teachers' pre-existing dispositions (habitus) – shaped by the field of traditional, face-to-face education where student involvement is paramount – persisted. This manifested in their unwavering commitment to individualization and fostering open communication. However, the online learning field presented a new set of rules and expectations. To navigate this unfamiliar field and maintain their established identities as educators who prioritize student needs, teachers were forced to adapt their previously successful strategies (cultural capital). The emphasis on approachability and immediate response times required teachers to adapt their "pedagogical dispositions" – the way they habitually interact with students – to this new environment. Consequently, the familiar tools of the classroom lecture were replaced with digital communication. These new tools, representing the symbolic capital of the online field, allowed teachers to maintain their core identity of facilitators while adapting to the demands of the new educational landscape.

Rose's journal entry captured the feelings of other EFL teachers grappling with the need to adapt their teaching practices in a rapidly changing world. Rose acknowledged the inevitability of change in education and the need to embrace innovation. Her perception was the sign of a willingness to move beyond a static teacher identity and embrace lifelong learning.

(...) From now on, it is inevitable to follow the innovations in all areas of life. Teaching is one of them, so I will try to improve my teaching qualities with the help of my new and past experiences. (Rose Journal Entry 6)

For the same reason, Ginger avoided clinging to outdated methods or solely chasing fads. Instead, she advocated for a balanced approach that leverages the strengths of both traditional and innovative practices. Emphasizing the need for teachers to adapt their identities to accommodate recent technologies, learning styles, and educational objectives, she revealed openness to innovation. The core of Ginger's identity lies in the belief that effective teaching requires drawing upon the wisdom of past experiences while embracing the potential of future innovations.

I strongly believe in the importance of bridging the insight of the past with the innovations of the future. We cannot merely hold onto the past while disregarding the advancements, and breakthroughs of today. Similarly, we cannot solely focus on pioneering future innovations, ignoring the lessons and insights gained from our experiences. Thus, I advocate for a balanced approach where we draw upon the richness of our past experiences to inform and enhance our engagement with the innovations and uncertainties of the future. Regarding of our teaching, blending the wisdom of the past with the potential of the future, we can maximize our growth and progress. (Ginger Journal Entry 6)

Ayhan's journal entry captured a progressive perspective on teacher identity. His reflection portrayed the teacher as a dynamic figure, not just transmitting knowledge but actively shaping the future of education by building on the past and embracing the possibilities of the present. It is clear from this reflection that by embracing a multifaceted role, teachers like Ayhan can ensure their identities remain relevant and impactful in the face of a constantly changing educational environment.

I believe teachers not only preserve the wisdom of the past but also carry the essence of today into tomorrow. It is in our nature, I think, to sift through our past accumulations and experiences, carrying forward the good and beautiful ones, making them even better and developing them, and moving towards new horizons in their light. (Ayhan Journal Entry 6)

Aylin recognized that teachers need to continuously update their knowledge, skills, and even attitudes to remain effective which requires a flexible and adaptable teacher identity

that thrives in uncertainty. The focus on developing global citizens with 21st-century skills reflected a shift away from traditional knowledge transmission towards fostering critical thinking, collaboration, and adaptability.

We are in a period of rapid change and transformation. These changes affect the profile of students, their demands, and preferences, and consequently, the knowledge and skills to be imparted in education. As teachers aiming to prepare students for the future and to raise qualified individuals, we also need to keep up with these developments worldwide. However, this is not easy because these changes bring uncertainties along with opportunities. Educational objectives are changing, and the priority is now to educate a global citizen with 21st-century skills. Educating a new profile of individuals with these skills means that teachers need to update their existing knowledge and skills, and even change some of their attitudes and habits towards teaching. The roles of schools and the processes of learning and teaching are also changing. The hybrid education model is now more on the agenda. (Aylin Journal Entry 6)

Aylin's counterpart from the same career stage, Kino's contemplation provided a valuable lens on teacher identity, underscoring the significance of upholding pedagogical legacy. Nonetheless, cultivating a growth mindset and a dedication to lifelong learning could prove advantageous in navigating a perpetually evolving educational milieu. Through the embracement of both traditional paradigms and innovative approaches, educators such as Kino can ascertain the continued relevance and efficacy of their methods amidst unforeseen challenges.

As teachers, it is our responsibility to safeguard the wealth of knowledge and experiences from the past and impart them to future generations. Our mentors and role models have profoundly influenced our lives, and it is our duty to ensure that their legacy endures, enriched by our contributions. Yet, life is unpredictable, often presenting unexpected challenges like the recent pandemic. Hence, we must also equip ourselves to navigate uncertainties and chaos that may arise along the way. (Kino Journal Entry 6)

3.5.2. Advice For Newcomers

The abrupt transition to online learning during the pandemic threw EFL teachers into a whirlwind of adaptation, forcing them to reconcile their established practices and professional identities (*habitus*) with an entirely new and unfamiliar environment. Bourdieu's framework of social capital emphasizes the importance of resources and

knowledge in navigating social fields. The findings present that the experiences of EFL teachers grappling with the complexities of online teaching, accumulated valuable capital that can empower others entering this novel educational terrain. By analysing their advice to new online instructors, it is explored how the sharing of experiences and the development of a growth mindset can foster a more supportive and collaborative online teaching environment, eventually benefiting both teachers and students.

Yollar's advice embodied a multifaceted teacher identity which not only recognize the hurdles of online learning but also advocate for a growth-oriented mindset, extend support to peers, and exhibit vulnerability. By grappling with the intricacies of online teaching, Yollar's insights hold significance for EFL teachers navigating the complexities of this novel educational terrain.

After experiencing online learning nearly for a year, my advice for someone new to online teaching is to approach it with calmness and an open mind. The stress of thinking 'I can't do this' is already enough, right? When you add that to the pressure of teaching online, our brains can shut down, and we cannot even read the instructions properly due to panic.
(Yollar Interview 6)

Çiçek's exhortation portrayed an online teacher identity that is both resilient and adaptable. She emphasizes the need to accept challenges, remain persistent, and continuously reflect on how to achieve learning goals in the online space. By embracing these qualities, teacher candidates can develop a strong online teacher identity and build confidence in their ability to thrive in a new learning environment.

For a teacher candidate starting their career in online learning, I would advise acknowledging that technical glitches and technological constraints may sometimes hinder your efforts, but at least you can find solace in knowing you did your best. I would say strive to do what you planned to do in a face-to-face classroom, but in an online setting. Always be willing to make sacrifices in all contexts, don't just pass over challenging conditions, push through them. (Çiçek Interview 6)

On the other hand, Rose's advice made prominent the growing need for language education programs to adapt to the progressing landscape of language learning. She said “Reflecting on my own online learning experience, I recommend that current language education programs, including those training EFL teachers, develop programs and syllabi

specifically designed for remote education, taking into account the current conditions.” (Rose Interview 2) By considering her experience, it can be understood that equipping future EFL teachers with the necessary online teaching skills, curriculum development considerations for remote settings, and technological prowess is essential.

A senior career teacher, Yollar shared a valuable admonition to her own daughter who was studying at an ELT program. Yollar anticipated a meaningful change in the skills and identities required of future EFL teachers. Without a doubt, Yollar's advice, based on her online experience, raises interesting questions about the future of language teaching. While technology will likely play an increasingly important role, a well-rounded skillset that combines technological proficiency with strong pedagogical skills may be the key to success for future EFL teachers. This suggests that the traditional sage on the stage model might become less prevalent, and innovative approaches will emerge.

I tell my daughter, who is currently a university student in the field of language teaching, that if she tries to become a traditional teacher like me, she will end up unemployed. I advise her to improve herself in the field of software, to be more technologically competent in her field. Because I think that in the future, EFL teachers will develop completely different skills and identities. (Yollar, Interview 2)

EFL teachers' contemplation delineated a prospective language teacher identity characterized by a dedication to ongoing learning, collaborative practices, and adaptability. The essence of their reflection is that traditional notions of teaching and learning are evolving rapidly due to the accessibility of information and the changing roles of teachers and students. They suggested a shift in teacher identity from being the primary source of knowledge to a facilitator and guide in a collaborative learning environment which means teachers need to adapt their identity to meet the changing roles and expectations, embracing new approaches and incorporating them into their professional lives. This adaptation of teacher identity was seen essential for effectively guiding students in the new and uncertain learning landscape. Aylin explained these overall views in detail.

The traditional paradigm of the teacher as the sole dispenser of knowledge and the student as a passive recipient is rapidly becoming obsolete. With the proliferation of information sources, everyone is now a potential learner and teacher. The boundaries

between these roles are blurring, fostering a more collaborative and interactive learning environment. Previously, the teacher, who was the clear authority figure in the classroom, is now becoming a companion on the students' learning journey. Looking at the transformation and change process we are in, teachers appear to be the ones who implement, guide, and coach students in this new and uncertain process. It is debatable how much of the knowledge and skills they bring from their past experiences they can use in the current system, but teachers aiming to educate qualified individuals to meet the needs and demands of the age are expected to be open to these changes, internalize them, and incorporate them into their professional lives. (Aylin Journal Entry 6)

Kino, an early career teacher, recognized that challenging experiences, such as teaching online during a pandemic, can offer valuable lessons and growth opportunities. His experience highlighted the transformative impact of ERT on language education and the importance of constructing teacher identity in navigating this change. He envisioned a future where digital tools would be even more integrated into language learning, whether in online or face-to-face settings. This adaptation, he believed, would require teachers to acquire new skills and approaches to effectively integrate technology. As teachers learned and adjusted to these tools, their professional identity would evolve to include expertise in technology integration alongside their traditional teaching skills.

Regardless of the circumstances, everything comes back as an experience. I think that if the online education process continues in the future, more efficient programs need to be developed. Since it is the age of technology, it seems inevitable that digital applications will be more integrated into both face-to-face and online education processes. I suppose this situation has affected all of us automatically so far and will continue to do so. We will need to reconstruct our teacher identity considering the new normal. (Kino Journal Entry 6)

For the research participants, future EFL teachers are envisioned as perpetual learners, skilled at incorporating technology and prioritizing interactive, student-focused learning. This departure from traditional roles highlights the transformative nature of online learning, emphasizing the necessity of integrating technology into teaching practices. Like her colleagues, Aylin underscored the need for redefining teacher identity to encompass digital proficiency and adapt to a technology-centric teaching approach.

The transition to online education has opened our eyes to the vast potential of technology in enhancing teaching and learning. Platforms like Zoom have provided invaluable tools

for communication, collaboration, and knowledge sharing. This realization has driven us to explore new online tools and resources to make lessons more engaging and effective. We recognize the power of technology-integrated education to capture and retain student attention. This shift is propelling us away from traditional rote-learning models towards more student-centered and technology-integrated pedagogies. As we move forward, it is crucial for us to continuously develop our digital literacy skills and reconstruct our traditional classroom teacher identity. (Aylin Journal Entry 6)

Yollar, one of the senior career teachers, emphasized the transformational impact of the pandemic on education and on social life, suggesting a need for teachers to adapt their identities. Embracing new skills and approaches to teaching in a potentially hybrid or fully online environment was necessary for her. The call for innovative systems implied a potential evolution in teacher roles, requiring teachers to become more adept at technology integration, online facilitation, and personalized learning strategies. For her, the transition to a new paradigm required continuous learning and skill development for teachers, highlighting the importance of a growth-oriented teacher identity that thrived on adaptation and innovation.

I see this transition as a significant moment in shaping a new world order. We are the ones experiencing this shift between eras, where some still believe that things will return to how they were before. However, I do not think that is likely. It is important to recognize and prepare for the fact that we are heading towards a new way of life. Economically and educationally, we are moving towards a new paradigm, and we should use our current experiences to develop innovative systems for the future. (Yollar Interview 2)

Pinhan, a middle-career teacher, emphasized the pandemic's lasting impact on education, suggesting a permanent shift away from traditional learning models. She implied the need for teachers to adapt their identity and practices to this new reality. The unprecedented nature of online learning forced teachers to re-evaluate their role in a non-traditional setting, highlighting the challenge of adapting one's identity to new circumstances. The shift to online learning provided Pinhan with an opportunity for reflection and comparison, indicating a readiness to evolve teaching practices and reflecting a forward-looking teacher identity.

The pandemic has really made me realize that life and education will not just snap back to how they were. It has been eye-opening, showing us the value of things, we never really thought about, like being in a classroom. This whole experience, as both a student and a

teacher, has been unlike anything before, and it is making me think that there are going to be some lasting changes. Well, we need to take what we have learned and use it to build new systems, and as teachers, we'll need to adjust our identities to fit these changes. This shift to online learning has given us a chance to stop and think, to compare and reflect, and I know it is going to shape how I teach in the future. (Pinhan Interview 6)

Gilamada's vision for the future of English teachers painted a compelling image of EFL teachers who transcend their traditional role. According to him, teachers will be expected to facilitate technology use, guide students through cultural nuances, and coach them in effective communication. This view suggested a broader and more multifaceted teacher identity.

I envision a future where English teachers are not just language instructors but also technology facilitators, cultural guides, and communication coaches. We will need to be flexible, adaptable, and willing to embrace new approaches to teaching to remain relevant and effective in the ever-evolving world of language learning. (Gilamada Interview 6)

3.6. More Than Data Points: The Emotional Investments and Gains of Research Participants

Participating in the study encouraged reflection on emotions, as expressed by Ayhan's increased awareness and Çiçek's appreciation for the safe space to be open. Teachers expressed that they obtained a deeper understanding of their teacher identities, anxieties, frustrations, and finally, their positive experiences in transitioning to online learning by talking and writing.

People gain a better understanding of themselves by writing and talking about their reflections. This thesis encouraged participants to question certain things internally, and by asking standardized questions, our awareness increased. Participating in this study has been an educational experience. It has helped me understand myself and my emotions a little better. (Ayhan Interview 5b)

Kino noted the value of reflection in understanding emotions. Through reflection, he could observe how his feelings have evolved, changed, developed, providing valuable insight into his emotional journey with online learning. Moreover, looking back on his reflections, Kino derived a sense of accomplishment from observing how far I have come.

I can more easily observe how my feelings have evolved, changed, developed, and so on. The more I do, the more I realize myself; I have a special folder on my computer for this study. Seeing how far I have come from where I started gives me pleasure. (Kino Interview 5b)

Yollar highlighted the use of reflection for self-evaluation. By evaluating and measuring my process, myself, and my teaching, she might have identified the areas for improvement and track her progress in adapting to online instruction. She further emphasized how reflection prevents me from being lazy and forgetting myself. Regularly reflecting on experiences might have been a powerful tool for staying motivated and avoiding complacency in professional development.

I have benefitted much from being a participant in this study. It opens new horizons for me. It prevents me from being lazy and forgetting myself. While writing or speaking for the study, I'm also evaluating and measuring my process, myself, and my teaching. I observe myself internally and externally, wondering what I'm doing and what I'm up to. (Yollar Interview 5b)

Çiçek and Pinhan stressed the importance of special relationship between them and the researcher. Çiçek openly mentioned that “If it weren't for you asking these questions, I might not have been able to be this open. Our intimacy helps me be more open. I trust you.” (Çiçek Interview 5b) Sharing experiences and engaging in self-questioning openly was the consequence of this confidence. Their reflection showed the importance of the researcher's role in phenomenological studies. They had the same point of view about the researcher's role. Pinhan's intimate feelings towards the researcher were similar to Çiçek. She expressed “I am experiencing the advantage of our special relationship in this study, and I'm reflecting on my experiences confidently. I have enjoyed sharing socially and evaluating my experiences within a theoretical framework, as well as engaging in self-questioning.” (Pinhan Interview 5b)

Participants emphasis on the "special relationship" and the confidence fostered in sharing experiences goes beyond simply establishing rapport. They explicitly mention the researcher's role in prompting self-reflection ("If it weren't for you asking these questions...") or expressing how the relationship facilitated "evaluating my experiences within a theoretical framework." One potential explanation for this dynamic lies in the concept of symbolic capital. The participants may perceive the researcher as possessing

a certain level of expertise and trustworthiness within the research field. This perception could contribute to the sense of security and openness they express.

Additionally, the data gathering process itself might inadvertently trigger a form of reflexivity, prompting participants to re-examine their internalized beliefs and practices in the light of the researcher's questions which aligns with the emphasis on self-reflection in phenomenological research. While a deeper analysis through Bourdieu's lens might not be fully applicable here, it is valuable to acknowledge the complex interplay between trust, reflexivity, and the researcher-participant relationship in fostering rich and meaningful data in phenomenological studies.



CHAPTER FOUR

DISCUSSION OF THE FINDINGS

4.1. Introduction

This chapter discusses the research findings considering the related literature review. Following the principles of interpretive phenomenological research, a multi-dimensional approach and various data collection methods were employed. The rich data gathered through these instruments provided a nuanced understanding of the research questions. More importantly, the findings from different sections are often united, and strengthen the overall conclusions drawn from the study. In the subsequent sections, the outcomes, which reveal a wide range of experiences among EFL teachers regarding the phenomenon "EFL teacher identity in hysteresis" will be discussed in relation to existing research in the field. For clarity, the discussion will follow the order established by the research questions.

4.2. Defining EFL Teachers' Identities

This section addresses the first research question "How do EFL teachers define their professional identity which has been shaped before ERT?"

The concept of habitus (Bourdieu, 1997) refers to the enduring systems of dispositions, or ingrained preferences and capacities, acquired through an individual's social background and experiences. These dispositions influence how teachers perceive the world, interact with students and colleagues, and approach their teaching practices. Similarly, Sugrue (1997) emphasizes the importance of understanding the profound influences in teachers' lives and how these influences are reflected in their "lay theories"

– their personal beliefs about teaching and learning. His perspective echoes with the idea of habitus, as these lay theories are shaped by the teachers' social conditioning and past experiences. To provide a comprehensive understanding, an extended overview of the EFL teachers' personal and social backgrounds was included. These biographical details, along with the preconceptions they shape, are crucial components of teacher identity formation (Beijaard et al., 2004) and their habitus. Additionally, Verevi (2012) suggests that teachers' life stories are as effective as the socio-educational changes in terms of affecting teachers' attitudes towards these changes.

Olsen (2008) emphasizes, teacher development is a continuous process, not a linear progression. Like habitus is informed by past experiences and influences future actions, teachers continually integrate past experiences, present realities, and future goals into their evolving professional identities (Olsen, 2008). The research findings clearly demonstrate this interconnectedness highlighting how teachers' biographical trajectories, pre-conceptions, and changing experiences shape their professional identities. The findings of this phenomenological interpretation correspond with the several studies illuminating the enduring influence of past educational experiences on teacher identity and practice. Morgan and Hansen (2008) explored subject-specific memories and their impact on teachers' self-efficacy and instructional strategies, displaying a link between past experiences and present approaches. Similarly, Graue's (2005) study examined how pre-service teachers' memories of family-school relationships shaped their future orientations; the research highlights the potential of past experiences to inform future practices. These findings match with the concept of habitus which is a system of dispositions shaped by social background and experiences. It also includes educational experiences as explained by Grenfell (2012). These experiences, which are ingrained in one's habitus, can influence not only subject knowledge but also pedagogical approaches and eventually, career choices.

The present research suggests that the EFL teachers readily acknowledged the influence of family and sociocultural dynamics on their pursuit of a university degree. As Bourdieu (1997) argues, converting cultural capital (e.g., family values emphasizing education) into economic capital often centres on the educational system. This system validates cultural capital through qualifications like academic degrees, which then hold the potential to

transform into economic benefits through better job opportunities. Here, the concept of convertibility from Bourdieu's theory of social reproduction can be employed. Individuals strategically utilize their capital (cultural, social, economic) to maintain or improve their social standing across generations. In the current context, the educational system becomes a crucial agent, transforming cultural capital into economic capital for individuals like EFL teachers in this phenomenological investigation. However, it is important to consider how these dynamics intertwine with teacher identity. While pursuing a degree may be driven by a desire for economic security, it can also influence how teachers perceive themselves professionally. For EFL teachers in this study, a university degree signifies not just economic capital, but also a sense of belonging to a qualified and specialized professional community at university, which allows them to adopt a higher position in the social strata.

The relationship between a teacher's personal and professional identity is another issue to consider. Scholars like Beijaard et al. (2004) and Pillen et al. (2013) view these as distinct yet interconnected constructs, where individual experiences and beliefs shape teaching practices, and teaching experiences in turn influence self-perception. Others, like Alsup (2005), Beauchamp and Thomas (2009), and Sammons et al. (2007), propose a more integrated model where both professional and personal identities are incorporated within the broader concept of teacher identity as in the current study. Teaching becomes more than just a job for many teachers; it becomes a core part of their self-perception and shapes how they navigate life (van Lankveld et al., 2017). This view corresponds with the work of Akkerman and Meijer (2011) and Beauchamp and Thomas (2009), who emphasize the emotional investment teachers have in their role. The findings, specifically, support the views of these previous scholars and indicate an overlap between participants' self-perceptions as individuals and EFL teachers. It means that personal characteristics, shaped through experiences and beliefs, contribute to forming dispositions and practices within the field of EFL teaching. The findings align with Bourdieu's concept of habitus. However, the interplay does not end there. Just as one's personal identity influences how they navigate the field of EFL teaching, the experiences and challenges encountered within this field can also influence and reshape personal identity. For example, Kino specifically mentioned that while some jobs like being a doctor or engineer were perceived as prestigious in society, he decided to be a language teacher as he believed

that it was the most suitable occupation for his personality. Similarly, Ayhan and Yollar's reflections showed the constant interplay between their teacher identity and personal/professional lives. Yollar mentioned that her didactic personality and love for teaching enabled her to choose the occupation. Ayhan's experience demonstrated how family values can form the ground for a teacher's identity. In another example, a middle career teacher, Ginger reflected that her personality characteristics directly influence how she considers teaching and contribute to her general teacher identity. Her enthusiasm for sharing knowledge, helpfulness and organizational skills became the main constructs of her teaching self.

In addition to personality traits, prior experiences as students play a crucial role in shaping the identities of EFL teachers. Flores and Day (2006), in their longitudinal study, found that memories of past teachers, both positive and negative, played a significant role in shaping teachers' identities. Kagan (1992) states that the mental images associated with educational experiences and the development of personal beliefs are intricately influenced by memories which are formed during one's student years. It is imperative to consider memory-related material as corroborative evidence shedding light on the emergence of belief systems among educators (Rothenberg, 1994). Ronfeldt and Grossman (2008) observed that novice teachers enter the profession with "tentative possible selves," heavily influenced by their past experiences and the teacher role models they encounter. Similarly, Miller et al., (2011) maintain that recalled memories carry significant meaning and possess the capacity to interpret values and philosophies that plays a central role in an individual's identity. Reflecting on their school days, participants in the present research recalled memories and experiences that shaped their perceptions of teaching. They mostly admired teachers with characteristics like flexibility, motivation, and fairness. These admired figures likely form of cultural capital (Bourdieu, 1986) that the participants valued and wanted to own. In this way, past educational experiences not only contribute to a teacher's habitus but can also influence their understanding of valuable cultural capital within the teaching profession. Conversely, negative experiences with teachers strengthen their resolve to avoid imitating certain behaviours or teaching styles, such as humiliating students, demotivating them, communicating ineffectively, or making decisions on behalf of students. Furthermore, they fear becoming teachers who are

resistant to change, lack the ability to self-improve, or fail to provide consistent guidance to their students.

Like biographical background and personality, the immediate work environment plays a significant role in shaping teacher identity; however, in universities there are some different aspects because university teachers have to merge the teaching role with other roles such as being a researcher or practitioner (van Lankveld et al., 2017). In their study, Lankveld et al., (2017) showed that university environments fostered a strong faculty community when emphasized teaching excellence and collegiality. Teachers who were felt valued and supported by their colleagues set their identities as teachers more quickly and easily. In contrast, competitive, hierarchical departments with a research focus created teacher isolation, limited the opportunities for seeking help and delayed career advancement. This highlights the significant impact of work environment on teacher identity in universities. When it comes to the current research context, EFL teachers unveiled similar perceptions about their working field by saying the collegiality and collaboration among colleagues, mutual understanding, fair and trustful relationship, which is purified from academic rivalry, facilitated the feelings of belonging and joint expertise.

The findings of the present study aligns with the works of Hadar and Brody (2010), Patton and Parker (2017) and Whitcomb et al. (2009) revealing that learning within CoP is a scaffolded process that extends beyond simple collaboration. The reflections of EFL teachers accentuated the importance of trust and respect among the members of their CoP. The process can be interpreted through Bourdieu's concept of habitus and field. EFL teachers fostered a safe and supportive environment through helping each other with the TPACK issues and acknowledging diverse perspectives. In this process, trust and respect were successfully exchanged by engaging in challenging teaching practices that forced the members of CoP to increase their understanding and discover new practices. By the help of this supportive environment, teachers gained confidence. Furthermore, participants' sense of self-efficacy was strengthened by the emotional support supplied by the CoP. The engagement within the CoP helps EFL teachers to overcome the feeling of isolation. The key contribution of CoP in providing several forms of capital such as social, symbolic and cultural was clearly seen from the findings.

In parallel with the views of previous scholars, the findings of metaphor elicitation showed that EFL teachers mostly used similar metaphors and similes while describing their experiences. Grossman and Stodolsky (1995) indicate that teachers within the same school who share subject matter expertise develop a common culture based on a mutual understanding of the discipline. When responding to new educational initiatives, these shared beliefs can influence how teachers perceive the possibilities and limitations of their daily work, particularly. Ben-Peretz et al. (2003) and Fisher and Grady (1998) provide similar perspectives, they demonstrate that teachers within the same context often use similar metaphors to describe their experiences. This similarity reveals a level of shared understanding that extends beyond subject matter knowledge. The CoP which is characterized by common curricula, standardized testing, and similar student populations, raises a certain degree of homogeneity in teacher experiences, and results in the development of shared metaphors. In the scope of this current research, these previous research findings can be explained by using Bourdieu's concept of habitus which is shaped by one's social experiences. In this situation, EFL teachers within the same operational field (school and subject) develop a shared habitus repertoire related to their teaching practices and beliefs based on their common experiences. Therefore, they used similar teacher-centred conceptual metaphors with positive connotations to describe being an English teacher in a traditional classroom. This finding aligns with the work of De Guerrero and Villamil (2002), who identified a multifaceted view of teachers perceiving themselves as leaders, knowledge providers, agents of change, nurturers, and even performers. All in all, the act of teaching encompassed a range of activities such as guiding students, equipping them with knowledge, tools, and opportunities, fostering their development, correcting behaviour, and staying abreast of evolving methodologies.

4.3. EFL Teachers' Identity in the Time of Hysteresis: Habitus, Field and Capitals

This section addresses the second research question "How do EFL teachers experience hysteresis in ERT and its imprints in their professional identity?"

The concept of hysteresis offers a valuable lens for examining the challenges faced by EFL teachers during the transition to online learning. As Bourdieu highlights, change in habitus (internalized dispositions) and field (social context) is inevitable; however, the speed and nature of this change can have significant consequences (Grenfell, 2012). In

this study, teachers experience different types of identity struggle while they are getting adopted to the change in ERT condition. This eventually makes them feel a kind of professional hysteresis.

The first identity struggle is related to the changes that happened in the classroom context. Specifically, the teachers experience problems in addressing individual differences of learners, difficulty in keeping up with the pace, challenges about new teacher roles, difficulty in keeping control over students, limitations in their autonomy about instructional planning and implementation and finally the decrease in professional motivation. This struggle expands into their private life as teaching becomes a home office career. They also start experiencing increase in their workload. Moreover, their pre-defined teacher identity imbued with the altruistic norms of their habitus gets shattered as they cannot intervene in the inequality in ERT context. To put in a nutshell, changes in the habitus urge them to reconsider their existing identity and make them feel hysteresis. During this period, they become conscious about their capital resources. They use some of the existing capitals, such as the social capital of CoP in their institution, to overcome the problems caused by the shortage of some other capitals like the cultural capital of online teaching skills. The exchange of capitals makes them feel better in the process. However, losing control over students makes teachers experience loss of symbolic power in the new remote classrooms. Moreover, these changes are coupled with the gloomy atmosphere of a pandemic which negatively affects their overall well-being and even puts their health in danger. After spending some time in the new field, the ERT context, teachers get experience and self-confidence. They also start appreciating the new capitals, like saving money and time in the context of online teaching and adopt a less frightened identity and diminish the effects of hysteresis on the professional identity. Finally, they develop a proactive perspective for future remote teaching contexts. The following sections will delve into the details of EFL teacher identity in hysteresis.

Building on Buchanan's (2015), Bullough's (1992), and Knowles' (1994) work on metaphors and teacher development, this study employed metaphor elicitation to explore the online learning experiences of EFL teachers through the lens of Bourdieu's theory of practice positing that professional actions are shaped by the interplay between habitus (internalized dispositions), capital (resources), and field (social context). The findings

revealed a significant shift in the metaphors used by the teachers, reflecting a move away from those that emphasized their established teaching identities and habitus in the traditional classroom. Instead, the new metaphors evoked feelings of isolation, frustration, and a diminished sense of control. This suggests a hysteresis effect, where their existing habitus and capital (e.g., pedagogical skills for face-to-face learning) were misaligned with the demands of the online field. This misalignment contributed to the considerable change in how they perceived themselves as teachers within the online space. The online environment acted as a disruptive event, challenging the established narratives of self- associated with their traditional teaching practices which can be considered as their habitus. As EFL teachers struggled with adapting their practices and identities to the online field, their metaphors and similes offered a window into the ongoing process of navigating hysteresis and reconstructing their professional identity in these new landscapes. For example, when they asked for a description, they described being an EFL teacher in traditional classrooms as a guide, orchestra conductor, performer, mentor. However, being an online EFL teacher was described as a prisoner a lonely striker, stone of patience, an IT technician, an artificial limb, a hologram and a gatekeeper. Our findings support the understanding of teacher identity as a dynamic and ever-evolving concept (Akkerman & Meijer, 2011).

In terms of creating an effective learning environment, EFL teachers in this research had numerous challenges and struggling such as losing teacher-student bond, not being able to assess student engagement due to depending on their existing traditional language teaching pedagogy. There were findings tallied with Kreber and Kanuka (2006) mentioning the key barrier to foster higher-order thinking in online classrooms is the tendency to replicate traditional teaching methods. Teachers often rely on pedagogical approaches developed from past experiences. These experiences can be conceptualised as their teaching habitus. These approaches, frequently adopted without formal online teaching preparation, may not convert effectively into the online environment. Therefore, the findings showed that the lack of experience or required capital with online teaching caused the transfer of traditional methods that might be ineffective even in physical classrooms.

As in the previous research (Baxter, 2012; Johnson et al., 2014), this study revealed that the lack of online teaching experience and knowledge made some participants feel akin to novice teachers. Despite their extensive experience (some with more than 30 years of teaching experience), these individuals reported feeling like they were in their first years of teaching when transitioning to online environments. This finding tallies with Baxter's (2012) study where a participant described feeling like a beginning teacher, and Johnson et al. (2014) whose case study participant expressed a need for constant verification, like a student, although s/he had 20 years of experience.

Although online education introduces a novel perspective into established systems, it potentially creates tension due to existing roles and expectations (Natriello, 2005). Various online programs and platforms have changed the role of the teachers and the construct of teaching practices. Therefore, teachers felt additional pressure because of being at the forefront of online instruction. As a result, they are challenged to re-evaluate their roles within the educational landscape (Wiesenberg & Stacey, 2008). In line with these studies, EFL teachers in this current research found themselves in the middle of a hysteresis because of losing their sense of accomplishment, control over students, and weakening symbolic and social capital.

Beyond the initial challenges, the hysteresis effect also manifested in difficulties with identifying individual learner needs. First, because of the sudden shift to online classes, EFL teachers had difficulties with adapting their instruction to individual student needs and learning styles. Second, cultivating student engagement and motivation was another challenge for synchronous classes. Besides, facilitating learner autonomy, encouraging active participation and fostering a sense of learning community in synchronous online classes was challenging for these language teachers who were accustomed to a more traditional classroom dynamic. Moreover, the online environment presented a hurdle for replicating the valuable peer-learning opportunities and student-to-student interaction that often occur in face-to-face settings. Overall, they experienced hysteresis about integrating core teaching principles. Successfully incorporating essential teaching maxims like student involvement, encouragement, empowerment, and thorough planning into online learning experiences required adjustments but they did not have the necessary capital to build this effective teaching environment. As in the study of Jeon (2021) transitioning to

online teaching caused a significant disruption and hysteresis for teachers. Their traditional teaching methods were not effective in the virtual environment. Besides, the teachers' age and previous experiences with technology influenced their adaptation phase. Teacher who had less experience with educational technology struggled more.

Research indicates a link between teacher anxiety and the successful implementation of web technologies in the classroom (Chou, 2003; Dawes, 1999; Yaghi & Abu-Saba, 1998). Studies by Presno (1998) and Savolainen (2002) further suggest that this anxiety may root in low self-efficacy, or a lack of confidence in one's ability to use web tools effectively. These scholars highlight the importance of addressing teacher anxiety when promoting the integration of technology in educational settings. This anxiety can manifest in various ways, including fear of failure, lack of confidence in pedagogical effectiveness, and uncertainty about assessment and evaluation. In this study, EFL teachers concerns about technical difficulties, ineffective use of tools, or low student interaction contributed to their anxiety. EFL teachers worried about their ability to adapt their teaching methods to a technology enhanced environment and maintain student engagement. The integration of recent technologies also raised questions about how to effectively assess student learning in an online setting. With a Bourdisian perspective, it is also possible to say that the anxiety of technology implementation may feed the hysteresis in online learning field.

Presno (1998) suggests that teacher anxiety often stems from low self-efficacy caused by the belief in one's ability to successfully use technology for teaching purposes. Addressing teacher anxiety and building self-efficacy when promoting technology integration in schools were the two important aspects. However, EFL teachers in this context lacked the opportunity of a gradual shift because the transition to online learning was abrupt. Through the lens of Bourdieu, it can be interpreted how teacher anxiety regarding sudden technology integration contributed to the hysteresis effect in online learning environments. EFL teachers did not have the skills or confidence to use technological tools and to integrate pedagogy effectively. Therefore, they experienced a considerable mismatch between their existing habitus and the requirements of the online field because of their limited cultural capital. The abrupt shift created a significant misalignment, characterized by feelings of anxiety, frustration, and a lack of control. The

conditions of these EFL teachers can be defined with the metaphor "fish out of water" as described by Bourdieu.

Skaalvik and Skaalvik (2014) suggest a link between self-efficacy and positive motivational and emotional outcomes for teachers. Their research revealed that teacher autonomy and self-efficacy are both crucial factors influencing a teacher's experience. The findings clearly correspond with his previous research presenting detailed lived experiences of EFL teachers. It is found out that they have low self-efficacy level because of not having autonomy and freedom throughout their online teaching experience. The strict pace and curriculum, administrative decisions and not having the space for implementing their maxim of lesson planning in online learning caused low autonomy and self-efficacy which in turn boost hysteresis.

The findings of this study mirror those of prior work, which found participants expressed concerns about students' lack of interest and participation. EFL teachers highlighted the potential negative impact of low student participation on teachers accustomed to face-to-face interactions. As expressed by Bandura (1997), Liu et al. (2021), Tschannen-Moran and Woolfolk-Hoy (2001), EFL teachers' lived experiences proved that student engagement plays a key role in teacher self-efficacy. Furthermore, the results supported the findings of Narayan and Lamp (2010) and Orakçı et al. (2023) by demonstrating that active student participation can positively influence teachers' self-efficacy. EFL teachers' professional identity, previously developed by their role as classroom language teachers and the inherent face-to-face interactions, was significantly disrupted by the transition to distance language teaching. This new online environment challenged many of their established practices and expectations. The process of adapting their identities to this different context, was demanding and created a sense of conflict with their established personal and professional needs. Therefore, they found themselves in the middle of a hysteresis period. These findings aligned with Strambi and Bouvet's (2003) study showing similar restrictions.

This current phenomenological investigation implies that teachers' satisfaction with their colleagues, the level of social support they receive, and feelings of competence in interacting with administrators significantly impact how they rate other aspects of their professional identity (Canrinus et al., 2012).

Another previous research by Parks (2017) shows that teacher self-efficacy is comprised of distinct facets that can manifest differently within a teacher's identity. According to him, an ESL teacher might possess high self-efficacy regarding their English language proficiency, but lower self-efficacy in managing classroom conflict. Therefore, it is insightful to consider the various dimensions of teacher self-efficacy as integral components of a holistic teacher identity, and they function in an interdependent manner. The findings reinforce this view. In terms of self-efficacy level, there are differences among the participants in the current research; while some of them have lower self-efficacy about online pedagogy, others show potential growth and transferable teaching skills. Furthermore, some of the EFL teachers are pleased with their technological skills, but they have concerns about fostering a cohesive learning community among students and teachers. Therefore, it can be said that the level or reasons of hysteresis, which is the result of low self-efficacy, might not be the same for all teachers due to the individual differences related to the capital they possess or regulate. For example, one of the early career teachers, Gilamada, complained about not having the necessary expertise promoting classroom interaction in online lessons but he was self-confident about his technological skills.

Although online settings are considered as advantageous to promote learner autonomy, this research revealed significant limitations caused by its absence. These limitations arose from a complex interaction between teachers' existing teaching habits or habitus and the constraints of online instruction. EFL teachers who were accustomed to traditional classroom found it difficult to adapt their pedagogy within the more restrictive online environment. Like Burkert (2011) and Borg and Alshumaimeri (2019), it was found that the lack of control over curriculum, pacing, and assessment tools obstructed teachers' efforts to promote autonomy. Additionally, a potential mismatch between EFL teachers' existing capital and the demands of online autonomy-supportive teaching was identified. Research by Little (1991), Vieira et al. (2008), and Benson (2011) suggests that teacher autonomy is crucial for fostering learner autonomy. However, the limitations of online platforms and potentially limited training in online pedagogy restricted EFL teachers' ability to effectively design and implement autonomy-supportive learning activities. In addition to these limitations arising from habitus and capital, administrative factors also emerged as a prevailing limitation. Like Reinders and Lazarou (2011), it was

found in the current research that following tight weekly schedules, shortened duration of online lessons, and limited opportunities to comprehend the learner differences disrupted teachers' attempts to promote learner autonomy within the online learning environment.

As Mercer (2016) uttered the language teaching motivation includes both motivation to teach and motivation for continuing the job. Teachers desire to teach might be demolished when their teacher self is disputed with school duties or environment (Kumazawa, 2013). Because of the initial lack of personal interest and knowledge, the EFL teachers in the present study experienced a pressure to integrate this new online learning into their instructional practices. Throughout the academic year, they lost their motivation to teach because of various factors such as the technological challenges, low-student motivation, lack of TPACK capital or having a mismatch between their teacher habitus and online teaching requirements. All these factors enhanced hysteresis and the decrease in their job satisfaction. However, they forced themselves to continue their job or duties as they believed that the pandemic period will be over soon, and they will be able to conduct classes in their familiar field. They longed for the days when they were 'in the water' sticking to the tried and true.

Previous research studies suggest that altruistic motivation plays a significant role in attracting individuals to the teaching profession. Friedman (2016) emphasizes teachers' desire for self-expression through actions like knowledge transfer, care, and fostering student friendships. Similarly, Heinz (2015) finds that individuals drawn to teaching for altruistic reasons due to seeing it as a way to contribute to society and help young people. Understanding these intrinsic motivations can be crucial for teacher identity construction, recruitment and retention strategies. There were also some findings related to altruistic motivations of EFL teachers. In the study of Li and Guo (2024) when confronted with social inequity in education, some participants exhibited a critical awareness. They responded by questioning what they, as individuals, could contribute to a more equitable distribution of educational resources. The uneven allocation of educational resources, where funding and materials are distributed disproportionately between wealthy and disadvantaged areas, as well as between high-achieving and struggling students, was a key factor motivating pre-service teachers to address social inequities in education. Sokal et al. (2020) presented teachers' worries about students' well-being, as well as the

inequities in access to online learning. EFL teachers in this research experienced a similar awareness and altruistic failure because of the increasing social inequalities among digital learners. Moreover, they were worried about the missed social opportunities of university life for their students. Their concerns were mostly about not providing social and cultural capital to these online learners.

On the other hand, as mentioned in the report of Marshall et al. (2020), our findings showed that the physical separation from colleagues during online teaching created challenges for professional collaboration and knowledge sharing, which caused exhaustion and stress among EFL teachers. Without a supportive and collaborative work environment, teachers struggled to manage their workload effectively and maintain high professional standards. Their established routines and interactions from traditional classrooms did not immediately transform to the online setting. Therefore, their adaptation was delayed and they had an increased level of stress. The disruption of these norms had fostered feelings of disconnection and made it difficult for teachers to maintain the same level of engagement and effectiveness within their field. Additionally, when they felt isolation, they lost the feeling of belonging to their teaching community. All these factors contributed to hysteresis. On the other hand, working with adult learners, having fewer classroom management challenges and having a common ground and mutual understating among the members of CoP were considered as compensating capitals by EFL teachers.

The issues discussed above are closely related to teachers' sense of change in the habitus as a source of hysteresis. Now, the focus is turned into another phenomenon, capital in hysteresis. As in the argument supporting the idea that those with greater economic, cultural, and social capital can adapt to new situations more easily (Grenfell, 2012), access to resources like professional development, technology, and technical support can significantly support the adaptation process for teachers. Conversely, existing inequalities can worsen the challenges of hysteresis. Teachers with limited access to these resources find it even harder to adjust their teaching practices to the new educational landscape.

According to Carrillo and Flores, 2020, Borba et al., (2018) and Mumford and Dikilitaş (2020) to achieve effective online learning experiences, a comprehensive view of online pedagogy must acknowledge the complex interplay between various components within

the online teaching and learning process. To achieve this in-service and pre-service trainings are essential. However, a persistent tension exists between educational theory and practice. Teacher education programs may emphasize contemporary pedagogical theories yet struggle to provide practical guidance on converting these theories into actionable classroom strategies. Having a Bourdieusian perspective, Sanders-Smith et al.'s (2022) analyses show that the mission of teacher preparation programs is providing courses to equip teacher candidates with different instruction delivery models and the strategies which are suitable for new possible teaching fields. EFL teachers in this research had hysteresis because of the absence of these components which serve as the necessary capital resources for a successful online teaching experience. Thus, they struggled to find their own way by trial and error. All the participants declared their inefficiency about the technical, pedagogical and online content knowledge forced them to teach in limbo, especially in the first semester of the online academic year.

The findings tally with several studies which reported that institutional factors, including scheduling and the nature of school leadership, exerted an influence on teachers' utilization of technology (Cuban, 2001; Hodas, 1993; Loveless, 1997; Sandholtz, 2002). A recurring theme among the EFL teachers in this study was their concern about institutional policy barriers. A rigid and outdated curriculum, coupled with a syllabus that inadequately addressed digital literacy skills, troubled their ability to integrate technology effectively. Furthermore, limited teacher autonomy caused by the structure of their educational context, repressed their creativity and professional growth. EFL teachers emphasized the detrimental impact of limited autonomy on technology integration, and independent exploration of new tools. The fear of not being able to incorporate these tools into their teaching practices due to curriculum constraints discouraged teachers from investing in learning them.

In addition to the external factors such as pre-service/ in-service trainings and institutional context, an individual's perception of technology, particularly its perceived potential, is a critical human factor that significantly influences their cultural capital in online teaching and implementation. This perception impacts the willingness to use and apply technology and corresponds with the influence of pedagogical style on the implementation process, as evidenced in the educational literature. The findings of the current study aligned with

earlier investigations (Becker, 2000; Burns, 2002; Gilmore, 1995; Hadley & Sheingold, 1993; Harris & Grangenett, 1999, as cited in Frank et al., 2004), indicating that the characteristics of individual teachers serve as a litmus test for analysing their willingness to adopt technology. In this vein, while some of our participants showed eagerness to improve their technological skills, some others were contented with the expertise they gained through the academic year. This difference can be explained by referring the habitus and identity constructions of these teachers. It was also understood that teachers who saw themselves as lifelong learners were better at applying more technology into their teaching practices.

From Bourdieu's perspective, EFL teachers with a wide range of capital resources might demonstrate high self-efficacy towards challenging tasks due to their prior experience in overcoming similar obstacles. On the other hand, if the person does not have the diversity of required capitals, s/he shows low self-efficacy and has to deal with anxiety, disappointment, or burnout. The analysis presented this difference among teachers clearly: some who trust on their cultural or symbolic capital such as being good with technology or having a better work-life balance, having a stress-free environment at home or a degree of TPACK were more self-confident and self-efficient throughout the online learning process.

This shortage in cultural capital is substituted through social capital. In other words, the unexpected challenges of the ERT fostered an unintentional CoP among the EFL teachers. They learned from each other to solve problems that arose suddenly by using their collaboration. The sense of collegiality and the strong interpersonal relationships within the institution constituted social capital and served as the foundation for this emergent community. Wenger (1998) mentions that a history of mutual engagement around a joint enterprise provides an excellent background for pioneering learning, requiring both a robust communal competence and a profound respect for the uniqueness of individual experiences. Under these conditions, CoP becomes a privileged space for knowledge creation. Experiences of EFL teachers correspond with Wenger's definition. As evident from the reflections, language teachers engaged in ERT demonstrated mutual engagement, active participation in a shared enterprise, and the development and utilization of a collective repertoire. These conditions indicate that the online learning

environment clearly constituted a CoP. Moreover, within the context of online learning, this specific type of CoP can be considered as a learning community due to its explicit intention for all community members (Wenger, 1998).

Professional learning communities set on some shared characteristics, such as supportive leadership distributed among members, a collective spirit of creativity, a unified vision and set of values, conducive working environments, and the open sharing of personal teaching practices (Hord, 1997). Wenger (1998) argues that the core function of educational design should be to cultivate these learning communities. He emphasizes that educational design shouldn't be viewed solely as the driver of learning, but rather as a valuable resource that empowers ongoing learning. The findings echo the perspectives on workplace collegiality presented by Little (1982) and Hord (1997) illustrating the multifaceted experiences of participants within these communities. Significantly, participants also highlighted the importance of shared identities, a key characteristic of a CoP as defined by Wenger (1998).

Considering Little's (1982) work on the positive impact of collegiality, this study explores how collaboration among EFL teachers fosters professional growth. Research suggests that successful teachers, as evidenced by learner performance and positive school atmosphere, demonstrate increased workplace collegiality and a willingness to experiment. Little (1982) identifies collaborative efforts in planning, designing, delivering, analysing, evaluating, and experimenting with teaching practices showing the most impactful forms of collegiality. These collaborative norms stimulate professional growth by fostering the understanding that colleagues offer valuable new insights. When teachers perceive opportunities for professional development through collaborative interactions, a more meaningful professional engagement with colleagues happens. This collaborative engagement, as Little (1982) suggests, facilitates the crucial transition from theoretical knowledge to proficient practice. The current study aligns with these findings, as the EFL teachers reported acquiring new perspectives and benefiting from professional advancement through collaborative experiences. These findings demonstrate the multifaceted impact of workplace collegiality. It fosters professional growth and development through shared knowledge and assistance. Besides, the feeling of belonging which appears in this collaboration enhances job satisfaction and encourage investment

in one's work. It also strengthens interpersonal relationships among colleagues, fostering a sense of community. Using Bourdieu's perspective, it can also be interpreted that these shared identities among EFL teachers constitute their habitus shaped in the same field over the years. For instance, the "Jigsaw" metaphor introduced by one of the EFL teachers aligns perfectly with the views of these scholars. This metaphor aptly captures how individuals with shared interests, goals, and expertise come together to form a unified and collaborative group and they form their habitus and teacher identity in this familiar field. Moreover, the social, symbolic and cultural capital they shared help them to get rid of the overlapping hysteresis.

Social capital, as explored by scholars (Bourdieu & Wacquant, 1992; Putnam, 2000), encompasses the benefits individuals gain from their social networks and communities. These benefits can include access to information, knowledge, and tangible resources accumulated by other members. Bourdieu emphasizes the strategic use of durable relationships within institutions (Bourdieu, 1996), while Putnam highlights the importance of trust, reciprocity, and shared values within social networks (Putnam, 2000). Besides, Prusak & Cohen (2004) view social capital as the stock of active connections among people, encompassing trust, mutual understanding, and shared behaviours that bind individuals together. Brown et al. (2016) found that schools with strong social capital, characterized by frequent and valuable interactions and high trust among teachers. Leat et al. (2006) applied Burt's (2000) theory of structural holes to suggest that social capital can bridge the gaps between departments, teachers, and leadership within a school organization. They argue that strong and trustful social connections can facilitate the implementation of change by overcoming these internal divisions. In the present study, it is observed how social capital facilitated knowledge sharing, fostered collaboration, and created positive behavioural and affective changes among EFL teachers. Furthermore, they mostly benefitted from this existing social capital to adopt better cultural and social capital opportunities. As Burt (2000) mentioned, this existing social capital within the institution was used to compensate the gaps between the teachers and the other units of the institution.

In addition to habitus and capital, the experience of hysteresis is also related to the challenges in the preservation of symbolic power. Symbolic power is a complex and

powerful force that shapes individuals' perception and experience of the world (Bourdieu, 1982). It is the ability to categorize things with their real-world consequences and the power to create and spread symbolic frameworks that shape how people understand reality. Individuals create labels, classifications, and frameworks that influence how people see the world and their place within it. However, in this phenomenological research, findings showed that EFL teachers lost their control over their classroom practices because of the deficiency of intrinsic learner motivation, unprepared students, unreliable online assessment and evaluation procedures, being recorded during the live classes and inadequate knowledge of online language teaching pedagogy. Losing control over their teaching initiated a sense of decrease in their symbolic power which they had developed in the field of traditional classrooms. In the work of Strambi and Bouvet (2003) limited prior information about program content within a synchronous learning environment created a strain for teachers who felt unprepared to adequately deliver instruction or guide their classes. Besides, a study by Eroglu and Senol (2021) investigated the implementation of ERT in Türkiye. The research identified challenges associated with the process, including low student motivation, insufficient technological infrastructure, inadequate planning, and socioeconomic disparities that may have impacted accessibility. The findings repetitively showed these strains mentioned by these scholars. Being unprepared for the new online learning field created the feeling of losing expertise for EFL teachers. Their symbolic power as language teachers who conduct, facilitate, guide and evaluate the whole learning process diminished. Consequently, they found themselves struggling with the hysteresis.

Confined to their homes and working primarily on computers, EFL teachers faced difficulties in maintaining a healthy work-life balance as mentioned by Naswall et al. (2008). They reported that the inability to establish clear boundaries between work and personal life caused burnout, anxiety, stress, and even family conflicts (Rawal, 2021; Sundari et al., 2020; Uslu, 2020 ; Unal & Dulay, 2022).

The path to success for academic mothers has always been full of obstacles. Even before the COVID-19 pandemic, institutional barriers and the burden of juggling childcare with professional duties presented significant hurdles (Hermann & Neale-McFall, 2020). Tchimtchoua Tamo (2020) highlights the unresolved distress experienced by academic

women forced to navigate both childcare and professional demands. The COVID-19 pandemic significantly impacted working mothers', especially teachers' responsibilities at home. This resulted in a situation where professional work became intertwined with childcare, requiring them to be productive researchers, educators, and caregivers simultaneously (Thorgersen & Mars, 2021). They were also expected to help their children overcome the stress of disrupted routines. This clash between career aspirations and increased domestic pressures reflects a mismatch between reality and expectations. In the end, it turns into hysteresis. Our findings are in line with all these studies showing that constructing a work-life balance was far more difficult for female participants with younger children.

A recurring theme in the interviews of Selwyn et al.'s (2017) study was the feeling of increased workload due to technology. Teachers described this as their work extending beyond the classroom and school day. Digital tools seemed to create a "home work" extension, blurring the lines between professional and personal time. Many teachers reported checking school email outside of regular working hours, including evenings, nights, early mornings, and weekends. There were similar findings from the data analysis; EFL teachers found themselves trying to cope with increased digital workload. The constant barrage of emails and WhatsApp notifications outside of regular working hours – evenings, nights, early mornings, weekends – emerged as a significant theme in the interviews. EFL teachers struggled to manage a flowing digital workload. The surging influx of messages doubled the feelings of exhaustion, anxiety, and stress and teachers felt overwhelmed. The social isolation of the pandemic period further exacerbated this situation. Through the lens of Bourdieu, this experience can be defined as a conflict between teachers' professional habitus and the unfamiliar online learning field. In this case, pre-pandemic teaching likely involved a clearer separation between work and personal time. The sudden shift created hysteresis between teachers' expectations and the realities of the new digital environment.

Another challenge mentioned by the EFL teachers is the flexible time and location characteristic of online learning. Strambi and Bouvet (2003) report that the "anytime, anywhere" nature of online instruction placed pressure on teachers, erasing the lines between their professional and personal lives. Moreover, teachers had to share a greater

degree of personal information with students during one-on-one interactions and tasks, which some teachers found uncomfortable. The participants reported feeling pressure to maintain an "always available" status. This constant state of connection caused conflicts among family members during teaching hours, and vice versa. Not having a clear distinction between work and personal life further intensified the sense of hysteresis, as their assumptions about their routines, roles and expectations clashed with the demands of this new working field. In this study, the EFL teachers' experiences of identity conflict and the multifaceted challenges resonate with the findings of this previous investigation. In this respect, a broader issue, the dilemma of "Is enough too much?", is raised by Morgan and McKenzie (2003). Their investigation captures the tension between the demands of effective online instruction and EFL teachers' capacity to fulfil those demands while maintaining a healthy work-life balance and a sense of professional identity.

Although it took some time to fill in the gap between the new field and the existing habitus, teachers, albeit with differing pace, get accustomed to the new realities and developed a more proactive teacher identity. The COVID-19 pandemic highlighted the unpreparedness of many teachers for a rapid shift to distance education, as documented in a 2020 UNESCO report (UNESCO, 2020). The report emphasizes the need for support and training to equip teachers with the necessary skills and tools for effective online instruction. Similarly, the findings from Hafsa (2019) highlight the potential of online teacher preparation programs to shape instructors' perceptions and aspirations as online educators. The factors such as teacher training program design elements which are particularly structured on online learning experiences, opportunities to practice online teaching, and recognition for contribution, plays a crucial role in fostering this online teacher identity development. The most significant finding is that teachers viewed their online teacher identity as an extension of their overall teacher identity, not a separate entity. This view proves the significant effect of the teacher preparation programs and shows a successful integration of online teaching into their broader professional self-image.

Like Daoud's (2019) declaration about feeling unsupported and overwhelmed, our participants expressed a strong need for support during the pandemic. Their reflections

highlight the importance of addressing teacher needs for guidance, resources, and improved planning for future emergencies – whether pandemics, natural disasters, or unforeseen disruptions. In the current research, EFL teachers' evaluations of online learning cannot be viewed in isolation. The surrounding context, in this case the anxieties and disruptions of the pandemic, heavily influences their interpretations. It is understood that a teacher's perspective on online learning can be significantly shaped by the existing circumstances. For example, the pandemic conditions such as lockdowns or health worries might overshadow the potential benefits of online learning for teachers although they are naturally adaptable with a positive outlook.

EFL teachers' experiences during the pandemic revealed a range of perspectives on online learning. Some of these teachers agreed with the Thompson's (2023) theme of a "profound loss of normality," due to struggling with the disruption of their usual teaching methods. However, for others, the pandemic served as a catalyst to revise their teaching repertoire and accepting the potential benefits of online learning. Eventually, combining the challenges of online teaching with the pandemic, EFL teachers realized the need for re-evaluating the requirements of their profession and exploring new pedagogical approaches to enlarge their cultural, social and symbolic capital.

The effects of COVID-19 pandemic ushered in a new era of work, largely unconstrained by time and location. There were lots of advantages for many workers, including flexible hours, eliminated commutes, and the comfort of working from a familiar environment (Bell et al., 2012; Uysal & Yılmaz, 2020). However, the convenience of remote work brings its challenges. Studies (Dockery & Bawa, 2020; Foy & Rockett, 2019) suggest working online increased workloads and blurred boundaries between work and personal life and created role conflicts. There are similar findings provided by EFL teachers. While some of them were happy with the comfort of working from home with some practical reasons, others had concerns about a home office career as a teacher.

4.4. Redefining EFL Teacher Identity Using Experiences

This section addresses the third research “How do EFL teachers redefine their teacher identity using their experiences of the new online learning field?”

It is predictable that teachers would feel a kind of hysteresis caused by their inadequate cultural capital, namely TPACK and relevant experiences. However, by delving into the details of data through interpretive phenomenological perspective, it became possible to scrutinize other potential issues laying beneath the iceberg. During the hysteresis, all the teachers moved from first shock phase to getting used to stage. However, each teacher experienced this move differently. The first observable reason for this different was the variety in their levels of cultural capital. Teachers used their social capital, CoP, that they have created in the institution to overcome the hysteresis caused by their cultural capital, which is their TPACK background. The data indicated that teachers did not address such capital problems as a serious threat for their identity. Although the issues related to capitals can be solved by utilizing other capitals, teachers had difficulty in adopting to the changes happened in their habitus. They missed their previous teacher role and the symbolic power that they have exercised in face-to-face teaching. This indicates that teachers' identity crisis in hysteresis is different in its nature depending on the sources that trigger hysteresis. More specifically, the problems affecting the nature of habitus leads to more serious experiences in teacher identities compared to the problems caused by insufficient capitals. Therefore, focusing on one aspect, like lack of cultural capitals, cannot present a holistic view to the researchers.

The findings agree with the Matsunaga's et al. (2021) research exploring how six Japanese students handle the challenges or hysteresis of studying at Australian universities. They suggest that many of the students experience a period of despair and uncertainty (hysteresis) because they dealt with adapting their existing learning habits and expectations to the norms and principles of the new academic system. However, the authors argue that this period of adjustment is not simply a negative experience. Instead, it represents a learning process filled with potential. In the end, students were able find out the opportunity to reconstruct their learning practices in this new learning field by confronting the limitations of their established habitus. Despite having diverse contexts and participant profiles, the EFL teachers in this study exhibited a similar trajectory. They not only adapted to the new teaching environment, but also recognized its potential to increase their future teaching practices.

Most of the changes in educational praxis happens through planned curricular changes. Such changes are perceived as a part of teaching career. However, educational changes in emergency cases, such as natural disasters, pandemics or wars, is a relatively new and frustrating situations for teachers. Therefore, teachers in the present study revised the concept of dynamism in teacher identity and prioritized adaptability, which can bare not only the curricular changes in their subject area but also the sudden changes creating an unexpected hysteresis in emergency cases. This may show the EFL teachers' adaptive expertise which is a valuable skill that enables individuals to effectively navigate complex and unfamiliar situations. Adaptive expertise is characterized by a flexible, innovative, and creative approach to problem-solving, and its development is influenced by factors such as domain validity and exposure to non-standard challenges (Hatano & Oura, 2003). Individuals with adaptive expertise possess a more extensive knowledge base, allowing them to recognize when to deviate from automatic processes and engage in conscious problem-solving (Hatano & Inagaki, 1986).

The findings of this study suggest that EFL teachers with adaptive expertise possess a broader knowledge base, enabling them to recognize when to deviate from routine teaching practices and engage in more deliberate problem-solving. In conclusion, adaptive expertise is a crucial characteristic for EFL teachers to possess in today's rapidly changing educational landscape. By developing and nurturing adaptive expertise, EFL teachers can enhance their effectiveness, improve student outcomes, and adapt to the challenges of online teaching.

CONCLUSION

This concluding chapter provides a comprehensive overview of the study, summarizing its goals, methods, and findings. It then explores the methodological and pedagogical implications of the research results. Finally, the chapter discusses the study's limitations and offers suggestions for future research, concluding with personal reflections.

The primary objective of this study is to present a detailed account of the state of EFL teachers' professional identity in hysteresis, by revealing the teachers' experiences during the ERT process. Through comprehensive explanations and a wide range of data, this study seeks to examine the professional identities of EFL teachers working in a SFL at a Turkish university.

The COVID-19 pandemic is considered a hysteresis period in this study. During this period, the ERT application compelled EFL teachers to integrate and apply unexpected and exceptional teaching methodologies alongside technology in a legitimate, holistic, and pedagogically sound manner. Moreover, teachers were expected to internalize this new teaching style rapidly. This necessity highlights the impact of online learning on both the collective and individual identities, as well as the professional autonomy of EFL teachers. In this phenomenological research, using a Bourdieusian perspective, it is focused on understanding the extent of the impact of the mandatory and urgent online teaching experience on the professional identities of EFL teachers.

While numerous studies on teacher identity have yielded significant findings and contributed significantly to the empirical research world, few have employed a phenomenological research design that combines the construction of EFL teacher identity in hysteresis with Bourdieu's conceptual tools. In this research, given the significant social impact of the pandemic period on teachers, it is aimed to bring together two theoretical

paradigms from two different research fields in a single study and to examine the construction of EFL teacher professional identity in relation to Bourdieu's concepts of social field, habitus, capital, and hysteresis. Therefore, this research has a meaningful design, a unique perspective, and a solid theoretical framework.

Another distinguishing feature of our study is the use of comprehensive data collection tools. In this study, various qualitative data collection tools have been used systematically. All data obtained from teaching journals, semi-structured phenomenological interviews, metaphor elicitation stage, concept mapping, follow-up interviews, and focus group interviews feed into each other in a cyclical manner.

The study was conducted in the SFL of a public university in Türkiye during the 2020-2021 academic year, spanning two 15-week semesters. Before commencing the data collection phase, participants were expected to teach online for six weeks to develop a certain level of experience. While EFL teachers were forced to continue teaching activities online, a completely new teaching domain for them, they were also struggling to cope with changing living conditions such as losing social connections, home isolation, increased housework, and trying to continue working from home. For these teachers, classrooms, the usual teaching context/environment, were replaced by screens during synchronous classes. In the present case, the pandemic period was the most representative example of the critical case mentioned by Bourdieu (1968). Moreover, as there was a significant mismatch between classroom and pandemic conditions, this was a time of hysteresis. Considering all these issues, the variable time of the COVID-19 pandemic provided the most suitable ground for conducting a study focusing on the phenomenon of EFL teacher identity in hysteresis.

The initial identity struggle is related to the changes that occur in the classroom environment. Teachers, in particular, face difficulties in addressing students' individual differences, maintaining pace in the online teaching environment, new teacher roles, difficulties in controlling students, limitations in their autonomy in terms of instructional planning and implementation, and finally, a decrease in professional motivation. This struggle extends to their private lives as teaching becomes a home office career. They also begin to see their workloads increasing. Moreover, pre-defined teacher identities, imbued with the self-sacrificing norms of their habits, are shattered as they cannot

intervene in the inequality within the context of ERT. In summary, changes in habitus cause them to reconsider their current identities in hysteresis. During this period, they become aware of their capital resources. They use some of their existing capital, such as social capital in their institutions, to overcome problems arising from the inadequacy of other capitals, such as online teaching skills. The change in capital makes them feel better over time. However, the loss of control over students causes teachers to experience a loss of symbolic power in the new remote classrooms.

Contributions and Implications of the Study

While this interpretive phenomenological study focused on a specific group and cannot be directly generalized to all language teachers, it offers valuable insights on EFL teacher identity in hysteresis. The findings hold significant implications for various stakeholders in language education, including ELT, EFL, educational psychology, social psychology of education and change management. Researchers, teacher educators, policymakers, program developers, and curriculum designers can all benefit from understanding and nurturing the experiences, thoughts, and beliefs of these language teachers.

In the first place, combining diverse theoretical frameworks offers a significant contribution to the field. Over the past decade, an increasing number of studies has highlighted the critical influence of teacher identity in understanding the experiences and growth of teachers. Studies have shown that professional identity significantly impacts various aspects of a teacher's professional life, including teaching quality, motivation, commitment, and career decisions (Van den Berg, 2002; Day et al., 2006; Hong, 2010). This emphasis on teacher identity stems from its multifaceted, evolving and instable nature. For these scholars, teacher identity is shaped by an individual's past experiences and functions as a driving force for current choices, beliefs, and actions. Additionally, it provides a guiding frame for future aspirations within the profession (Hong et al., 2017). The importance of teacher identity in understanding teachers' experiences is well-documented (Van den Berg, 2002; Day et al., 2006; Hong, 2010). However, a single, universally accepted framework remains elusive. Researchers explore this multifaceted concept through diverse lenses, emphasizing aspects such as narrative construction (Sfard & Prusak, 2005), discourse analysis (Alsup, 2006), and the powerful influence of context (Day et al., 2005; Flores & Day, 2006). To bridge this gap and gain deeper insights, the

existing language teacher identity framework was extended by incorporating Bourdieu's social theory. This integration aimed to transform abstract concepts like teacher identity, habitus, capital, and hysteresis into concrete applications within language teacher education. By deconstructing their ambiguities, the study aimed to clarify the role these concepts play in shaping classroom practices.

As mentioned earlier, teacher identity development is both personal and interpersonal and the process includes the effects of various constructs such as the interplay between personal and professional traits, contextual factors, learning experiences and affective reasons. Hence, it is a futile goal to describe the effects of a critical period on teacher identity by using one single concept. Applying this combined framework guided the interpretations of the research findings in a pervasive approach. Moreover, there was a chance to see and comment on the layers of the same experience with different outcomes on individuals. The rich qualitative data full of thick descriptions and metaphoric language provided a vivid picture of the research setting, EFL teachers' inner world and the several dimensions of the phenomenon. Consequently, the findings obtained from such a big amount of data can't be fully explained and interpreted by a single theory. Combining theories expanded my perspective to interpret research findings from various angles.

Secondly, the methodological approach used in this study is a valuable addition to the field's research toolbox. Recognizing the complexities of teacher identity construction, particularly in online environments, this study utilizes a phenomenological approach. My aim is to delve into the lived experiences of teachers grappling with teacher identity hysteresis caused by ERT. By giving voice to these EFL teachers' specific experiences within this extraordinary teaching context, the study aims to transform their individual and often private stories into a collective narrative. This, in turn, can deepen the understanding of the broader phenomenon of hysteresis and its impact on EFL teacher identity. My deliberate choice of interpretive phenomenology as the research methodology reflects the commitment to exploring the essence and meaning of language teacher identity in hysteresis from the perspective of those who have lived it. Furthermore, the field of language education can benefit from a renewed focus on

phenomenology to gain a richer and more nuanced understanding of critical incidents and global crises.

Additionally, the specific research setting in the wake of a global pandemic provides a valuable lens for examining the impact of critical incidents on EFL teacher identity. Existing research on teacher identity construction offers valuable insights, typically drawn from experiences within ordinary school contexts. However, there is a gap in understanding how teachers construct their professional identity during times of a global crisis. This study aims to investigate the impact of such unique experiences. The unexpected pandemic period undoubtedly had a direct effect on individual career paths, including both opportunities and challenges. While unlikely to be a recurring event, its significant impact to initiate a period of professional identity re-evaluation is indisputable. The intensity, duration, and overall experience will vary depending on individual circumstances. Nevertheless, the potential consequences of the pandemic on professional teacher identity trajectories are significant.

The findings of this study also hold practical implications for teacher training and professional development procedures both for pre-service and in-service teachers. The traditional focus on equipping teachers solely with content delivery skills needs to be broadened. As Friedman and Kass (2002) suggest, teacher training programs should cultivate "organizational skills" in teachers. This includes fostering an understanding of school structures, communication channels, collaborative decision-making processes, mutual understanding and a well-constructed CoP. By acknowledging the multifaceted nature of teacher identity and its ongoing construction, teacher training programs can better prepare teachers to direct the challenges and opportunities for a rapidly evolving educational landscape. Equipping teachers with the ability to navigate informal relationships and complex social situations within the school environment is crucial to offer them stronger social capital opportunities.

The current study underscores the dynamic nature of teacher identity within the ever-shifting landscape of online EFL teaching. The constant advancements in virtual learning platforms promotes the continuous reformulation of teaching roles and evolving targets for both technology integration and pedagogical approaches. This dynamism necessitates a focus on the complicated interplay between teacher identity and the ongoing innovative

practices. The findings dispute the perception of a static EFL teacher identity solely determined by skills, training, or experience. Instead, it suggests a dynamic construction continuously shaped by the unique demands of the language teaching field. The findings showed that this dynamic process revolves around the interplay between the teachers' habitus and the various forms of capital they possess and utilize. As the field progress due to innovations, teachers grapple with identity struggles. Teacher training programs will need to adapt opportunities of gaining new cultural and symbolic capitals to equip future educators for diverse learning environments. This includes integrating technology throughout content courses and providing field experiences that contextualize technology use within specific subjects. This research offers a deeper understanding of EFL online teachers' perspectives on knowledge and its connection to the TPACK framework. Furthermore, it lays the groundwork for examining the lived experiences of EFL teachers from various aspects of TPACK itself.

This study provides some implications for administrators, either. Turgut and Aslan (2021) mention that to maximize the effectiveness of technology-enhanced teaching innovation, educational stakeholders should adopt a targeted approach that considers teacher profiles. Administrative units in schools can capitalize on the innovative spirit of early-career teachers by providing opportunities for exploration and experimentation with new technologies. These younger generation teachers' endeavours and eager approach to build technology enhanced teaching practices may inspire their colleagues. Conversely, experienced teachers may require targeted interferences to address potential resistance to change. These teachers with well-established identities may experience a form of hysteresis because of their past classroom teaching experiences shaping their resistance to change. To provide effective PD practices for these teachers is the duty of school administrations. They ought to integrate in-service trainings demonstrating how technology can enhance teachers' established teaching styles by acknowledging their existing identities and building upon them. In this way, the level of hysteresis can be controlled.

In their exploration of the relationship between online and offline inequalities, research studies (Halford & Savage, 2010; Robinson et al., 2015) draw upon Bourdieu's (1984) distinction between economic and non-economic forms of capital within his framework

of individualized capitals. The EFL teachers in this study also reflect on these inequalities by sharing their lived experiences. The findings highlight that EFL teachers experienced a sense of "altruistic failure" due to the inequalities and lack of social capital faced by learners from low-income backgrounds within the educational system. These concerns, in turn, impacted their teacher identity construction. To effectively address this issue, policymakers need to acknowledge the diverse socio-economic and socio-cultural realities of university students across urban and rural contexts. They need to prioritize bridging the digital divide for both teachers and learners as online or blended learning transitions and implementations progress.

Finally, this study presented a detailed overview of lived experiences related to teacher emotions in the middle of an educational change. Therefore, there are some implications for educational psychologists. Teacher well-being plays a crucial role in their capacity to act as agents of change within schools. As Lochman et al. (2009) highlights, fostering teacher wellbeing including job motivation and satisfaction, having positive feelings about personal and professional life, and controlling stress and anxiety can significantly enhance the dissemination and effectiveness of teacher support programs. By prioritizing teacher well-being, schools can create a more encouraging environment that empowers teachers to embrace change and implement new initiatives successfully.

In conclusion, this phenomenological research explores the implications for EFL teacher identity construction in online environments through the lens of habitus, field, and capital, along with the hysteresis cycle. It is posited that teachers' existing experiences shape their current beliefs and practices (habitus). These, in turn, influence how they navigate the online teaching field (field) and the resources they bring into play (capital). The findings suggest that a focus on both individual capitals (cultural, social, symbolic) and the interplay between them is crucial. Teacher educators, trainers and school leaders can support this by providing opportunities for reflective dialogue by fostering critical reflection on online teaching experiences to challenge and refine existing beliefs (habitus). It is necessary to support collaborative online learning by engaging in online learning communities where teachers observe each other's practices and share resources to gain more social and cultural capital. Besides, there is a significant need for shared responsibility for online pedagogy learning. If teachers from all career stages are

encouraged to develop online teaching expertise through collaborative course design, facilitating and internalizing these practices might be easier for them.

Limitation and Suggestions

This study examined the reconstruction of EFL teachers' professional identities in a context shaped by past experiences. It investigated the phenomenon of 'EFL teacher identity in change' at a Turkish university using qualitative methods. While this research provides valuable insights, it is important to acknowledge certain limitations. The study setting was restricted to a single Turkish university, which may limit the generalizability of the findings. Future research could expand the scope by including multiple universities across Türkiye or from different educational cultures to confirm these results and broaden their applicability.

Admittedly, this phenomenological study investigated EFL teacher identity in hysteresis only with some EFL teachers at a state university. Hence, another limitation of this study has been population and sampling. Although the number of participants is convenient for a phenomenological investigation (Creswell, 2003), the experiences of this purposeful group does not represent the perspectives of all EFL teachers in other Turkish universities. Thus, any conclusion drawn by this study might only be indicative and suggestive. To overcome this limitation, future investigations might extend the setting to some other institutions which might present more significant findings. Moreover, to be able gain insights of EFL teachers from various personal and professional backgrounds, it would be better to implement a different participant selecting criteria for further research.

This study mainly inquired the essence of EFL teachers' online learning experiences throughout the ERT; however, there was limited opportunity to explore their teaching practices. It is important to clarify that the interpretations obtained from this study do not necessarily reflect the actual online learning classroom practices of the EFL teachers. Thus, in addition to the investigation of EFL teachers' identity related experiences in hysteresis during the ERT transition process how these experiences might shape and be reflected into their actual classroom practices should be explored by using different research paradigms and methodologies.

This study explored the experiences of EFL teachers throughout an academic year. However, recent discussions highlight that the challenges and hysteresis faced during the initial, rapid shift to online learning cannot be solely examined through the lens of teachers. It is a multifaceted issue. While the research focused on EFL teacher interpretations of hysteresis, the experiences of language learners within these contexts were not considered. To gain a more comprehensive perspective, future studies should pay greater attention to learner perspectives and experiences. Investigating language learners' stories in the same university context alongside EFL teachers' experiences would be valuable. This could reveal similarities and differences between the two sides, enriching the understanding of the hysteresis from both teachers' and learners' viewpoints.

As explained in detail in the methodology and discussion chapters, the significance of this research is in combining the teacher identity construction framework with Bourdieu's social theory. This combination demonstrates the power of interdisciplinary approaches. The synergy yielded rich details, allowing for a nuanced and comprehensive understanding of EFL teachers' experiences in hysteresis. It is predicted that this perspective promises well for future research on professional development. Besides, merging these diverse frameworks can be a powerful tool for investigating not only identity construction, but also the broader curve of teachers' professional development. By considering the interplay of habitus, field, and capital, researchers can gain valuable insights into how teachers navigate challenges, acquire new skills, and refine their pedagogical approaches within altering learning environments. This knowledge might be used to design targeted professional development programs which effectively support teachers while they are trying to manage the adaptation and evolution in a rapidly changing educational landscape.

The present study, conducted during the unprecedented global COVID-19 pandemic of 2020, sheds light on the complex interplay among online learning experiences, teacher identity construction and the catalysing role of the pandemic on individuals. The pandemic's disruptive influence on education, characterized by the sudden shift to remote emergency teaching, presented a unique challenge for both learners and teachers. EFL teachers in this study found themselves not only in the unfamiliar world of online

pedagogy but also the anxieties associated with the pandemic itself. Therefore, it was difficult to disentangle the distinct effects of these two contexts on EFL teachers' experiences of hysteresis. In 2022, pandemic restrictions finished, and teachers returned to their schools in a hybrid format. However, the subsequent earthquake in southeastern Türkiye and the associated university closures forced a return to online learning. This unforeseen event underscores the limitations of a single-year study in capturing the full impact of hysteresis on teacher identity. Future research that comparatively examines EFL teachers' reflections across these diverse contexts namely the initial pandemic-driven online shift, the subsequent hybrid model, a full return to a more traditional setting, and reexperiencing online teaching in the middle of another critical incident would offer a more nuanced understanding of hysteresis and its influence on teacher identity construction. By employing a longitudinal approach and incorporating a broader range of contexts, future studies can provide valuable insights for teacher education programs and PD initiatives.

In conclusion, replicating this study with K-12 teachers could offer valuable insights into teacher identity construction across different educational contexts. Utilizing a variety of paradigms to investigate their experiences during critical incidents, crises, or significant changes would enrich the understanding of how EFL teachers forge their identities. By comparing the experiences of K-12 and university EFL teachers using Bourdieu's perspective, researchers can gain a more nuanced perspective on the factors shaping teacher identity in diverse educational settings.

Researcher's Comment

I set the current investigation amidst the COVID-19 pandemic because it presents a clear case of a potential career shock or critical incident. Although it is unlikely to be a recurring event, the significant impact and the limited control individuals have over it make the process critical and a period of hysteresis. Teachers feel the pressure of re-evaluating their professional identity development. The intensity, duration, and overall experience will vary depending on individual circumstances. Nevertheless, the potential consequences of the pandemic on professional teacher identity trajectories are undeniable.

Evidence-based reflective practice demands the systematic collection of data about teaching and student learning (Farrell, 2007). This data informs teachers' decision-making and expand their awareness on development and growth (Dewey, 1933). Although the investigation is not a reflective practice, EFL teachers claimed that participating the current study helped them to reflect on their online learning experiences and raised their awareness. Besides, Guillemin and Heggen (2009) mention that qualitative research depends on establishing strong rapport between the researcher and participants. This positive relationship fosters the generation of rich data and ensure respectful interactions throughout the research process. The depth of the relationships formed in the current study goes beyond establishing rapport. Participants highlighted the "special relationship" and the confidence they felt in sharing experiences. They the researcher's role in prompting self-reflection and facilitating the evaluation of experiences within a theoretical framework. This dynamic between the two sides of the research process might be explained by symbolic and social capital. The participants may have perceived the researcher as possessing a certain level of expertise and trustworthiness within the research field. Eventually, this perception contributed to the sense of security and openness they expressed.

The sudden shock of COVID-19 caused a global education hysteresis. Schools were pushed to switch to online teaching (Van Lancker & Parolin, 2020), throwing teachers into a whirlwind of unfamiliar methods and communication tools (De Witt, 2020; Merrill, 2020). All EFL teachers' reflections gathered showed the effects of this sharp and quick transition on both their personal and professional life.

While online learning existed long before the pandemic, its rapid and large-scale adoption left teachers struggling to create effective experiences for all students (De Witt & Gloerfeld, 2020; Merrill, 2020). This rush, combined with isolation from students and the pressure to adapt lessons and technology, has possibly been both a traumatic and transformative event for many teachers (Baired, 2020). There were similar findings showing that the pandemic was a critical juncture for all EFL teachers. While online learning environments offer the potential for increased teacher autonomy, an overemphasis on individual work may have unintended consequences. Collaborative learning and the exchange of pedagogical practices among peers are essential for ongoing

teacher development. However, being excessively independent in online field might block these crucial aspects of professional growth. Furthermore, the isolation in online learning can decrease the job motivation and prevent the access to vital support networks.

Pandemic lockdowns forced many individuals accustomed to structured working hours to work from home (Irawanto et al., 2021). The lack of separation between the work and life, coupled with limited workspace in some cases (Syrek et al., 2022), has created difficulties in disconnecting from work and increased work stress. The constant presence of work steals from personal time and creates conflicts between work and home roles (Syrek et al., 2022). The EFL teachers shared the same worries about their roles while they were working from home. The obligatory isolation, disagreement between expectations and roles and the anxiety created by the health issues were listed as the reasons for hysteresis.

Educational innovations necessitate transformations in teachers' professional identities (Monereo & Badia, 2020). This transformation focuses on the connection between how teachers construct meaning from these innovations and how they develop their personal and emotional understanding of these new experiences (Geijsel & Meijers, 2005). Research confirms that new educational practices impact teacher identities (Beijaard et al., 2004; Day et al., 2007; Geijsel & Meijers, 2005), and conversely, teacher identity shapes their response to these innovations (Schmidt & Datnow, 2005; Van Veen & Slegers, 2006). In this study, EFL teachers highlight the challenges and uncertainties caused by the shift to online and potentially blended learning models. The effectiveness and professional satisfaction associated with permanent online instruction was questioned a lot by these teachers. They were mostly in favour of a hybrid approach that integrates online and in-person modalities as an alternative to teach fully online. Furthermore, participants raised pertinent questions regarding the future of language education in the face of evolving technological landscapes. They were suspicious about the long-term effects of online education and the potential weakening role of teachers regarding the increased technology integration and student autonomy. All in all, their concerns underscored the urgency for EFL teachers to adjust their pedagogical knowledge and instructional approaches by adapting the evolving demands of contemporary education.

Practice reconstruction, as described by Akkerman and Meijer (2011), involves a process of reshaping or repositioning a teacher's "I-positions." A lot of teachers begin their practice with a dominant "I-position" (Arvaja, 2016; Branco & Madureira, 2008). However, critical experiences and professional, local or global crises can trigger a repositioning (Arvaja, 2016; Branco & Madureira, 2008). Lengelle (2016) describes this shift as moving from a "first story" to a "second story," directing the development of new "I-positions". This development helps teachers to overcome challenges more effectively. This identity change requires a transformation not only in the individual level but also in the collective "We-position" as a team. The research confirms this view. The EFL teachers in this study demonstrated a developing "we position" as a team by supporting each other while they were battling with unknown circumstances throughout the semester. They found out the ways of repositioning their individual teacher identities with optimism and a balanced approach to pedagogy. Furthermore, they gained valuable cultural, social and symbolic capital (knowledge, skills) to empower others and advise newcomers.

The findings of this study underscore the significance of practice reconstruction in fostering teacher resilience and professional growth, particularly within challenging educational contexts such as emergency remote teaching. By engaging in a process of reshaping or repositioning their "I-positions," EFL teachers can develop a more nuanced and adaptable understanding of their role, responsibilities, and identities. This, in turn, can equip them with the necessary tools to navigate the complexities of teaching in uncertain times. Moreover, the study reveals the crucial role of collective identity in teacher resilience. This collective identity provided a source of comfort, motivation, and shared knowledge, ultimately enhancing their individual and collective resilience.

In light of these findings, it is imperative for educational institutions and policymakers to prioritize initiatives that support teacher practice reconstruction and foster a supportive and collaborative teaching environment. This could involve providing professional development opportunities, creating spaces for reflection and dialogue, and encouraging teachers to engage in collaborative practices. By investing in teacher resilience and professional growth, we can ensure that educators are well-equipped to meet the challenges of the future and provide high-quality education for all students.

DEĞİŞİMİN YAŞANMIŞ DENEYİMLERİ: HİSTERESİS DÖNEMİNDE İNGİLİZCE ÖĞRETMENİ MESLEKİ KİMLİĞİNİN ÇOK PERSPEKTİFLİ BİR KEŞFİ

GENİŞLETİLMİŞ TÜRKÇE ÖZET

Giriş

Bu çalışmanın temel amacı, COVID-19 pandemisi sürecinde İngilizce öğretmenlerinin yaşadığı zorunlu uzaktan öğretim deneyiminin, öğretmenlerin mesleki kimlikleri üzerindeki etkilerini anlamak ve bu etkileri Bourdieu' nun Alan teorisi çerçevesinde ele almaktır.

Giderek küreselleşen ve sürekli dönüşüme uğrayan dünyamızda, bireylerin kimlik kavramı karmaşıklık kazanmıştır. Kimliğin çok boyutlu ve dinamik yapısı, araştırmacılar için tanımlama sürecinde zorluklar yaratmaktadır. 20. yüzyılın başlarında Freud (1967) gibi düşünürler, kimliği bireyin içsel dünyasına ve özüne indirgeyerek daha bireyselci bir yaklaşım sergilemişlerdir. Ancak, Erikson (1968), Vygotsky (1978) ve daha sonraki kuramcılar, kimliğin sosyal etkileşimler ve çevresel faktörler tarafından şekillendiğini vurgulayarak daha bütüncül bir bakış açısı sunmuşlardır. Sosyal bilimler alanında çalışan Anderson (1991), Bourdieu (2008), Lave ve Wenger (1991) gibi isimler ise kimliği, kültürel, etnik ve toplumsal boyutlarla ilişkilendirerek daha geniş bir perspektif sunmuşlardır. Bu araştırmacılara göre, kimlik, bireyin içinde bulunduğu toplumsal gruplar, kurumlar ve etkileşimler yoluyla sürekli olarak inşa edilen ve dönüştürülen bir olgudur.

Öte yandan Eğitim Bilimleri araştırmacılarına göre, öğretmen kimliği inşası, öğretmenlerin kendi bağlamlarında kendilerini öğretmen olarak nasıl gördükleri, hissettikleri, tanımladıkları veya konumlandıkları ve aynı zamanda öğretmenlerin inançları, değerleri, kavramları, teorileri ve pedagojik ve pratik bilgilerini içerir (Beauchamp & Thomas, 2009; Beijaard et al., 2000; Bukor, 2012; Yazan, 2017). Pennington (2014), öğretmen kimliğini bir yapı, bir zihinsel görüntü veya bir model olarak tanımlar, bu yapı bir öğretmenin 'öğretmenlik yaparken' belirli eylemler yoluyla öğretim uygulamalarını yönlendirir (s. 38).

COVID-19 pandemisi, bu çalışmada, bir İngilizce öğretmeni için alışılmışın dışında ve beklenmedik durumları ifade eden "histeresis" kavramıyla nitelendirilmektedir. Bu dönemde uygulanan Acil Durum Uzaktan Öğretim uygulaması, İngilizce öğretmenlerini, teknolojik araçları ve geleneksel olmayan öğretim yöntemlerini bir araya getirerek, yeni ve karmaşık bir öğretim ortamında başarılı olmaya zorlamıştır. Öğretmenlerin bu yeni duruma hızla adapte olmaları beklenirken, aynı zamanda bu durumun onların mesleki kimlikleri ve özerklikleri üzerindeki etkileri de göz ardı edilemez. Bu çalışmada, fenomenolojik bir yaklaşım benimsenerek, İngilizce öğretmenlerinin bu zorunlu ve ani geçiş sürecinde yaşadıkları deneyimler derinlemesine incelenmiştir. Bourdieu'nun sosyal teori çerçevesi kullanılarak, öğretmenlerin mesleki kimliklerinin bu süreçte nasıl şekillendiği ve dönüştüğü araştırılmıştır. Özellikle, öğretmenlerin sosyal alanlardaki konumları, habitusları ve sermayeleri, bu dönüşüm sürecinde belirleyici faktörler olarak ele alınmıştır.

Mevcut araştırmanın en önemli amacı, İngilizce öğretmeni mesleki kimliğinin histeresis içindeki durumunu, öğretmenlerin Acil Durum Uzaktan Eğitim süreci sırasındaki deneyimlerini ortaya koyarak ayrıntılı bir şekilde tanıtmaktır. Bu çalışmada, kapsamlı açıklamalar ve geniş bir veri yelpazesi sunarak, bir Türk üniversitesi bağlamında dil öğretiminde görev alan öğretmenlerin mesleki kimliklerini incelemeye çalıştık.

Dil öğretmeni mesleki kimliklerinin gelişim çizgileri ve bu kimlikleri oluşturan kavramlar arasındaki ilişki üzerine yapılan araştırmaların geniş yelpazesini göz önünde bulundurarak, aşağıdaki fenomenolojik araştırma soruları ele alınmaktadır:

- Arş.S.1. İngilizce öğretmenleri, acil durum uzaktan eğitim öncesinde şekillenen mesleki kimliklerini nasıl tanımlar?
- Arş.S.2. İngilizce öğretmenleri, Acil Durum Uzaktan Eğitim 'de histeresis deneyimliyorlar mı ve bu deneyim mesleki kimliklerinde nasıl bir iz bırakıyor?
- Arş.S.3. İngilizce öğretmenleri, yeni çevrimiçi öğrenim alanındaki deneyimlerini kullanarak öğretmen kimliklerini nasıl yeniden tanımlarlar?

Çalışmanın Önemi

Uzun yıllardır yürütülen Öğretmenlik Bilgi ve Becerileri araştırmaları önemli bulgulara sahip olsa ve deneysel araştırma dünyasına çok şey kazandırsa da pek çoğu histeresis içindeki İngilizce öğretmen kimliği inşasını Bourdieu'nun düşünce araçlarıyla birleştiren bir fenomenolojik araştırma tasarımı uygulamamıştır. Mevcut araştırmada, pandemi döneminin öğretmenler üzerinde büyük bir sosyal etkisi olduğundan, iki farklı araştırma alanından iki teorik paradigmayı tek bir çalışmada bir araya getirerek ve öğretmen mesleki kimliği inşası Bourdieu'nun sosyal alan, habitus, sermaye ve histeresis kavramlarıyla ilişkilendirerek incelenmiştir. Dolayısıyla araştırmanın anlamlı bir tasarımı, kendine özgü bir bakış açısı ve sağlam bir kuramsal çerçevesi vardır. Bu, güncel araştırmanın ayırt edici özelliğidir.

Çalışmanın bir diğer ayırt edici özelliği ise kapsamlı veri toplama araçları kullanılmasıdır. Benzer kapsama sahip çalışmalar çoğunlukla röportajlar veya yazılı anlatı sorgulamaları gibi bir veya iki veri kaynağına yer vermiştir. Oysa bu araştırmada, çeşitli nitel veri toplama araçları sistematik bir şekilde kullanılmıştır. Öğretmen günlük kayıtları, yarı-yapılandırılmış fenomenolojik mülakatlar, metafor çıkarma aşaması, kavram haritası çizimleri ve takip edici mülakatlar ve odak grup mülakatlarından elde edilen tüm veriler birbirini döngüsel bir şekilde beslemektedir.

Literatür Taraması

Öğretmenlerin Mesleki Kimliği ve Pierre Bourdieu'nun Sosyolojik Çerçevesi

Öğretmenlerin mesleki kimliği, çeşitli disiplinler ve araştırma paradigmalarında yaygın olarak keşfedilen bir kavramdır (Kanno & Stuart, 2011). Öğretmen eğitiminde, "öğretmen olmak" ve "öğretmen haline gelmek" arasındaki ayrım özel bir önem taşımaktadır. Britzman (1992), rol ve kimlik arasında ayrım yaparak, rollerin dışsal olarak atanan işlevler olduğunu, kimliklerin ise devam eden sosyal etkileşimler yoluyla şekillendirilen içsel bir bağlılığı içerdiğini vurgulamaktadır. Benzer şekilde, Danielewicz (2001) öğretmen olmanın yalnızca bir rol üstlenme değil, tüm benliği dahil etmeyi gerektiren dönüştürücü bir süreç olduğunu vurgulamaktadır.

Dil Öğretmeni Mesleki Kimliğinin İnşası

Bu çalışmada, dil öğretmeni kimliği inşası üzerine Yazan (2018) tarafından önerilen kapsamlı çerçeve benimsenmiştir. Bu çerçeve, literatürdeki mevcut bulgular ışığında geliştirilmiş olup, dil öğretmenlerinin kimliklerini şekillendiren çok yönlü bir yaklaşım sunmaktadır. Yazan'ın (2018) çalışmasında da vurgulandığı üzere, dil öğretmeni kimliği, statik bir yapıdan ziyade, öğretmenlerin mesleki yaşamları boyunca sürekli olarak inşa edilen ve dönüştürülen dinamik bir süreçtir. Bu süreçte aşağıdaki temel bileşenler etkili olmaktadır:

Öğretmen Öğrenimi: Öğretmenlerin, öğretmenlik mesleğine ilk adım attıklarından itibaren edindikleri formal ve informal öğrenme deneyimleri, kimliklerinin oluşumunda önemli bir rol oynamaktadır. Öğretmen eğitimi programları, stajlar ve mesleki gelişim etkinlikleri, öğretmenlerin bilgi ve becerilerini geliştirerek kimliklerini şekillendirmektedir.

Öğretmen Bilişselliği: Öğretmenlerin dil öğretimi hakkındaki inançları, bilgileri ve pedagojik yaklaşımları, kimliklerinin temelini oluşturmaktadır. Bu bileşen, öğretmenlerin öğrenme süreçleri hakkında nasıl düşündüklerini ve öğrencilerine nasıl yaklaştıklarını kapsamaktadır.

Uygulama Topluluklarına Katılım: Öğretmenlerin meslektaşlarıyla etkileşimleri, ortak çalışmaları ve bilgi paylaşımı, kimliklerinin şekillenmesinde önemli bir rol oynamaktadır. Okul içindeki ve dışındaki öğretmen topluluklarına katılım, öğretmenlerin mesleki kimliklerini güçlendirmelerine ve yeni perspektifler kazanmalarına olanak tanır.

Bağlamsal Faktörlerin Etkisi: Okul ortamı, öğrenci özellikleri, müfredat ve politikalar gibi bağlamsal faktörler, öğretmenlerin kimliklerini şekillendiren önemli etmenlerdir. Bu faktörler, öğretmenlerin karar verme süreçlerini ve öğretim uygulamalarını etkileyerek kimliklerini belirler.

Öğretmen Biyografileri: Öğretmenlerin geçmiş deneyimleri, kişilik özellikleri, değerleri ve kültürel arka planları, kimliklerinin oluşumunda önemli bir rol oynamaktadır. Bu bileşen, öğretmenlerin kimliklerinin kişisel ve sosyal boyutlarını kapsamaktadır.

Öğretmen Duyguları: Öğretmenlerin mesleki yaşamları boyunca yaşadıkları duygusal deneyimler, kimliklerinin şekillenmesinde önemli bir etkidir. Başarı, başarısızlık, mutluluk, üzüntü gibi duygular, öğretmenlerin kendilerini nasıl gördüklerini ve mesleki rollerini nasıl algıladıklarını etkileyebilir.

Sonuç olarak, dil öğretmeni kimliği, çok boyutlu ve dinamik bir yapı olup, öğretmenlerin bireysel ve sosyal deneyimlerinin bir ürünüdür. Yukarıda belirtilen bileşenler, dil öğretmeni kimliğinin karmaşık yapısını daha iyi anlamamıza yardımcı olmaktadır.

Pek çok çalışma, öğretmenlerin mesleki kimlik inşasını anlamının önemini kabul etmektedir (Connelly & Clandinin, 1999; Day, 2002; MacLure, 1993; Varghese et al., 2005). Öğretmen kimliğini geçmiş, deneyimler, bağlam ve önyargılar gibi çeşitli faktörlerin etkilemesi nedeniyle kapsamlı bir şekilde tanımlamak zordur. Olsen (2008) öğretmen kimliğini, öğretim ortamı, sosyal statü, geçmiş deneyimler ve öğretme-öğrenmeye dair inançlar dahil olmak üzere çeşitli unsurlar tarafından şekillendirilen dinamik bir yapı olarak tanımlamaktadır. Araştırmalar sıklıkla farklı kuramsal perspektiflerle birlikte öğretmen kimliğinin özelliklerini ve onu etkileyen faktörleri incelemektedir (Akkerman & Meijer, 2011; Bukor, 2012; Li, 2022; Varghese et al., 2005; Yazan, 2018). Bununla birlikte, bazı ortak temalar ortaya çıkmaktadır- öğretmen kimliği çok katmanlı, akışkan, sürekli gelişen ve tek seferlik bir oluşum değildir (Cheung et al., 2015; Christensen et al., 2022; Fives & Gill, 2020; Li, 2022; Olsen, 2016). Öğretmen kimliği döngüsel bir süreç içinde inşa edilir ve yeniden inşa edilir, bu da devam eden araştırma ihtiyacını vurgulamaktadır.

Öğretmenlerin mesleki kimliklerinin sosyal faktörler tarafından şekillendiği gerçeği, eğitim araştırmalarında sıklıkla vurgulanan bir konudur. Bu bağlamda, Bourdieu'nun sosyolojik teorisi, öğretmen kimliğinin inşasını daha derinlemesine anlamak için güçlü bir çerçeve sunmaktadır. Bourdieu'nun habitus, alan ve sermaye gibi temel kavramları, öğretmenlerin mesleki yaşamlarını şekillendiren sosyal güç dinamiklerini ve kültürel etkileri daha iyi kavranmasına yardımcı olur.

Bourdieu'nun Temel Kavramları ve Öğretmen Kimliği

Bourdieu bir sosyologdur, ancak fikirleri farklı konulara odaklanan birçok araştırma alanını etkilemiştir. "Ayrım" adlı eserinde (Bourdieu, 1984) Bourdieu, uygulama veya sosyal eylemlerin üretilmesi için sermaye, habitus ve alanın birlikte çalıştığını öne sürer. Bourdieu (1984, s. 101) bu etkileşimi şu denklemlerle açıklar: [(habitus)(sermaye)] + alan = uygulama.

Habitus: Bireyin sosyal çevresi tarafından şekillenen, düşünce, algı ve eylem kalıplarının bir bütünüdür. Öğretmenlerin habitusu, öğretmen eğitimi, mesleki deneyimler ve sosyal etkileşimler yoluyla şekillenir. Bu kalıplar, öğretmenlerin sınıf içindeki davranışlarını, öğrencilere olan yaklaşımlarını ve genel olarak öğretim anlayışlarını etkiler.

Alan: Belirli bir sosyal arenada, bireylerin güç mücadelesi verdiği ve belirli kurallara göre etkileşimde bulunduğu bir alandır. Okul, öğretmenler için bir alandır. Bu alanda öğretmenler, öğrenciler, yöneticiler ve diğer paydaşlarla etkileşim kurarak konumlarını belirler ve mesleki kimliklerini şekillendirir.

Sermaye: Bireylerin sosyal hayatta sahip oldukları ve kullanabilecekleri kaynaklardır. Ekonomik sermayenin yanı sıra, kültürel sermaye (eğitim, bilgi, beceriler), sosyal sermaye (kişisel ilişkiler, ağlar) ve sembolik sermaye (prestij, itibar) gibi farklı türde sermayeler öğretmenlerin alan içindeki konumlarını ve dolayısıyla mesleki kimliklerini belirler.

Normal şartlar altında, yani işlerin normalde gerçekleşme, olma veya ortaya çıkma biçimleri altında, Bourdieu bir alandaki aktörleri habitus ve alanın uyumlu bir şekilde bir arada var olduğu "sudaki balık" olarak tanımlar. Bu metafor, bireylerin alanlar ve habitus arasında gidip gelen yavaş ve birbirine uyan uyumu açıklamak için kullanılır (Bourdieu & Wacquant, 2008; Reay, 2004; Sanders-Smith ve ark., 2022). Ancak, alanda ani değişiklikler veya alışılmadık ve kaotik durumlar varsa, habitus ile alan arasındaki uyumsuzluk veya gecikme anlamına gelen histeresis ortaya çıkar. Hysterisis, bu istikrarsız zamanların sonucudur (Grenfell, 2012b). Aynı zamanda, habitus ile alan arasındaki aidiyetteki kopukluk olarak da tanımlanır, yani artık birbirlerine karşılık gelemezler. Ayrıca, histeresis olgusu, gerçek bir alanın yapısalında meydana gelen

köklü bir değişimin ve bir bireyin topluma veya bir alana uyum sağlama gücüne sahip habitus parçalanmasının sonuçlarını açıklamak için kullanılır. Bu, habitus ile alan arasındaki çatışma ve habitus ile alanın zaman açısından eşzamanlı olmaması ile ilgili zaman boyutudur (Hardy, 2012).

Histeresis olgusu, çeşitli disiplinlerde geniş bir açıklama ve uygulama alanı bulmuştur. Strand ve Lizardo (2017, s. 192) tarafından "geçmiş maruziyetlerin yörüngesine dayalı değişimin elastikiyetsizliği" olarak tanımlanır. Ani bir değişim içeren bir durumda, habitus alışkın olmadığı bir alana yönlendirilir (Sanders-Smith ve ark., 2022). Bourdieu, insan bilimlerinde histeresis terimini, kaotik durumlarda habitus ile alan arasındaki uyumsuz ilişkiyi açıklamak için kullanmıştır. Bu uyumsuzluk, maruziyet süresine, aktörün özerkliğine, çevresel faktörlere ve önemli diğerlerinden alınan desteğe bağlı olarak dirençli veya değişken olabilir. Kararlı bir durumda aktörler genellikle "sudaki balık" olarak tanımlanır; bu, alıştıkları alan ve habitus arasında oluşan yavaş ve birbirine uyumlu itme ve çekmeleri dengelemeleri anlamına gelir (Bourdieu & Wacquant, 2008; Reay, 2004).

Bourdieu'nun (2008) açıkladığı gibi, alandaki yaygın olarak kabul görmüş kurallar ve düzenlilikler değiştiğinde, daha önce uygun ve uyumlu olan pratikler alakasız hale gelir veya uygulanamaz hale gelir. Alanın aktörleri için, önceden sahip olunan eğilimlerin veya uygulamaların çoğu artık doğru, geçerli veya meşru değildir Reay (2004), bu hızlı değişimlerin potansiyel olarak dönüştürücü olsa da aynı zamanda rahatsız edici olabileceğini de vurgulamaktadır. İnsanlar, her zamanki iş yapma biçimleri artık işe yaramadığında kendilerini kaybolmuş veya kendilerinden emin değilmiş gibi hissedebilirler, "sudan çıkmış balık" gibi olurlar. Bourdieu (2000) buna "histeresis" zamanı der: yerleşik alışkanlıklarımızın (eğilimler) yeni çevre (alan) ve onun beklentileriyle çatıştığı zamanlardır. Örneğin, kırsal kökenli öğrencilerin şehir okullarına geçmesi gibi eğitimde de bunun gerçekleştiğini görmüştür.

Çalışmanın bağlamında, dil öğretmenlerinin olağan deneyimleri, COVID-19 salgını ve ardından gelen okul kapanmalarıyla kesintiye uğramıştır. Bu durum, öğretmenlerin alıştıkları öğretim alanını -bağlamı- dramatik bir şekilde değiştirmiştir. Öte yandan, ister istemez bu yeni çevrimiçi öğretim ortamında farklı sembolik, kültürel, sosyal sermaye biçimlerine maruz kalmışlar ve bu tür sermaye biçimlerinden etkilenmişlerdir. Bilindiği

üzere, sermayenin çeşitli biçimleri ve kişinin habitusu her zaman alanla uyumlu çalışır. Bu nedenle, öğretmenlerin habitusu (hem mesleki hem de bireysel) -veya mesleki kimlikleri olarak da düşünülebilir- pandemi koşullarının etkisi altındadır. Bu uyumsuzluk ve kritik dönem sonucunda önemli bir histeresis ortaya çıkmıştır. Araştırma çerçevesine histeresis olgusunu dahil etmek, araştırmanın bulgularını analiz ederken ve yorumlarken önemli ve yenilikçi teorik katkılarda bulunulmasını sağlamıştır.

Metodoloji

Fenomenolojik Çalışma Çerçevesi

Fenomenoloji (Olgu çalışması), Alman filozof Edmund Husserl'in (1970) çalışmalarına dayanan hem teorik bir çerçeve hem de bir metodolojidir. Nitel araştırma, bireylerin olaylara ilişkin deneyimlerini anlamayı öncelikli kılar. Tek bir katı felsefe değildir, daha çok transendentalizm, varoluşçuluk ve hermeneutik dahil olmak üzere çeşitli geleneklerden faydalanır. Heidegger (1968), Husserl (1970), Moustakas (1994) ve van Manen'e (1990) göre, nitel araştırmanın bir türü olarak fenomenolojik araştırma paradigması, deneyimlerin yapılarını ve bileşenlerini sistematik bir şekilde tanımlamak için kullanılır. Bir olgunun doğasını ve anlamını derinlemesine kavramaya yardımcı olur. Ayrıca olgu çalışmaları, bireylerin günlük deneyimlerinin doğasını veya anlamını ayrıntılı bir şekilde kavramaya odaklanır. Diğer insan bilimleri araştırma yöntemleri ve prosedürleri ile aynı değildir, çünkü çabası, dünyayı "önceden düşünülmemiş, sınıflandırmadan, veya soyutlamadan" (van Manen, 1990, s.5) deneyimleme biçimi hakkında daha geniş bir fikir edinmeyi amaçlar. Mevcut çalışmada 'İngilizce öğretmenlerinin bir histeresiz dönemindeki mesleki kimlik yapılanması' olgusu bu öğretmenlerin deneyimlerine dayalı yansıtmaları incelenerek ele alınmıştır.

Araştırma Ortamı

Çalışma, 2020-2021 öğretim yılında, her biri 15 haftalık iki dönem boyunca Türkiye'deki bir devlet üniversitesinin Yabancı Diller Okulu'nda gerçekleştirilmiştir. Veri toplama aşamasına başlamadan önce katılımcıların, belli bir oranda tecrübe geliştirebilmeleri için 6 hafta boyunca çevrimiçi ders vermeleri beklenmiştir. Yabancı Dil öğretmenleri, kendileri için tamamen yeni bir öğretim alanı olan çevrimiçi olarak öğretim faaliyetlerine

devam etmek zorunda kalırken, aynı zamanda sosyal bağları kaybetmek, evde izolasyon, artan ev işleri ve evden çalışmaya devam etmeye çalışma gibi değişen yaşam koşullarıyla da başa çıkmaya çalışmaktadırlar. Bu öğretmenler için alışılmış öğretim bağlamı/ortamı olan sınıflar, senkron dersler sırasında yerlerini ekranlara bırakmışır. Pandemi dönemi, Bourdieu'nun bahsettiği kritik vakanın en temsili örneğidir. Dahası, öğretim koşulları ile pandemi koşulları arasında önemli bir uyumsuzluk olduğu için gerçek bir histeresis dönemi tecrübe edilmiştir. Tüm bu meseleleri göz önünde bulundurarak, COVID-19 pandemisinin değişken zamanı, histereziste Yabancı Dil öğretmeni kimliği olgusuna odaklanan bir çalışma yürütmek için en uygun zemin oluşturmuştur.

Katılımcılar

Olgu çalışmalarının derinlemesine incelemelere odaklanması nedeniyle, genellikle 3-10 katılımcı, bu tür çalışmalar için yeterli kabul edilir (Creswell, 2007; Polkinghorne, 1989). Bu çalışma kapsamında, Türkiye'deki bir devlet üniversitesinde görev yapan dokuz tam zamanlı İngilizce öğretmeni, çalışmanın amacına uygun olarak amaçlı örnekleme yöntemi ile seçilmiştir. Katılımcılar, mesleki deneyimleri, kişisel yaşamları, eğitim geçmişleri ve kurumdaki rolleri gibi çeşitli yönlerden farklılık göstermektedir. Bu heterojen yapı, farklı öğretmen profillerini kapsamasını ve elde edilen verilerin zenginleşmesini sağlamıştır. Tüm katılımcılara, katılımın gönüllü olduğu, verilerin gizli tutulacağı ve herhangi bir olumsuz sonuç doğurmayacağı konusunda bilgi verilmiştir. Katılımcılarla derinlemesine görüşmeler yapılmış ve gözlemler gerçekleştirilerek, veriler toplanmıştır. Elde edilen veriler, farklı öğretmenlerin deneyimlerini ve perspektiflerini ortaya çıkararak, İngilizce öğretme pratiği hakkında daha derinlemesine bir anlayış sunmaktadır.

Veri Toplama Araçları

Öğretim Günlükleri

Araştırmada ilk olarak, İngilizce öğretmenlerinin yansıtıcı düşünme becerilerinin güçlü yönlerini ortaya çıkarmak amacıyla düzenli aralıklarla tuttıkları öğretim günlüklerinden yararlanılmıştır. Öğretmenlerin toplamda altı kez tuttıkları bu günlüklerde, derslerine dair gözlemlerini, deneyimlerini, düşüncelerini ve yaşadıkları zorlukları detaylı bir

şekilde ifade etmişlerdir. Yansıtıcı düşünme, öğretmenlerin kendi uygulamalarını değerlendirmelerine, yeni stratejiler geliştirmelerine ve profesyonel gelişimlerine katkı sağlayan önemli bir beceridir. Bu günlükler, çalışmamızın temel yazılı veri kaynaklarından biri olmuştur.

Yarı- Yapılandırılmış Fenomenolojik Mülakatlar

Araştırmada, öğretmenlerin yansıtıcı düşünme süreçlerini daha derinlemesine incelemek amacıyla, öğretim günlüklerinin yanı sıra yarı yapılandırılmış mülakatlar da gerçekleştirilmiştir. 2020-2021 öğretim yılı boyunca, tüm katılımcılarla düzenli aralıklarla çevrimiçi ortamda (toplamda altı kez olmak üzere) birebir görüşmeler yapılmıştır. Bu görüşmelerde, öğretmenlerin günlüklerinde yer alan temalara ve deneyimlerine yönelik açık uçlu sorular sorulmuştur. Bu sayede, öğretmenlerin yansıtıcı düşünme süreçleri hakkında daha derinlemesine bilgi edinilmiş ve günlüklerde yer alan bulguların doğrulanması amaçlanmıştır. Mülakatlar, öğretmenlerin demografik bilgilerini toplama ve günlüklerinde yer alan noktaları daha detaylı bir şekilde ele almayı sağlamıştır.

Kavram Haritaları ve Takip Mülakatları

Araştırmanın üçüncü veri toplama ayağında, katılımcıların kendi deneyimlerini görsel olarak temsil etmelerine olanak tanıyan kavram haritaları kullanılmıştır. Katılımcılar tarafından oluşturulan bu haritalar, takip eden görüşmelerde derinlemesine incelenerek, katılımcıların düşünce yapılarını ve deneyimlerini daha iyi anlama imkânı sunmuştur. Bu katılımcı odaklı yöntem, araştırmaya zenginlik katarken, katılımcıların kendi perspektiflerinden konuya yaklaşmalarına ve daha spontane bir şekilde düşüncelerini ifade etmelerine olanak sağlamıştır.

Metafor Çıkarım Mülakatları

Çalışmamızda, İngilizce öğretmenlerinin çevrimiçi öğretime geçiş sürecindeki deneyimlerini daha derinlemesine anlamak amacıyla metafor analizi yöntemi kullanılmıştır. Katılımcılardan, İngilizce öğretmenliği mesleğini, çevrimiçi öğrenmeyi, pandemi sürecini ve uzaktan çalışmayı tanımlamak için metaforlar üretmeleri istenmiştir. Çevrimiçi gerçekleştirilen birebir görüşmelerde, katılımcılara düşüncelerini özgürce

ifade etmeleri için yeterli zaman tanınmıştır. Metafor seçimlerinin gerekçelerini daha iyi anlamak adına, 'Neden?' sorusu ile takip edilmiş ve metafor ile metafor aracındaki benzerlikler vurgulanmıştır. Bu sayede, öğretmenlerin zihinlerindeki soyut kavramları somutlaştırmak ve deneyimlerini daha zengin bir şekilde anlamak mümkün olmuştur.

Odak Grup Mülakatları

Kitzinger (1995) odak grup tartışmalarında katılımcıların birbirleriyle konuştuklarını, soru sorduklarını, deneyimlerini paylaştıklarını ve yalnızca araştırmacı tarafından yöneltilen soruları cevaplamak yerine diğer katılımcıların deneyimleri ve fikirleri hakkında yorum yaptıklarını vurgulamaktadır. Bu nedenle, COVID-19 pandemisinin neden olduğu histeresis zamanında öğretmen kimliği inşasına ilişkin algıları ve deneyimlerin betimlemeleriyle doğrudan ilgili seçilmiş konularda çevrimiçi olarak kaydedilen bir odak grup görüşmesi yürütülmüştür. Bu tartışma oturumunu yürütenin temel amacı, COVID-19 pandemisinin neden olduğu histeresis zamanında öğretmen kimliği inşasının özünü ortaya koyan daha fazla veri elde etmektir. Öte yandan, odak grup tartışması araştırmacının veri çeşitlemesine ve araştırmanın güvenilirliğini ve doğrulanabilirliğini desteklemesine katkı sağlamıştır.

Veri Analizi

Bu araştırmada, nitel araştırma yöntemlerine uygun olarak, katmanlı bir veri toplama süreci uygulanmıştır. Öğretmenlerin deneyimlerini derinlemesine anlamak amacıyla öğretim günlükleri, yarı yapılandırılmış mülakatlar, kavram haritaları, metafor çıkarma mülakatları ve odak grup tartışmaları gibi çeşitli veri toplama araçları kullanılmıştır. Elde edilen veriler, içerik analizi yöntemiyle derinlemesine incelenmiştir. Öğretim günlükleri doğrudan kodlanırken, mülakat verileri transkripte edilerek katılımcıların doğrulanmasına sunulmuştur. Metafor verileri, metafor analizi teknikleriyle incelenmek üzere bir Excel tablosunda sistematik olarak düzenlenmiştir. Kavram haritaları ise metne dönüştürülerek diğer verilerle birlikte analiz edilmiştir. Tüm verilerin gizliliği ve güvenliği, verilerin şifrelenmiş metin dosyaları olarak saklanmasıyla sağlanmıştır.

Bu araştırmada, derinlemesine bir içerik analizi süreciyle dokuz İngilizce öğretmenin deneyimleri incelenmiştir. İlk aşamada, toplanan tüm veriler (mülakatlar, günlükler,

kavram haritaları) açık kodlama yöntemi ile incelenerek, verilerdeki temalar belirlenmiştir. Bu süreçte, 140 adet ilk kod elde edilmiştir. İkinci aşamada ise, elde edilen bu kodlar arasındaki ilişkiler ve benzerlikler göz önünde bulundurularak, aksiyomatik kodlama yöntemiyle daha genel ve kapsayıcı temalara dönüştürülmüştür. Bu süreç sonunda, verilerin özünü yansıtan 70 adet ana temaya ulaşılmıştır. Kodlama sürecinde, kodlayıcılar arası güvenilirliği ölçmek amacıyla, toplam verinin % 10 luk bir kısmında iki araştırmacı tarafından bağımsız olarak kodlama yapılmış ve daha sonra kodlar arasında bir uzlaşma sağlanmıştır. Maxqda yazılımı, kodlama ve tema geliştirme sürecinde kullanılmıştır. Verilerin analizi, öğretmen mesleki kimlik gelişimi ve Boudieu'nun alan teorisi çerçevesinde gerçekleştirilmiştir.

Bilimsel etiğe uygunluk kriterleri

Merriam (2009)'a göre nitel araştırmada etik ilkeler, çalışmanın geçerliliği ve güvenilirliği açısından büyük önem taşır. Bu doğrultuda, çalışmamızda katılımcıların anonimliği ve gizliliği en üst düzeyde korunmuştur. Çalışmanın başında tüm katılımcılara araştırmanın amacı detaylı bir şekilde açıklanmış ve onam sürecinde kişisel veri koruması hakkında bilgilendirme yapılmıştır. Katılımcılar tarafından seçilen takma adlar, verilerin gizliliğini korurken aynı zamanda katılımcıların bireysel hikayelerini takip etmemizi sağlamıştır. Ayrıca, 24 Kasım 2020'de Erciyes Üniversitesi Etik Kurulu'ndan alınan onay ile çalışmanın etik gereklilikleri çerçevesinde yürütüldüğü belgelenmiştir.

Bulgular ve Tartışma

Araştırmada elde edilen veriler, beş ana tema altında kategorize edilerek sunulmuştur: yabancı dil öğretmenlerinin kimlik tanımlamaları, histeresis zamanında öğretmen kimliği, yeni alanın faydaları ve özgüven kazanımı, mesleki kimliğin yeniden tanımlanması ve katılımcıların duygusal yatırımları. Bu temalar, katılımcıların kişisel ve mesleki deneyimlerinin, İngilizce öğretmenliği kimliklerinin oluşumunda ne denli önemli olduğunu ortaya koymaktadır. Çalışmaya katılan öğretmenler, kimliklerinin şekillenmesinde aile geçmişlerinin, sosyal çevrelerinin ve karşılaştıkları kişilerin büyük etkisi olduğunu vurgulamışlardır. Öğretmenlik mesleğinin hem kişisel hem de mesleki kimliklerini şekillendiren bir merkez olduğu ve mesleki öğrenimlerin özel hayatlarına da yansıdığı sonucuna ulaşılmıştır.

İdeal ve İstenmeyen İngilizce Öğretmenlerinin Özellikleri Hakkındaki İnançlar

Katılımcıların ideal öğretmen öz-algıları üç ana alanda kategorize edildi: mesleki eğilimler, öğretim stratejileri ve kişilerarası ilişkiler. Yüz yüze veya sınıf içi öğretim uygulamaları ile ilgili olarak, çoğu katılımcı geniş bir yelpazede "öz disiplin", "öğrenme süreci boyunca verimlilik", "yetkinlik", "öğrenmeye ve öğretmeye heveslilik", "yaratıcılık", "yardımseverlik" ve "adalet" gibi belirli mesleki karakterlerden bahsetmiştir. Öğretim stratejileri açısından öğretmenler, "güçlü bir pedagojik ve içerik bilgi alanına sahip olma", "disiplini koruma", "otantik materyalleri bütünleştirme" ve "öğretime yenilikçi yaklaşımlar uygulama'nın önemini vurguladılar. Kişilerarası ilişkilerde ise "yaklaşılabilir olma", "neşeli", "hoşgörülü", "ilham verici" ve "öğrenciler ve meslektaşlarla iyi bir ilişki kurma'nın önemini vurguladılar. Katılımcılar öğrencilerle "arkadaş" olmanın tavsiye edilmediğini kabul ederken, "cana yakın bir tavrın" olumlu bir öğrenme ortamına katkıda bulunabileceğine inanıyorlardı. Korkulan Dil Öğretmeni Benliği ile ilgili olarak, bulgular, İngilizce öğretmenlerinin korkulan dil öğretmeni benliğini tanımlarken bazı zihinsel imgelere sahip olduklarını açıkça ortaya koymuştur. Öğrencileri "küçümseyen", "motive etmeyen", "iletişim kurmayan" ve "öğrenciler adına inisiyatif kullanmayan" öğretmenlerden hoşlanmadıkları sıklıkla belirtilmektedir. Bulgular, katılımcıların "değişime dirençli", "gelişme yeteneğini körelten" ve "öğrencilere tutarlı bir şekilde rehberlik etmeyen" bir öğretmen olmaktan korktuklarını göstermektedir.

Kurumsal Refah ve Uygulama Toplulukları: Bağlamsal Faktörler

Bu çalışma, Bourdieu'un kavramları aracılığıyla YDYO' daki çalışma ortamının İngilizce öğretmenlerinin kimliklerini nasıl şekillendirdiğini araştırmıştır. YDYO da iş birliği ve desteğe odaklanması, rekabetin yerini bilgi paylaşımına ve topluluk hissine bıraktığı kendine özgü bir "alan" yaratır. Bu, yeni bir tür kültürel sermaye yaratır - çevrimiçi öğretim konusunda uzmanlık ve iş birliği yapma isteği. Baskı eksikliği ve mesleki gelişim vurgusu, sürekli öğrenmeyi ve meslektaşlarını desteklemeyi önemseyen bir öğretmen kimliğine yol açmaktadır. Özünde, YDYO ortamı öğretmenlerin "habitusunu" iş birliği ve ortak öğrenmeye doğru şekillendirir.

Histeresis Zamanında İngilizce Öğretmenlerinin Kimliği: Habitus, Alan ve Kapital

"Mahkum" veya "yalnız savaşçı" gibi öğretmenlerin kullandıkları metaforlar, çevrimiçi öğretimin zorluklarını ortaya koymaktadır. Bu mücadeleler, geleneksel sınıf içi becerileri ile çevrimiçi ortamların talepleri arasındaki uyumsuzluktan (histerezis) kaynaklanmaktadır. Öğretmenler, kontrol eksikliği ve izolasyon nedeniyle benlik algılarında bir kayma hissetmişlerdir. Bu, mesleki kimliklerini olumsuz yönde etkiler. Öte yandan, güçlü öğretmen-öğrenci etkileşimi, İngilizce öğretmenleri için çok önemlidir. Bunu hem kendileri hem de öğrencileri için destekleyici bir öğrenme ortamı oluşturmak için gerekli olarak görürler. Ancak bu konuda da sayısız zorlukla mücadele etmek zorunda kalmışlardır.

Bireysel Farklılıklar ve Sınıf İçi Etkileşim

İngilizce öğretmenlerinin deneyimleri ayrıca, çevrimiçi ortamlarda öğrenci-öğrenci etkileşiminin sınırlarının bir başka zorluk oluşturduğunu göstermiştir. İşbirlikçi öğrenme ve akran etkileşimi, öğretmenler tarafından genellikle etkili pedagojinin köşe taşı olarak kabul edilir. Çevrimiçi öğrenme bağlamında, bu unsurların yokluğu, öğretmenleri öğrenci katılımını ve iş birliğini kolaylaştırmadaki etkinliklerini sorgulamaya zorlamıştır. Bu nedenle, daha anlamlı öğrenci-öğrenci etkileşimini teşvik etmek için öğretim stratejilerini uyarlamak zorunda kalmışlardır, ancak bu stratejileri sağlama bilgisinin olmaması histerezise zemin hazırlamıştır.

Başarı Duygusunu Kaybeden Öğretmen Rollerinin Küçülmesi

Acil çevrimiçi eğitime geçiş, yerleşik düzenleri ve İngilizce öğretmenlerinin uygulamalarını bozarak mesleki kimliklerine bir meydan okuma getirmiştir. Kelchtermans (2009) tarafından belirtildiği gibi, bu kesintiler öğretmenlerin kendini anlamasını, mesleki kimliğin temel bir yönünü etkileyebilir. Çevrimiçi ortam, öğretmenlerin kültürel sermayelerini (eğitim alanında değer verilen bilgi, beceri ve eğilimler) tam olarak kullanma yeteneklerini kısıtlamıştır. Öğrenci öğrenimine etkileri, özellikle olumlu tutumları beslemek ve yaşam boyu öğrenmeyi teşvik etmek konusunda engellenmiştir. Öğretmenlerin çevrimiçi derslerdeki kısıtlanmışlıkları, arzu edilen

uygulama (habitus) ile karşılaştıkları gerçek koşullar (alan) arasındaki gecikmeye veya kopukluğa işaret etmiştir.

Eğitim Planlaması ve Uygulamasına Yönelik Eksiklikler

Çevrimiçi eğitime ani geçiş, eğitim planlamasının temel bir ilkesi olan esneklik ile ilgili önemli bir sınav olmuştur. Yüz yüze eğitimde başarılı olduğu düşünülen pek çok eğitim etkinliği, çevrimiçi ortama kolayca uyarlanamamıştır. Bu durum, eğitimcilerin planlama stratejilerini kökten gözden geçirmelerine neden olmuştur. Çevrimiçi ortamın sunduğu sınırlı imkanlar, mevcut eğitim planlarının yeniden yapılandırılmasını zorunlu hale getirmiştir. Sonuç olarak, eğitim planlamasında esneklik ve uyarlanabilirlik gibi becerilerin önemi bir kez daha ortaya çıkmıştır.

Mesleki Motivasyonda Azalma

Çevrimiçi eğitime geçiş, öğretmenlerin mesleki kimlik algıları ve iş motivasyonları üzerinde olumsuz etkiler yaratmıştır. Özellikle, çevrimiçi ortamın sınırlı etkileşim olanakları, öğretmenlerin geleneksel olarak mesleki tatminlerini sağlayan içsel ve dışsal motivasyon kaynaklarını zayıflatmıştır. Yüz yüze eğitimde öğrencilerle kurulan güçlü bağlar ve anlık geri bildirimler, öğretmenlerin mesleki kimliklerini şekillendiren önemli unsurlardır. Çevrimiçi ortamda bu bağların zayıflaması, öğretmenlerin işlerindeki amaç duygusunu yitirmesine ve dolayısıyla motivasyonlarında düşüşe neden olmuştur. İdealist bir yaklaşımla öğretmenliğe başlayan bireyler, çevrimiçi ortamın gerçekleriyle karşılaştıklarında, mesleki kimliklerini yeniden tanımlamak zorunda kalmışlardır. Öğrenci etkileşiminin eksikliği, öğretmenlerin mesleki coşkusunu önemli ölçüde azaltmıştır. Zira öğrencilerden gelen geri bildirimler, öğretmenlerin kendilerini değerli hissetmelerini ve mesleki amaçlarını hatırlamalarını sağlayan önemli bir motivasyon kaynağıdır. Bu durum, öğretmenlerin mesleki kimliklerinin önemli bir parçasını kaybetmelerine ve mesleki tatminsizlik yaşamalarına yol açmıştır.

Evde Kimlik Mücadelesi Yaşamak: Ev Ofis Kariyeri Olarak İngilizce Öğretmenliği

Çevrimiçi eğitime geçiş, özellikle çocuklu evli kadın öğretmenler için önemli zorluklar ortaya çıkarmıştır. Çocuk bakımı, ev işleri ve öğretme sorumluluklarının bir arada yürütülmesi, bu öğretmenlerde önemli ölçüde stres ve yorgunluğa neden olmuştur.

Geleneksel sınıflarda net bir şekilde ayrılan iş ve özel hayat arasındaki sınırların bulanıklaşması, öğretmenlerin duygusal olarak zorlanmasına yol açmıştır. Bu zorluklara rağmen, birçok öğretmen çevrimiçi ortama uyum sağlamak için çaba göstermiş ve yeni çalışma düzenlerine uyum sağlamıştır. Özellikle, sessiz ve düzenli bir çalışma alanı oluşturmanın, çevrimiçi öğretimin başarısı için kritik olduğu vurgulanmıştır. Ancak, sürekli devam eden e-postalar, mesajlar ve çevrimiçi toplantılar, öğretmenlerde bilgi aşırı yüklenmesi ve sürekli bir erişilebilirlik baskısı yaratarak, zihinsel yorgunluğa ve strese neden olmuştur

Öğretmen Mesleki Kimliğini Oluşturan Kapital Kaynaklarındaki Değişim

Dil öğrenme sürecinin dijital ortama kaymasıyla birlikte, İngilizce öğretmenlerin kimliklerinin temelini oluşturan sermayelerin önemi ve rolleri de değişmiştir. Histerezis döneminde, öğretmenler daha önceki deneyimleriyle kazandıkları sermayelerin yeni ortamda yetersiz kaldığını fark etmişlerdir. Örneğin, dijital araçları etkin kullanma becerisi gibi yeni sermayelere ihtiyaç duyuldu. Bu durum, öğretmenlerin mevcut sermayelerini güçlendirme ve yeni sermayeler geliştirme çabalarına yol açmıştır. Araştırmada, öğretmenlerin histerezis süreci boyunca yaşadıkları sermaye eksiklikleri beş ana tema altında incelendi: dijital öğretim kültürel sermayesinin sınırlılığı, kurumsal desteklerin yetersizliği, hizmet içi eğitimin eksikliği, çevrimiçi materyal geliştirme zorlukları ve sosyal sermaye dinamiklerindeki değişimler. Bu temalar, öğretmenlerin pandemi sürecinde en sık karşılaştıkları zorlukları ve ihtiyaçlarını yansıtmaktadır.

Hizmet İçi Eğitim Eksikliği

Öğretmen eğitimi programlarının çevrimiçi öğretime yeterince hazırlayamadığı, araştırmanın en çarpıcı bulgularından biri olarak ortaya çıkmıştır. Bu durum, öğretmenlerin çevrimiçi ortama geçiş sürecinde önemli ölçüde stres, kaygı ve mesleki kimlik sorunları yaşamasına neden olmuştur. Hem teknik beceriler hem de pedagojik yaklaşımlar açısından eksiklikler hisseden öğretmenler, sürekli profesyonel gelişim programlarına duyulan ihtiyacı vurgulamışlardır. Yaşam boyu öğrenme kültürünün benimsenmesi, öğretmenlerin değişen eğitim ortamlarına daha kolay adapte olmalarını ve güçlü bir çevrimiçi öğretmen kimliği geliştirmelerini sağlayacaktır. Öte yandan, kurum içindeki informal destek ağlarının da öğretmenlerin çevrimiçi öğretime geçiş sürecinde

önemli bir rol oynadığı görülmüştür. Bu ağlar, öğretmenlerin birbirleriyle bilgi ve deneyim paylaşımlarını sağlayarak, bir tür sosyal sermaye işlevi görmüştür.

Tartışma

İlk kimlik mücadelesi, sınıf ortamında meydana gelen değişiklikler ile ilgilidir. Öğretmenler özellikle, öğrencilerin bireysel farklılıklarını ele alma, çevrimiçi öğretim ortamında tempoyu sürdürme, yeni öğretmen rolleriyle ilgili zorluklar, öğrencileri kontrol altında tutmada zorluklar, öğretim planlaması ve uygulaması konusunda özerkliklerindeki kısıtlamalar ve son olarak profesyonel motivasyonda azalma yaşarlar. Bu mücadele, öğretme bir ev ofis kariyeri haline geldikçe özel hayatlarına doğru genişler. Ayrıca iş yüklerinin arttığını görmeye başlarlar. Dahası, alışkanlıklarının özverili normlarıyla aşılanmış önceden tanımlanmış öğretmen kimlikleri, Acil Durum Uzaktan Eğitim bağlamındaki eşitsizliğe müdahale edemedikleri için paramparça olur. Özetlemek gerekirse, habitustaki değişiklikler onları mevcut kimliklerini yeniden gözden geçirmeye ve histerezis hissetmelerine neden olur. Bu dönemde sermaye kaynaklarının farkına varırlar. Kurumlarındaki sosyal sermaye gibi mevcut sermayelerin bir kısmını, çevrimiçi öğretim becerileri gibi diğer bazı sermayelerin yetersizliğinden kaynaklanan sorunların üstesinden gelmek için kullanırlar. Sermaye değişimi süreç içerisinde onları daha iyi hissettirir. Ancak öğrenciler üzerindeki kontrol kaybı, öğretmenlerin yeni uzak sınıflarda sembolik güç kaybı yaşamalarına neden olur. Üstelik bu değişiklikler, genel refahını olumsuz yönde etkileyen ve hatta sağlıklarını tehlikeye atan kasvetli bir pandemi atmosferi ile yaşanır. Acil Durum Uzaktan Eğitim bağlamı olan yeni alanda bir süre geçirdikten sonra öğretmenler deneyim ve özgüven kazanırlar. Ayrıca, çevrimiçi öğretim bağlamında zamandan ve paradan tasarruf gibi yeni sermayeleri takdir etmeye başlarlar ve daha az korkan bir kimlik benimseyerek histerezinin mesleki kimlik üzerindeki etkilerini azaltırlar. Son olarak, gelecekteki uzaktan öğretim bağamları için proaktif bir bakış açısı geliştirirler. Aşağıdaki bölümlerde, histerezisteki İngilizce öğretmen kimliğinin detaylarına gireceğiz.

Bourdieu'nun kuramına göre mesleki eylemler, habitus (içselleştirilmiş eğilimler), sermaye (kaynaklar) ve alan (sosyal bağlam) arasındaki etkileşimle şekillenir. Bulgular, öğretmenlerin kullandıkları metaforlarda önemli bir değişim olduğunu ortaya koymaktadır. Bu değişim, geleneksel sınıftaki yerleşik öğretmen kimliklerini ve

habituslarını vurgulayan metaforlardan uzaklaşmayı yansıtmaktadır. Yeni metaforlar ise izolasyon, hayal kırıklığı ve azalan kontrol duygularını çağrıştırmaktadır. Bu durum, mevcut habituslarının ve sermayelerinin (örneğin, yüz yüze öğrenme için pedagojik beceriler) çevrimiçi alanın talepleriyle uyumsuz olduğu, bir histerezis etkisi olduğunu düşündürmektedir. Bu uyumsuzluk, kendilerini çevrimiçi ortamda öğretmen olarak algılama biçimlerinin önemli ölçüde değişmesine katkıda bulunmuştur. Çevrimiçi ortam, öğretmenlerin geleneksel öğretim uygulamalarıyla özdeşleşen yerleşik ben anlatıları, yani habitus olarak düşünülebilecek olanı sorgulayan bir kesinti olayı olarak işlev görmüştür. İngilizce öğretmenleri çevrimiçi alana uygulamalarını ve kimliklerini uyarlama mücadelesi verirken, kullandıkları metaforlar ve benzetmeler, histerezis sürecini aşma ve mesleki kimliklerini bu yeni manzaralarda yeniden inşa etme sürecindeki devam eden yolculuğa bir pencere açmaktadır. Örneğin, kendilerini tanımlamaları istendiğinde, geleneksel sınıflarda bir İngilizce öğretmeni olmayı rehber, orkestra şefi, performansçı, mentor olarak tanımladılar. Ancak çevrimiçi bir İngilizce öğretmeni olmak hapsedilmiş, yalnız savaşçı, sabır taşı, BT teknisyeni, yapay uzuv, hologram ve kapı bekçisi olarak tanımlandı. Bulgularımız, öğretmen kimliğinin dinamik ve sürekli gelişen bir kavram olarak anlaşılmasını desteklemektedir (Akkerman & Meijer, 2011).

Çevrimiçi ortamlar öğrenci özerkliğini teşvik etmek için avantajlı olarak görülse de, araştırmamız yokluğundan kaynaklanan önemli sınırlamaları ortaya koydu. Bu sınırlamalar, öğretmenlerin mevcut öğretim alışkanlıkları veya habitusları ile çevrimiçi öğretimin kısıtlamaları arasındaki karmaşık bir etkileşimden kaynaklandı. Geleneksel sınıfa alışkın İngilizce öğretmenleri, pedagojilerini daha kısıtlayıcı çevrimiçi ortamda uyarlamayı zor buldular. Acil Durum Uzaktan Eğitiminin, Borg ve Alshumaimeri (2019) gibi, müfredat, tempo ve değerlendirme araçları üzerindeki kontrol eksikliğinin, öğretmenlerin özerkliği teşvik etme çabalarını engellediğini gördük. Ayrıca, İngilizce öğretmenlerinin mevcut sermayesi ile çevrimiçi özerklik destekli öğretimin talepleri arasında potansiyel bir uyumsuzluk tespit ettik. Little (1991), Vieira et al. (2008) ve Benson (2011) tarafından yapılan araştırmalar, öğretmen özerkliğinin öğrenci özerkliğini teşvik etmek için çok önemli olduğunu öne sürmektedir. Ancak, çevrimiçi platformların sınırlamaları ve potansiyel olarak sınırlı çevrimiçi pedagoji eğitimi, İngilizce öğretmenlerinin özerkliği destekleyen öğrenme etkinliklerini etkili bir şekilde tasarlama ve uygulama yeteneklerini kısıtladı. Habitus ve sermayeden kaynaklanan bu sınırlamalara

ek olarak, idari faktörler de baskın bir sınırlama olarak ortaya çıktı. Reinders ve Lazaro (2011) gibi, sıkı haftalık programları, çevrimiçi derslerin kısalan süresi ve öğrenci farklılıklarını kavrama fırsatlarının sınırlı olması, öğretmenlerin çevrimiçi öğrenim ortamında öğrenci özerkliğini teşvik etme girişimlerini sekteye uğrattığını gördük.

Eğitim pratiğindeki çoğu değişiklik planlı müfredat değişiklikleriyle gerçekleşir. Bu tür değişiklikler, öğretmenlik kariyerinin bir parçası olarak algılanır. Ancak doğal afetler, pandemiler veya savaşlar gibi acil durumlarda eğitim değişiklikleri öğretmenler için nispeten yeni ve sinir bozucu bir durumdur. Bu nedenle, bu çalışmadaki öğretmenler öğretmen kimliğindeki dinamizm kavramını revize ettiler ve yalnızca kendi alanlarındaki müfredat değişikliklerini değil, aynı zamanda acil durumlarda beklenmedik bir histerezis yaratan ani değişiklikleri de göğüsleyebilecek uyum yeteneğine öncelik verdiler.

Çalışmanın Öngörülen Katkıları ve Sınırlılıkları

Bu yorumlayıcı fenomenolojik çalışma belirli bir gruba odaklanmış olsa da tüm dil öğretmenlerine doğrudan genellenemez, histerezisteki İngilizce öğretmen kimliği hakkında değerli bilgiler sunar. Bulgular, İngilizce öğretmenliği, eğitim psikolojisi, eğitim sosyal psikolojisi ve değişim yönetimi dahil olmak üzere dil eğitimindeki çeşitli paydaşlar için önemli çıkarımlar içermektedir. Araştırmacılar, öğretmen yetiştiricileri, politika yapıcılar, program geliştiriciler ve müfredat tasarımcıları, bu dil öğretmenlerinin deneyimlerini, düşüncelerini ve inançlarını anlayarak ve besleyerek fayda sağlayabilirler.

Bu çalışma, İngilizce öğretmenlerinin mesleki kimliklerinin şu anki uygulamaları şekillendiren geçmiş deneyimlerle karakterize edilen bir çağda nasıl yeniden yapılandırıldığını araştırdı. Niteleyici yöntemler kullanarak bir Türk üniversitesinde ‘değişimdeki İngilizce öğretmeni mesleki kimliği’ olgusunu inceledik. Bazı sınırlamalarımız olduğunu kabul ediyoruz. Öncelikle, çalışma ortamı sadece tek bir Türk üniversitesinde yürütüldüğü için sınırlıdır. Bu bağlam çeşitliliği eksikliği, bulguların genellenebilirliğini sınırlamaktadır. Gelecekteki araştırmalar, bu sonuçları doğrulamak ve uygulanabilirliklerini genişletmek için Türkiye genelinde veya farklı eğitim kültürlerinden daha fazla üniversiteyi dahil etmeyi içerebilir.

Bu olgu araştırması, bir devlet üniversitesindeki bazı İngilizce öğretmenleriyle histerezisteki İngilizce öğretmen kimliğini araştırmıştır. Dolayısıyla, bu çalışmanın bir diğer sınırlaması da popülasyon ve örneklemdir. Katılımcı sayısı fenomenolojik bir araştırma için uygun olsa da (Creswell, 2003), bu amaçlı grubun deneyimleri diğer Türk üniversitelerindeki tüm İngilizce öğretmenlerinin bakış açılarını temsil etmemektedir. Dolayısıyla, bu çalışmadan yaptığımız herhangi bir sonuç sadece belirleyici ve ipucu niteliğinde olabilir. Bu sınırlamanın üstesinden gelebilmek için gelecekteki araştırmalar, daha anlamlı bulgular sunabilecek başka kurumlara da araştırma ortamını genişletebilir. Ayrıca, farklı kişisel ve mesleki geçmişlerden İngilizce öğretmenlerinin içgörülerini elde etmek için, daha ileri araştırmalar için farklı katılımcı seçme kriterleri uygulamak daha iyi olacaktır.

Bu çalışma esas olarak acil uzaktan eğitim boyunca İngilizce öğretmenlerinin çevrimiçi öğrenim deneyimlerinin özünü araştırmış olsa da, onların öğretim uygulamalarına yer verme şansımız olmadı. Bu çalışmadan elde edilen yorumların, İngilizce öğretmenlerinin gerçek çevrimiçi öğrenim sınıfı uygulamalarını mutlaka yansıtmadığını açıklamak önemlidir. Dolayısıyla, uzaktan eğitim geçiş sürecinde histeresis yaşayan İngilizce öğretmenlerinin kimlikle ilgili deneyimlerinin araştırılmasına ek olarak, bu deneyimlerin gerçek sınıf uygulamalarında nasıl şekillenip yansıtılabileceği farklı araştırma paradigmaları ve metodolojileri kullanılarak araştırılmalıdır.

Bu çalışma, bir akademik yıl boyunca İngilizce öğretmenlerinin deneyimlerini araştırdı. Ancak, son tartışmalar, çevrimiçi öğrenmeye ilk ve hızlı geçişte karşılaşılan zorlukların ve histerezinin yalnızca öğretmenler açısından ele alınamayacağını vurgulamaktadır. Bu çok yönlü bir konudur. Araştırmamız İngilizce öğretmenlerinin histerezise ilişkin yorumlarına odaklanırken, bu bağlamlarda dil öğrenenlerin deneyimleri hesaba katılmamıştır. Daha kapsamlı bir bakış açısı kazanmak için, gelecekteki çalışmalar öğrenci bakış açılarına ve deneyimlerine daha fazla dikkat etmelidir. Aynı üniversite bağlamında dil öğrenenlerin hikayelerini İngilizce öğretmenlerinin deneyimleriyle birlikte araştırmak değerli olacaktır. Bu, iki taraf arasındaki benzerlikleri ve farklılıkları ortaya çıkararak, histerezisi hem öğretmen hem de öğrenci bakış açısından anlamamızı zenginleştirebilir.

Metodoloji ve tartışma bölümlerinde detaylı olarak açıklandığı gibi, çalışmamızın önemi, öğretmen kimliği inşa çerçevesini Bourdieu'nun sosyal teorisi ile birleştirmesidir. Bu kombinasyon, disiplinler arası yaklaşımların gücünü göstermektedir. Oluşan sinerji, zengin detaylar sağlayarak, İngilizce öğretmenlerinin histeresis deneyimlerini ayrıntılı ve kapsamlı bir şekilde anlamalarına olanak tanır. Bu perspektifin gelecekteki mesleki gelişim araştırmaları için iyiye işaret ettiğini öngörüyoruz. Ayrıca, bu farklı çerçeveleri birleştirmek, sadece kimlik inşasını değil, öğretmenlerin mesleki gelişiminin daha geniş eğrisini araştırmak için de güçlü bir araç olabilir. Araştırmacılar, habitus, alan ve sermayenin etkileşimini hesaba katarak, öğretmenlerin zorluklarla nasıl başa çıktıklarına, yeni beceriler kazandıklarına ve değişen öğrenme ortamlarında pedagojik yaklaşımlarını nasıl geliştirdiklerine dair değerli bilgiler edinebilirler. Bu bilgi, öğretmenlerin hızla değişen bir eğitim ortamında uyum ve gelişimi yönetmeye çalışırken onları etkili bir şekilde destekleyen mesleki gelişim programları tasarlamak için kullanılabilir.

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Etik Kurul Onayı

Bu çalışma için etik kurul onayı Erciyes Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu'nun 24/11/2020 tarihli ve 200 numaralı kararı ile alınmıştır.



APPENDICES

APPENDIX 1.

Section 1. Demographic Information of Participants

<i>Pseudonyms</i>	<i>Age</i>	<i>Gender</i>	<i>Marital status and dependents during the pandemic</i>
Pinhan	41	F	Married- has a child aged 9
Gilamada	36	M	Married- no child
Çiçek	45	F	Married- has 3 children aged 12, 8 and 6
Rose	40	F	Married – has 2 children aged 12 and 8
Ayhan	56	M	Single- living alone
Aylin	32	F	Married and newly pregnant for her first child
Yollar	56	F	Married – has two adult children- living with one of them
Kino	35	M	Single- living with parents and an elder sister
Ginger	40	F	Married- no child- living with her partner and an elderly parent

Section 2. Educational Background and work Experiences of Participants

Pseudonyms	Educational Background	Work experiences as an English Teacher	Extra duties undertaken
Pinhan	ODTÜ ELT-BA ERU English Language and Literature- MA ERU English Language and Literature- PhD candidate	TED Kayseri College (2003-2005) ERÜ SFL (2005-2022) ERÜ ELT. (since 2022)	Testing and Evaluation Unit (2007-2011) In-service training commission (2011-2012) EMI departments co-coordinator (2012-2018) Web Information commission member (2019-2021) Vice Department Head (2021-2022)
Gilamada	Hacettepe Uni-Linguistics-BA	ERU SFL since 2011	Outside Reading Commission Head (1 year) Blended Learning Commission Head (2+ years) Distant Education Commission Head (1 year) Testing and Evaluation Unit (4+ years)
Çiçek	Hacettepe Uni- ELL-BA Bilkent Uni-MATEFL	ERU SFL (since 1998)	General Coordinator (2 years) Testing and Evaluation Unit (1 year) Reading and Writing Commission Head (3 years)

Rose	ERU ELL- BA	ERU SFL (since 2005)	Testing and Evaluation Unit (1year) Proof-reading Commission (4 years)
Ayhan	Gazi Uni-ELT-BA	Police Vocational School of Higher Education (1990-1994) ERU SFL (since 1996)	Reading Commission Head (2 years) Testing and Evaluation Unit (3 years)
Aylin	ODTU-ELT-BA ODTU-ELT-MA	THK Uni (2014-2018) ERU SFL (since 2018)	Testing and Evaluation Unit (1 year) Accreditation and Quality Commission member (2 years) Listening and Speaking Commission member (since 2020)
<u>Yollar</u>	Gazi Uni- ELT- BA	TED Kayseri College (1987-1991) ERU SFL (since 1991)	Testing and Evaluation Unit (1 year) In-service Training Commission-Mentor (3 years)

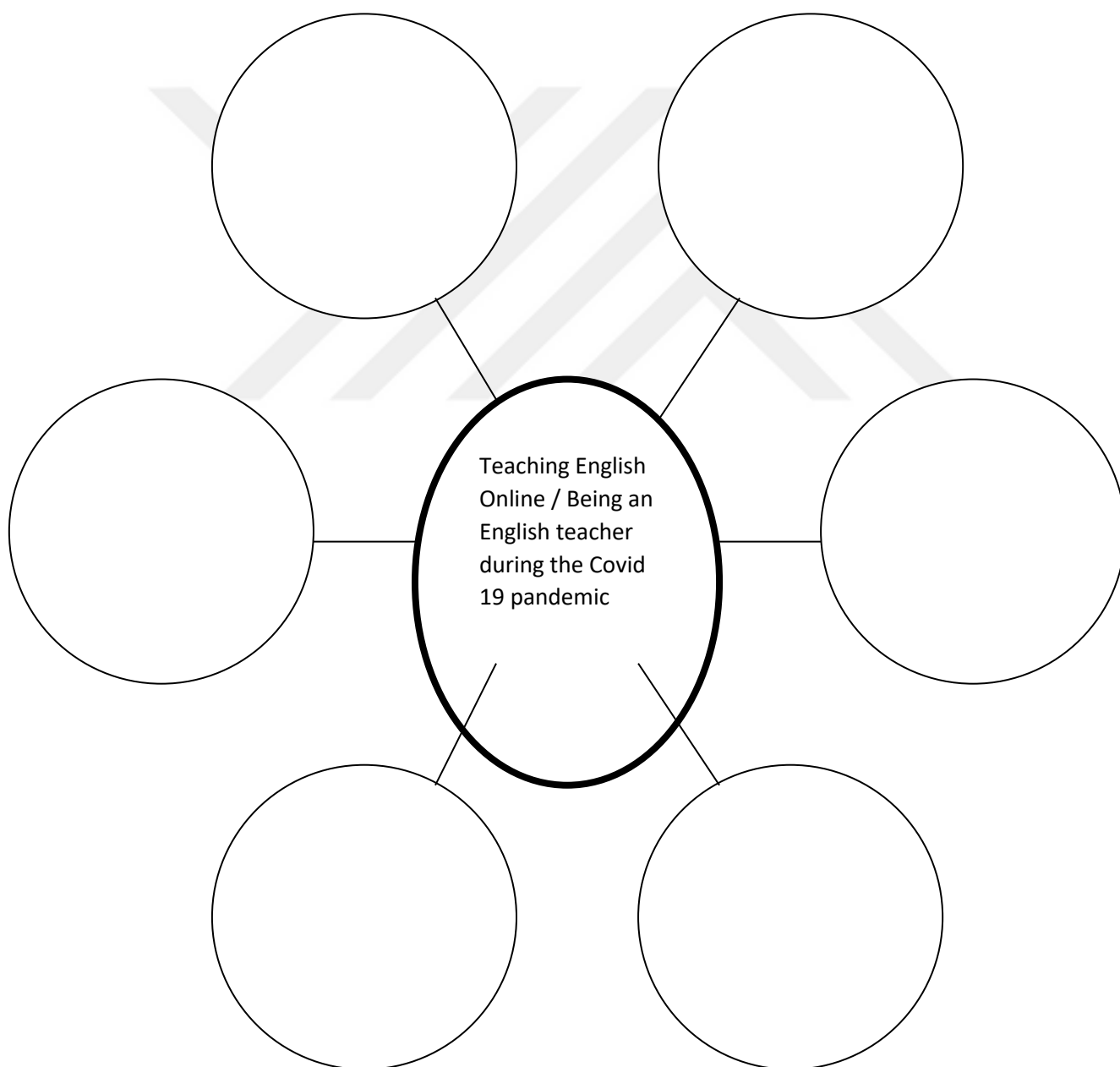
Kino	Selcuk Uni.-ELL-BA Selcuk Uni- MA student	A state high school (2009-2010) ERU SFL (2010-2012) Part-time <u>Kapadokya</u> Uni. (2012-2013) ERU SFL-Full time (<u>since</u> 2013)	ERU SFL Vice Manager (for 1 year) Listening and Speaking Commission Head (2 years) Vice Department Head (since 2020)
Ginger	Marmara Uni- ELT-BA ERU- ELL- MA student	A state school (2004) ERU-SFL (since 2005)	Reading commission member (2005-2006) Testing and Evaluation Unit (2007-2011) In-service training Commission <u>Head</u> (2011-2012) EMI departments co-coordinator (2012-2018) Web Information commission <u>Head</u> (2019-2021) Vice Department Head (2020- 2021) ERU SFL Vice Manager (<u>since</u> 2021)

APPENDIX 2

Section 1. Concept Map

Dear Colleagues,

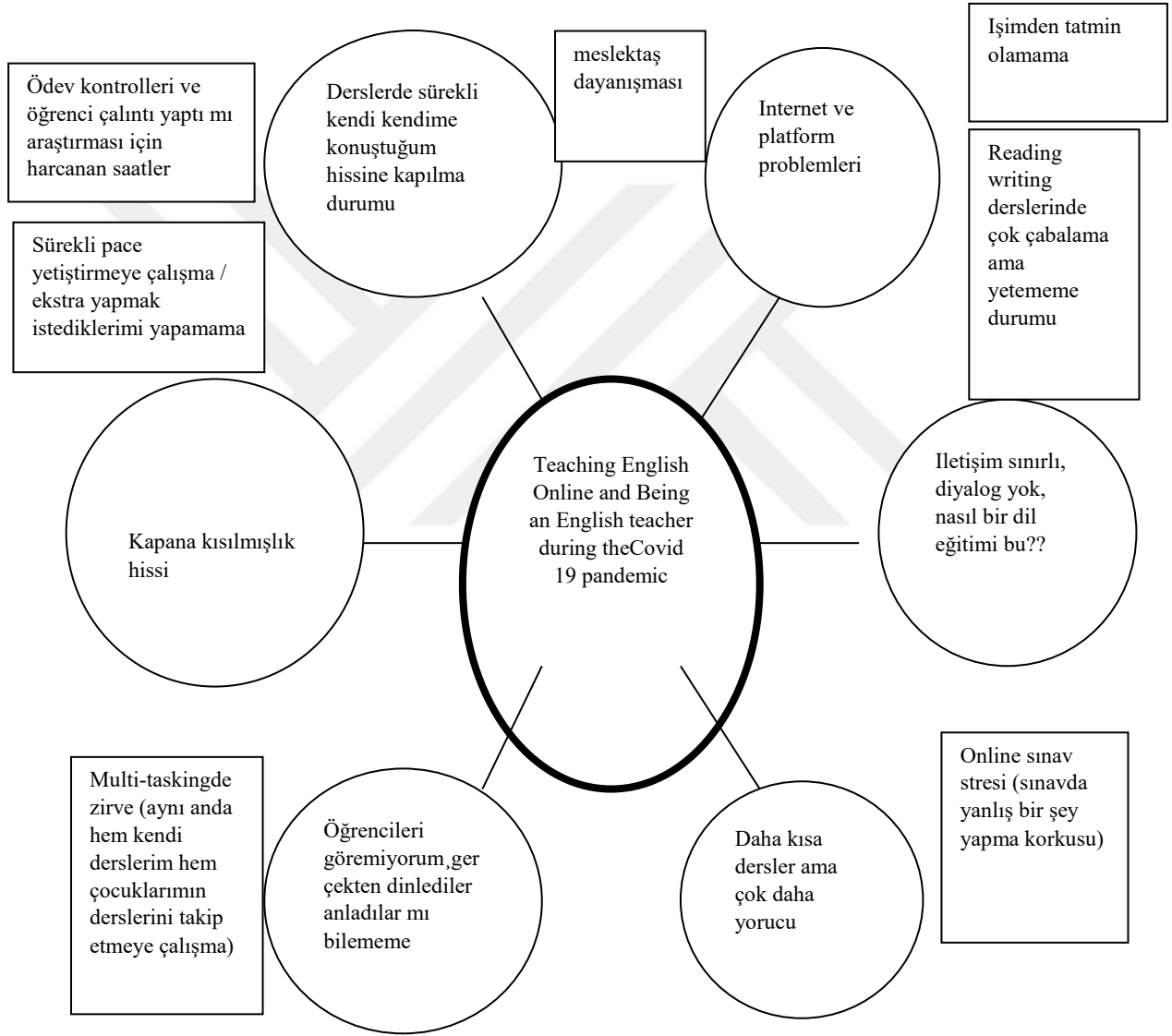
Please use this map to reveal your ideas, thoughts, beliefs, views about the topic in the centre. Try to add as many ideas as possible and continue to expand on your thoughts by adding more spokes to the map. Thank you in advance.



Section 2. A Sample Concept Map Created by a Participant

Dear Colleagues,

Please use this map to reveal your ideas, thoughts, beliefs, views about the topic in the centre. Try to add as many ideas as possible and continue to expand on your thoughts by adding more spokes to the map. Thank you in advance.



APPENDIX 3

Section 1. Journal Entry Forms

1st Journal Entry Record

Title of the PhD Thesis: Lived Experiences of Change: A Multi-Perspective
Exploration of EFL Teacher Identity During The Time Of Hysteresis

2nd November 2020

Participant Name/Surname:

Dear Colleague,

Please, answer the questions below in details and send your record as a word document to yasminokur@hotmail.com. Thank you very much for your precious support.

- a) How do you describe yourself as a teacher? Is the teacher you are similar to the person you are?
- b) Please describe two of your past teachers (one most favourite /one least favourite)? Do you have any similarities or differences with these people as a teacher model?
- c) Are there any other important figures in your life who has greatly influenced your teaching beliefs and performance? If yes, please explain how they have influenced you.

Section 2. Sample 1st Journal Entry written by a Participant

1st Journal Entry Record

Title of the PhD Thesis: Teacher Identity Construction under the Influence of an Inevitable E-Learning Context: A Case Study in the Pandemic Period

2nd November 2020

Participant Name/Surname: Asiye Doğan Uçar

Dear Colleague,

Please, answer the questions below in details and send me your record as a word document via my personal e mail yasminokur@hotmail.com. Thank you very much for your precious support.

a) How do you describe yourself as a teacher? Is the teacher you are similar to the person you are?

Kendimi öğrenmeye ve öğretmeye hevesli bir öğretmen olarak tanımlayabilirim. Her zaman için yeni şeyler öğrenmeyi seven biri olmuştumdur. Öğretmenlikte en sevdiğim şeylerden biri bazen yeni ders kaynaklardan bazen kullandığın başka materyallerden bazen de öğrencilerimden bir şeyler öğrenebiliyor olmak. Eğer bu şekilde meraklı ilgili bir öğrenci grubuna ders anlatıyorsam onlardan bu duyguyu hissediyorsam iyi bir öğretmen olduğumu düşünüyorum ama eğer öğrenci grubum motive değilse yaptığım ya da yapmaya çalıştığım şeyle ilgilenmiyorsa onları bir süre dersin içine çekmeye çalışsam da eğer bunu başaramazsam motivasyonunu çok kaybeden bir öğretmenim. Beni öğrencilerim de en çok üzen şey bana çok ilginç gelen konularla ilgilenmemeleri bazen bir okuma parçası ya da bir konuşma sorusu sınıf içinde çok iyi bir iletişim kurmamızı sağlayabilecekken ya da bir sınıfta sağlamışken diğer sınıfta sağlamamışsa o zaman hayal kırıklığı yaşayabiliyorum. Özel hayatımda da bu kadar ilgisiz insanlarla birlikte olmayı tercih etmeyebilirken sınıf ortamında o dersi yine de deneyerek geçirmek zorunda kalabiliyorum. O yüzden öğretmen olarak daha sabırlı olduğumu düşünüyorum.

Öğretmenliğe başladığımdan beri değişmeyen tek şey bu. Aslına bakarsanız öğretmen kişiliğimin sürekli değişim halinde olabildiğini söyleyebilirim, kendi özel hayatımda geçtiğim süreçlerin, aldığım eğitimlerin, karşımda bulduğum öğrenci kitlesinin değişiminin ve bunun gibi başka şeylerin öğretmen kişiliğimi değiştirdiğini geriye dönüp baktığımda görebiliyorum.

b) Please describe two of your past teachers (one most favourite /one least favourite)? Do you have any similarities or differences with these people as a teacher model?

Öğretmenlerimden en sevdiğim ya da en sevmediğim öğretmenim deyince bir tane öğretmen gelmiyor aklıma çünkü birden fazla bu özellikleri taşıyan öğretmenim oldu. En sevdiğim öğretmenler bana daha önce kendim baktığımda göremediğim bir şeyi görmemi sağlayan, anlattığı dersi kendisi için ne kadar önemli olduğunu hissettiren kendisi de hala aynı keşif heyecanı yaşayan öğretmenlerdir. Bu öğretmenler ben bir şeyi okuyup bir sanat eserine bakıp derslerine geldiğimde yaşadığım tecrübeyi bir üst seviyeye taşıyabilen öğretmenlerdir. Benim kendi başıma göremediğim bir bağlantıyı, bir detayı, bir duyguyu, bir bilgiyi bana keşfettiren öğretmendir. her zaman bilgilerine ve bu bilgiyi veriş şekillerine hayran olduğum öğretmenleri çok sevdim. E n sevmediğim öğretmenim de yine tek bir tane öğretmen seçemiycem ama en sevmediğim öğretmen türü yine dersini kendisinin bile ilgi çekici bulduğunu düşünmediğim sadece görev icabı derse girip çıkan mekanik bir şekilde yapması gerekeni yapıp fazlasını yapmayan öğretmendir. Öğrencisine yeteri kadar rehber olmayan ya da öğrencinin zaten okuduğu kitaptan öğrenebileceği ya da öğrendiği şeyi tekrar etmekten öteye gitmeyen öğretmendir. Sorunun ikinci bölümüne cevap olarak, sevdiğim öğretmenler gibi olmaya, sevmediklerim gibi olmamaya çalışıyorum diyebilirim.

c) Are there any other important figures in your life who has greatly influenced your teaching beliefs and performance? If yes, please explain how they have influenced you.

Evet var ve bu kişi kendi kızım. Kesinlikle anne olduktan sonra kişiliğimin ve aynı şekilde öğretmenliğimin değiştiğini düşünüyorum. Sonrasında çok daha sabırlı daha anlayışlı daha empati kurabilen daha yardımcı olmak için çabalayan belki daha anaç bir öğretmen oldum.

APPENDIX 4

Section 1 Sample Participant Appointment Schedule (chosen randomly) for Interview 5a

	10:00	12:00	14:00	15:00	17:00	19.30
31st March 2021						Aylin
1st April 2021						Çiçek
2nd April 2021						Ayhan
3rd April 2021		Rose	Kino			Yollar
4th April 2021			Gilamada		Pinhan 16.00	
5th April				Ginger (15.30)		
6th April 2021						

Section 2 Sample Semi-structured Interview Questions (chosen randomly)

- Do you think the emotions that emerge in a language classroom are different from a f-2-f classroom/ other school subjects? In what ways are they the same or different?
- Do you find it frustrating or convenient to teach at home?
- What skills do you think you should have/develop or redevelop to fulfil your responsibilities during the online learning process?
- How has your background as a student influenced your teaching beliefs and conduct?
- Was the training /support (for online learning) similar or different than what you expected (at the beginning of the semester)?
- How do you feel about working online as an English teacher in the future (regardless of the pandemic)? Do you have any concerns / worries etc?

APPENDIX 5

Sample Focus Group Interview questions (chosen randomly)

- Throughout your experience, did you have access to reliable support for your online teaching? This support could be for technical issues or content-related questions. If so, how helpful was this support in addressing your needs?
- What institutional policies limit/widen the scope of your decision making and independence? How do you deal with them?
- What were the biggest challenges you encountered as you started to teach online?
- Do you see a possible impact of online learning on the teaching profession? On higher education as a whole? Describe the impact, is it positive? Negative? For whom, students or faculty or public?
- In your opinion, what skills are the most important to develop or refine to effectively manage your responsibilities within the online learning environment?

APPENDIX 6

Table Showing the Timeline for Data Collection

	Sent to participants	Collected
Journal entry 1	2 November 2020	12 November 2020
Interview 1	14- 22 November 2020	
Journal entry 2	11 December 2020	20 December 2020
Interview 2	22-27 December 2020	
Journal entry 3	12 January 2021	22 January 2021
Interview 3	22- 28 January 2021	
Concept Map Creating	5 February 2021	15 February 2021
Concept Map Follow-up Interview	17-25 February	
Journal entry 4	27 February 2021	7 March 2021
Interview 4	10-17 March 2021	
Journal entry 5a	18 March 2021	28 March 2021
Interview 5a	31 March – 6 April 2021	
Journal entry 5b	28 March 2021	5 April 2021
Interview 5b	8 – 16 April 2021	
Metaphor Elicitation Interview	18-25 April 2021	
Journal entry 6	30 April 2021	16 May 2021
Interview 6	18- 25 May 2021	
Focus Group Interview	28 May 2021	

APPENDIX 7

Informed Consent

PHD DISSERTATION

Lived Experiences of Change: A Multi-Perspective Exploration of EFL Teacher Identity During The Time Of Hysteresis

RESEARCHER

Yasemin SAĞLIK OKUR

Erciyes University / SFL

Kayseri

yasminokur@hotmail.com

PURPOSE OF STUDY

You are invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask your questions via the e-mail address below if there is anything that is not clear or if you need more information.

The primary objective of this study is to focus on the lived experiences of EFL teachers during the period of online learning, necessitated by the COVID-19 pandemic. By exploring your perspectives, it is aimed to gain a comprehensive understanding of the challenges and opportunities presented by this unprecedented shift to remote instruction on your professional identity.

PROCEDURES

To gain a comprehensive understanding of your experiences, this study involves several data collection methods. You will be asked to maintain regular teaching journals, participate in semi-structured follow-up interviews (online) after each journal entry, create concept maps, and engage in a metaphor elicitation interview. Additionally, a final focus group discussion will be held at the end of the semester to facilitate peer sharing and collaboration. To streamline the process, I will establish a mail group to distribute tasks and assignments. Furthermore, all online meetings will be recorded for subsequent transcription and analysis.

CONFIDENTIALITY

Your responses to this survey will be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- To ensure participant confidentiality, pseudonyms were assigned to all participants and used consistently throughout the research notes and documents.
- Notes, interview transcripts, and any other identifying participant information were stored securely in a locked file on the researcher's personal computer.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

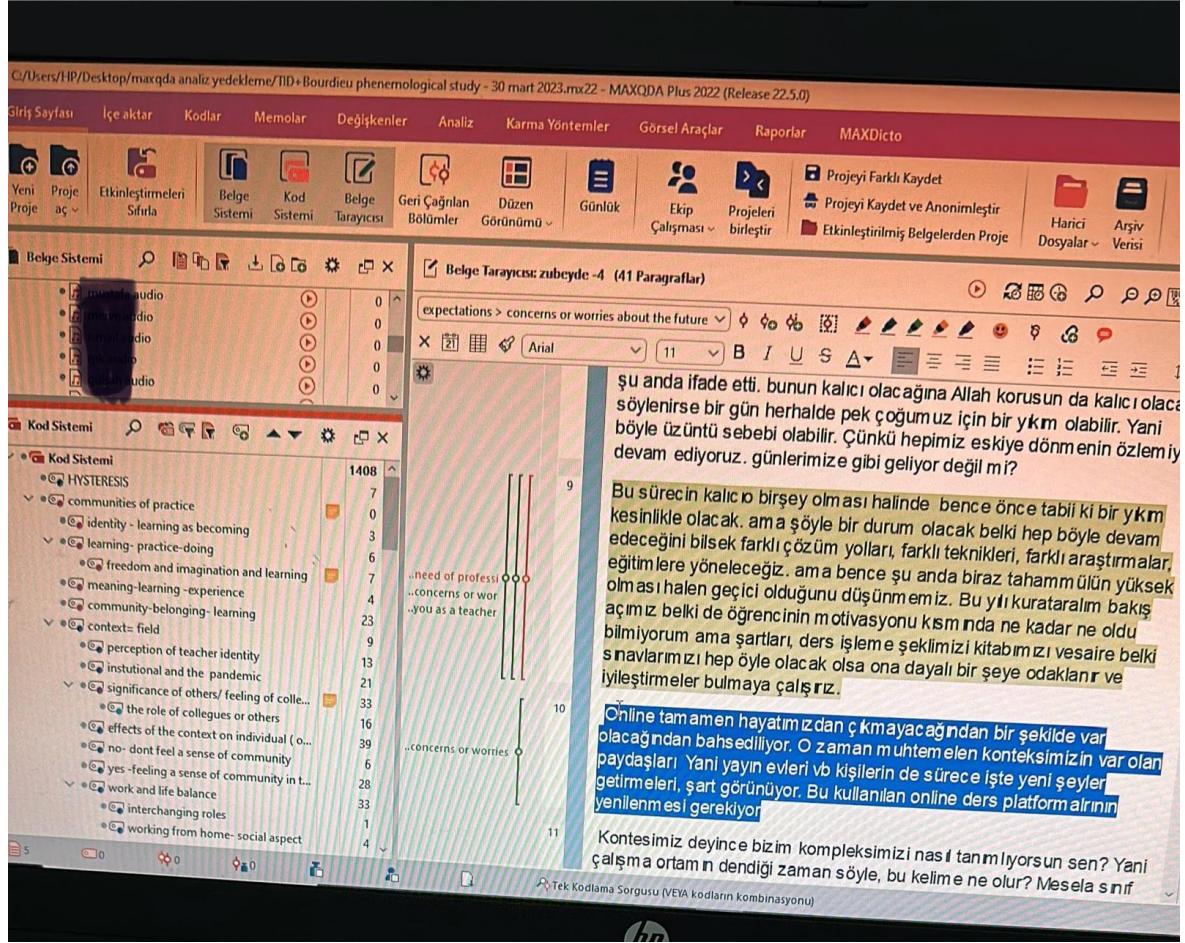
I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

APPENDIX 8

Sample Coding page on MAXQDA



C:/Users/HP/Desktop/maxqda analiz yedekleme/T1D+ Bourdieu phenomenological study - 30 mart 2023.mx22 - MAXQDA Plus 2022 (Release 22.5.0)

Giriş Sayfası İçerikler Kodlar Memolar Değişkenler Analiz Karma Yöntemler Görsel Araçlar Raporlar MAXDicto

Yeni Proje Proje aç Etkinleştirmeleri Sıfırla Belge Sistemi Kod Sistemi Belge Tarayıcısı Geri Çağrılan Bölümler Düzen Görünümü Günlük Ekip Çalışması Projeleri birleştir Proje Farklı Kaydet Proje Kaydet ve Anonimleştir Etkinleştirilmiş Belgelerden Proje Harici Dosyalar Arşiv Verisi

Belge Sistemi

- 01-01-2023 audio
- 01-01-2023 audio
- 01-01-2023 audio
- 01-01-2023 audio
- 01-01-2023 audio

Kod Sistemi

- HYSTERESIS
- communities of practice
- identity - learning as becoming
- learning- practice-doing
- freedom and imagination and learning
- meaning-learning - experience
- community-belonging- learning
- contexts- field
- perception of teacher identity
- institutional and the pandemic
- significance of others/ feeling of colle...
- the role of colleagues or others
- effects of the context on individual (o...
- no- dont feel a sense of community
- yes- feeling a sense of community in t...
- work and life balance
- interchanging roles
- working from home- social aspect

Belge Tarayıcısı: zubeyle -4 (41 Paragraflar)

expectations > concerns or worries about the future

Arial 11 B I U S A

şu anda ifade etti. bunun kalıcı olacağına Allah korusun da kalıcı olacağı söylenirse bir gün herhalde pek çoğumuz için bir yük olabilir. Yani böyle üzüntü sebebi olabilir. Çünkü hepimiz eskiye dönmenin özlemiy devam ediyoruz. günlerimize gibi geliyor değil mi?

Bu sürecin kalıcı bir şey olması halinde bence önce tabii ki bir yük kesinlikle olacak. ama şöyle bir durum olacak belki hep böyle devam edeceğine bilesek farklı çözüm yolları, farklı teknikleri, farklı araştırmalar, eğitimlere yöneleceğiz. ama bence şu anda biraz tahammülün yüksek olması halen geçici olduğunu düşünmemiz. Bu yılı kurataralım bakış açımız belki de öğrencinin motivasyonu kısmında ne kadar ne oldu bilmiyorum ama şartları, ders işleme şeklimizi kitabımızı vesaire belki sınavlarımızı hep öyle olacak olsa ona dayalı bir şeye odaklanı ve iyileştirmeler bulmaya çalışırız.

Online tamamen hayatımızdan çkmayacağından bir şekilde var olacağından bahsediliyor. O zaman muhtemelen konteksimizin var olan paydaşları. Yani yayın evleri vb kişilerin de sürece işte yeni şeyler getirmeleri, şart görünüyor. Bu kullanılan online ders platformlarının yenilenmesi gerekiyor.

Konteksimiz deyince bizim kompleksimizi nasıl tanımlıyorsun sen? Yani çalışma ortamı dendiği zaman söyle, bu kelime ne olur? Mesela sınıf

Tek kodlama Sorgusu (VEVA kodların kombinasyonu)