



Early Teacher Identity and Initial Teaching Beliefs of EFL Pre-service Teachers During Covid-19 Pandemic: What Changed?

Burcu Gündoğdu¹, Arif Ata Alkayalar²

¹ İstanbul Kültür University, Türkiye, b.gundogdu@iku.edu.tr, ORCID: 0000-0002-0073-8369 

² İstanbul Kültür University, Türkiye, a.alkayalar@iku.edu.tr, ORCID: 0000-0003-1263-1224 

To cite this article:

Gündoğdu, B. & Alkayalar, A. A. (2021). Early teacher identity and initial teaching beliefs of EFL pre-service teachers during covid-19 pandemic: What changed? *Eurasian Journal of Teacher Education*, 2(3), 196-227.

Received: 04.13.2021

Accepted: 09.07.2021

Abstract

This study aims to examine how online education during Covid-19 affects pre-service EFL teachers' initial identity development and teaching beliefs. Different from previous times, the online education during Covid-19 pandemic has led pre-service teachers to do school observations online, allowing them to witness and evaluate the weaknesses and strengths of online education by first-hand observation. For collecting qualitative data on these aspects, firstly, the online questionnaire was administered. Then, those who volunteered were asked to write essays individually where they describe further on their school experience course observations during Covid-19 and how it affects their initial teacher identity formation and initial teaching beliefs. Through thematic analysis, three themes were extracted from the data: (1) Change in the definition of teacher identity and role in online education, (2) Appreciation of use and integration of technology as an essential component for their teacher identity development, (3) Disapprobation /or refusal of online teacher identity owing to distrust towards the efficacy of e-learning environments. The results showed that prospective teachers' school observations during Covid-19 pandemic gave them a different insight, altered their teaching beliefs, and made them realize that teacher identity can change according to conditions and they need to prepare even for hard-to-foresee circumstances.

Keywords: Covid-19, Early teacher identity, Online education, Pre-service teachers, Teacher education

Article Type:

Original article

Ethics Declaration:

This article was prepared in accordance with all ethical rules. The ethical committee approval was obtained from İstanbul Kültür University for our study titled "Early Teacher Identity and Initial Teaching Beliefs of EFL Pre-service teachers during Covid -19 pandemic: What changed?"

Covid-19 Salgını Sırasında Yabancı Dil Olarak İngilizce Öğretmen Adaylarının Erken Öğretmen Kimliği ve Erken Öğretme İnançları: Ne Değişti?

Öz

Bu çalışma, Covid-19 sırasında çevrimiçi eğitimin hizmet öncesi EFL öğretmenlerinin başlangıç kimlik gelişimini ve öğretme inançlarını nasıl etkilediğini incelemeyi amaçlamaktadır. Önceki zamanlardan farklı olarak, Covid-19 salgını dönemindeki çevrimiçi eğitim nedeniyle öğretmen adayları çevrimiçi olarak okul gözlemleri yapmak zorunda kalmış ve bu durum da öğretmen adaylarının çevrimiçi eğitimin zayıflıklarına ve güçlü yönlerine ilk elden gözlemlerle tanık olmalarına ve değerlendirmelerine olanak sağlamıştır. Bu konularda nitel veri toplamak için öncelikle çevrimiçi anket uygulanmıştır. Daha sonra, gönüllü olanlardan, Covid-19 sırasında okul deneyimleri ders gözlemlerini ve bunun ilk öğretmen kimliği oluşumunu ve ilk öğretme inançlarını nasıl etkilediğini daha ayrıntılı olarak açıkladıkları makaleleri bireysel olarak yazmaları istenmiştir. Tematik analiz yöntemiyle, verilerin analizinden üç tema çıkarılmıştır: (1) Öğretmen kimliğinin ve çevrimiçi eğitimdeki rolünün tanımındaki değişiklik, (2) Öğretmen kimliği gelişimi için temel bir bileşen olarak teknolojinin kullanımının ve entegrasyonunun önemini kavranması, (3) E-öğrenme ortamlarının etkinliğine güvensizlik nedeniyle çevrimiçi öğretmen kimliğinin onaylanmaması veya reddedilmesi. Sonuçlar, Covid-19 salgını sırasında öğretmen adaylarının gerçekleştirmiş oldukları okul gözlemlerinin kendilerine farklı bir bakış açısı verdiğini, öğretme inançlarını değiştirdiğini, öğretmen kimliğinin koşullara göre değişebileceğini ve bu nedenle yapmış oldukları gözlemlerin öngörülmesi güç durumlara dahi hazırlıklı olmalarının gerekliliğini anlamalarını sağladığını göstermiştir.

Anahtar Kelimeler: Covid-19, Çevrimiçi eğitim, Erken öğretmen kimliği, Öğretmen adayları, Öğretmen eğitimi

Introduction

“Online Learning is not the next big thing. It’s the now big thing” (Donna J. Abernathy)

Though there was a tech-driven transformation underway long before the pandemic hit us, the scope of online learning has been expanded even more after Covid-19 pandemic, and it is obvious that it will be integral to education even after the pandemic is over. Prior to Covid-19 pandemic, there was also online education and integration of Information Technology (IT) to the classrooms, and there were a number of studies that investigated teacher identity in relation to e-learning (O’Dowd, 2003; Warner, 2004). A study conducted before Covid-19 pandemic highlighted that low levels of technical proficiency and technological skills might have an effect on foreign language teacher identity (Dusick & Yildirim, 2000). Besides, compared with face-to-face teachers, teachers’ role in e-learning differs in the teaching practice where there is a shift from an on-stage teacher to a facilitator who guides and encourages students’ learning (Baran, Correia & Thompson, 2011; Bawane & Spector, 2009). Different from the previous years and context of the previous studies on teacher identity, it is for the first time, pre-service teachers observe “emergency” online education in their school observations. Therefore, as much as in-service teachers, it also might challenge pre-service teachers’ existing assumptions of being a teacher and makes them to undergo the process of self-understanding by asking questions such as ‘who am I as a teacher at this moment and who do I want to become as a teacher’ (Kelchtermans 2005, p. 996). As Bozkurt and Sharma (2020) stated, “*while distance education has always been an alternative and flexible option for learners, emergency remote teaching is an obligation, which means that we have to use different strategies and approach the case with different priorities.*” The online education during Covid-19 is such a time when different priorities, alternatives and issues emerged for classroom interaction, motivation, classroom management and assessment. And student-teachers, just like in-service teachers, are one of the most important stakeholders that have been influenced by changing teaching beliefs and values during Covid-19 online education. Thus, this research study will contribute to our understanding of their changing initial teacher identity and changing teaching beliefs resulting from online education during Covid-19 pandemic.

Early Teacher Identity Development During Online Education

During Covid-19 pandemic, there was a full transition to online education, and this was the first time student-teachers have done their class observations online. Since there were only a few studies done over this topic, the literature review is largely based on the previous literature done extensively on online education and the references to those potential challenges and advantages for the observers and teachers.

Student -teachers might have observed teachers who experienced the transition to online teaching in rather different ways, depending on how familiar the teacher was with online learning. According to the OECD (2020) report, a total of 40 pre-service teachers participated in the study. The results show that in Turkey, 61% of teachers reported that ICT skills for teaching were included in their professional development activities, which is not significantly different from the average of the OECD countries in TALIS (60%). Meanwhile, in Turkey 7% of teachers reported a high level of need for professional development in ICT skills for teaching, which is lower than the average of OECD TALIS countries (18%). These pre-crisis reports therefore suggest that the transition to distant teaching and learning may have been challenging for a number of teachers.

Besides, student-teachers might have observed learners' different experiences and reactions towards online education. There are differences in terms of learners' readiness, which according to (Hung et al. 2010), include the following five dimensions: self-directed learning, motivation for learning, computer and Internet self-efficacy, online communication self-efficacy, and learner control. These five dimensions change from student to student. Also, students are expected to be self-motivated and self-directed in online learning because student autonomy is given priority. As other researchers also note, very few studies attempted to investigate the relationship between motivation and online learning (Brophy, 2013; Hartnett, 2016) especially in the pre-Covid-19 era, but those available can be used to make some inferences. According to Hartnett (2016), in online education, the concepts of intrinsic and extrinsic motivation are adopted to scrutinize the motivation of learners. Ryan and Deci (2000, p. 56) describe intrinsic motivation as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (cited in Hartnett, 2016) while on the other hand, "extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self" (Brown, 2007). The comparative studies conducted between online and on-campus students also suggest that online learners are more intrinsically motivated compared with face-to-face learners at both undergraduate and postgraduate level (Shroff & Vogel 2009; Wighting, Liu & Ravai, 2008). However, technical problems that can emerge due to the nature of online environments can diminish the intrinsic motivation. Accordingly, Biçen and Çavuş (2010) argue that the speed and type of the internet holds grave importance when it comes to online education.

Besides, when we looked at the results of OECD (2020) report, it is reported that there are several basic problems other than difficulties of live classes affecting learners such as access to the internet, access to digital devices and quiet places to study. It is reported that, in Turkey, 67% of students owned a computer for school work which is lower than the OECD average (89%). Also, 36% of students from lower social backgrounds and economic conditions were reported to have a computer for school work, which is lower than the OECD average (78%). What's more, the report showed the computers had to be shared with other members of the household. Aside from these, the physical environment was also not suitable in many cases. In Turkey, 87% of students expressed they had a quiet place to study at home, which is lower than the OECD average (91%). And when it comes to those with lower socioeconomic conditions, it is even much worse: the percentage was 77% for students which is lower than the OECD average (85%).

Student-teachers might have observed that online education competencies are different from face to face classroom education by having insight into potential challenges and opportunities. Fein and Logan (2003) explain that institutions face challenges at three levels: the design, the delivery, and the follow-up. The design is concerned with the class materials which need to cater for students' needs and interests. The delivery has to do with adaptation of face to

face course materials to online teaching. And the follow-up is concerned with students' progress. Anderson, Imdieke and Standerford (2011) stated that online teaching is the "disconnection between the way teachers were taught to teach", and they added, even though online teaching is not a new thing, many teachers do not know how the course content can be delivered effectively in online teaching. Many teachers have been performing teaching with the same style and approach which does not appear to work in online classrooms (Coppola, Hiltz & Rotter, 2001). The delivery is therefore one of the major pedagogical challenges experienced by online teachers because many teachers feel challenged when they are asked to adapt in-person course materials to the online teaching (Choi & Park, 2006). It is also seen that the traditional lecture format of the traditional classroom where there is a direct instruction seems inefficient in online education since it does not meet the criteria of promoting interactive environment (Kember & Kwan, 2000). Moore's theory of transactional distance argues, transactional distance is a gap of understanding and communication breakdowns caused by a distance learning environment and it is controlled by three variables: dialogue, structure and learner autonomy. When these variables are controlled to the advantage through instructional designs and decisions taken by a teacher, it is possible to control transactional distance effectively (Moore, 1993). How? The idea is that teacher's decisions and instructional designs may or may not promote autonomy, dialogue and structure at the optimum level, that is they either increase or decrease transactional distance between a learner and a teacher. The aim is to decrease transactional distance by means of using appropriate decisions and instructional designs. The interactions in online classroom took place in many forms thanks to different tech-tools (e.g., narratives, blogs, chat, forum, web conferences or video conferences, social networks) that supported the participants' social engagement and interaction in the online class (Choi et al. 2016; Dymont & Downing 2018; Dickey 2004; Farr & Riordan 2015; Gillies 2008). However, unlike face-to-face classrooms, interactions among peers and teachers without affective responses are not clear indicators of social presence in online education (Mumford & Dikilitaş 2020). It is proposed that real interaction and social presence can be observed if learners reflect their "affective responses" to one another and if they share ideas (Jones & Ryan 2014). However, due to lack of visual and face-to-face contact with their students, many teachers encounter many communication barriers and classroom management problems (Crawley, Fewell & Sugar, 2009). The classroom management is distinct in online classrooms due to technology factor and its distant nature. Unlike face-to-face classrooms, teachers do not have the chance to observe learners' verbal and non-verbal interactions (affective cues) in the classroom (Crawley et al., 2009). There is less monitoring of the students especially when videos and microphones are all muted. In the literature, it was discussed that the roles of a teacher in an online classroom management differ from face to face classroom management. Unlike face to face classrooms, teachers' role in online education is multifaceted such as; cognitive roles, affective roles, disciplinary roles, managing roles, evaluative roles, performing roles, facilitator roles, gatekeeper roles, and boundary-spanner roles (Coppola et al, 2001). Particularly, guidance and mentoring, technical competence and discussion facilitator roles of instructors emerged as some of the roles that a teacher should adopt in online classrooms (Arbaugh, 2000a, 2000b, 2000c; Brandon & Hollingshead, 1999; Hiltz, 1993). The feedback is one of the issues that is placed more emphasis in online education (Vonderwell, 2003; Petrides, 2002; Hara & Kling 1999). Students who do not receive their instructors' immediate feedback feel abandoned, they expect teachers to be "online" that is to be constantly available (Hiltz, 1993).

In an online setting, assessment is also a different paradigm due to lack of face-to-face interaction and existence of technological features. The assessment literacy of teachers has already been discussed as insufficient before transition to online learning. And it was discussed that many teachers do not know how to transfer their face-to-face classroom-based assessment knowledge to online assessment and worry about the validity of their assessments. Mede and Atay (2017) utilized the online language testing and assessment questionnaire adapted from Vogt and Tsagari (2014) to investigate the training needs and practices of 350 Turkish EFL teachers. The findings demonstrated that the teachers were equipped with limited assessment literacy, and they

were in need of training in many areas of testing and assessment. However, as Gomersall (2007) states, e-assessment has various advantages if teachers can use it according to their context:

- Greater flexibility in when and where assessment can be taken
- Increased motivation for candidates through the use of media-rich elements in assessment
- Support for preferences in different learning styles and assessment approaches
- Immediate feedback to candidates (depending on the e-assessment type)
- Time savings for assessors through automatic marking (depending on the assessment instrument)
- Assessment management is easier and quicker
- Support for candidates who use assistive technologies in assessment
- Cost savings, quality assurance gains and improved administration through easy access and transfer of electronic evidence
- Assessing metacognition
- Knowing how to use knowledge
- Better exemplification for students and teachers
- Increased Flexibility: Assessments can be provided at a greater range of locations and times.

As it can be seen above, the type of challenges and advantages encountered during online education were extensively discussed through literature, but a significant portion of these studies were conducted before Covid-19 pandemic online education. The focal point of most studies done, as can be understood from literature review, is on changing teaching practices, experiences and problems encountered during Covid-19 online education, but it is not on how this experience might have influenced pre-service teachers' initial teacher identity development and initial teaching beliefs during online education in times of Covid-19 pandemic.

This study is significant because it informs us about pre-service EFL teachers' perceptions on their initial teacher identity and teaching beliefs during Covid-19 emergency online education. Just like for in-service teachers, it would not be wrong to say that, for pre-service teachers, this pandemic produces a window of time that wakes new teaching beliefs and brings change to student-teachers' initial teacher identity that informs their future practices. Being the first as well as third person narrator to the learning and teaching process, their insights are more rich and inclusive. Therefore, it is really important to have an understanding of how the online education during the Covid-19 pandemic might have influenced pre-service EFL teachers' teaching beliefs and initial identity formation from their perspectives on the issue. By understanding this, this study also aims to implicate solutions to the problems according to student-teachers' perspectives and observations, and prompt teacher educators, mentor teachers and policy makers about changes which should be done in teacher education programs to fit with pre-service teachers' current needs. During post-Covid-19 online education, these needs and skills have become imperative to update. Therefore, within the framework of the current study, the following research question was formed:

RQ: To what extent does online education during covid-19 influence your expectations of yourself as a future teacher and your teaching beliefs?

Method

The present study was conducted to have an insight into pre-service EFL teachers' perspectives on the possible influence of an online education during Covid-19 on their emerging teacher identity and teaching beliefs. For both questionnaire results and essays, the thematic analysis was

conducted based on Boyatzis' data-driven approach (1998). The data-driven (inductive) approach was used in this study since this analysis is based on raw information which increases the validity of the research (Boyatzis, 1998). According to Boyatzis (1988), the thematic analysis involves some stages to go through, such as reducing raw information, identifying themes, comparing themes and creating a code.

The Participants

A total of 40 pre-service teachers participated in the study. 25 of the participants were female, while 15 of them were male. The participants were pre-service English language teachers from the Faculty of Education of a private university who took a school observation course during 2020-2021 fall term.

Instrumentations

Data were collected using a customized online questionnaire including demographic open-ended questions developed by reviewing published literature. With five open ended questions, the participants were expected to write responses to the questions as the format requested. The open ended questions were used to collect information about their thoughts and beliefs emerged with regard to their emerging teacher identity during online education covid-19 pandemic. The questions formed for the online questionnaire were presented below:

Q1: What influence, if any, does this online experience have on your initial teacher identity?

Q2: In what way does this online educational experience challenge your existing traditional beliefs/ assumptions about teaching?

Q3: How does the experience of online education influence your expectations of yourself as a future teacher and your future teaching beliefs/ practices?

Q4: What are the most important characteristics that you feel will make you a successful online instructor? Do you think online education teaching competencies are different from face- to- face classrooms? Explain.

Q5: Would you like to add anything in relation to the content of the online questionnaire? What would this be?

Also, those who volunteered to write further on the topic were asked to write a final report in the form of an individual essay to describe how their school experience course observations which were done online during Covid-19 affect their initial teacher identity formation and initial teaching beliefs. They were asked to consider their school experience' course observations and reflect further on the idea of being a teacher and teaching online. Thus, further information on the topic was elicited regarding online education during Covid-19 based on their school observation course observations. This enriches our insights into the issue by ensuring the participants who volunteered to write further on the topic to relate and compare what they think to what they observe. And also the question involves a quote from Sachs (2005) who argues that teachers construct their own ideas of "how to be", "how to act", and "how to understand" their work and place in society. Therefore, the question, including this guiding quote, prompts pre-service teachers to reflect further on these three "hows" considering online education.

Data Analysis

The open-ended questionnaire was first administered by means of google-docs. Later, the students were asked to write an individual essay to describe how their school experience course observations which were done online during Covid-19 affect their initial teacher identity formation. The analysis involves determining category, subcategory, code and example meaning unit including statements of students (i.e. student essays coded as SE and Questionnaires (QS) (See Appendix 1). The main themes extracted from the data were: 1. Change in the definition of teacher identity and role in online education, 2. Appreciation of use and integration of technology as an essential component for their teacher identity development, 3. Disapprobation or refusal of

online teacher identity owing to distrust towards the efficacy of e-learning environments. Under these major themes, the sub-themes were written based on similarity, inclusiveness and repetition in the coding process. And finally, the findings were presented by supporting direct quotations from the participants and discussed within the frame of the related literature.

Limitation

The participants of this study were limited to the EFL senior students of a private university who took a school experience course during the 2020-2021 fall term.

Findings

The present study relied on the responses of EFL pre-service teachers to the online questionnaire and the participants' individual essays. The following three major themes emerged as a result of the analysis:

- Change in the definition of teacher identity and role in the online education
- Appreciation of the effective ways of integrating technology as essential to their teacher identity development
- Disapprobation /or refusal of online teacher identity owing to distrust towards the efficacy of e-learning environment

Change in the Definition of Teacher Identity and Role in Online Education

This pandemic has led to some changes in the definition of the teacher identity in online education by multiplying teacher roles and by bringing up different expectations and challenges for teacher identity and teaching beliefs and practices.

From a pre-service teachers' perspective, student engagement, which is under the category of classroom management, is one of the major issues that change teacher identity and role. The majority of the participants (n=14) are of the opinion that to keep students engaged in online education is rather challenging because it is different from face-to-face classes, and they expressed their views with the following words.

"Teachers should be aware of new classroom management strategies, because the digital platform we are using is our classroom actually. Distance learning also puts a distance between behavioural methods (reward and punishment, physical interaction between students - teacher), so teachers must be working on cognitive & psychological approaches instead. Teacher should be aware of how everything he/she does will affect students, because in most conditions the teacher won't be seeing their students' faces because of technological restrictions." (QS18)

"As an observer, I observed the teachers had many problems in classroom management. During the observations, I couldn't see many interactions among the students. Breakout room was a good option for student-student interaction in the process of distance learning. However, it was not so effective as face-to-face education." (SE1)

"Some teachers had to keep the teacher talking time longer than the student talking time. The more they talked, the less the students had an interaction. They avoided from the activities requiring student-student interaction. They couldn't monitor the classroom because everybody was studying at home. For this reason, they couldn't get the students' attention in some activities and they couldn't control what was going on in the classroom." (SE1)

"There are still many teachers who have not taken technology into their lives and only use books as a material. We see that the more diverse in terms of materials, the more the student's interest in the lesson increases and the lesson becomes more efficient." (SE16)

"In my opinion, one of the most important features is to be able to manage a classroom. Some teachers may have difficulty in classroom management in online teaching. Because we cannot be sure if our students are really engaged. Some of them do not want to participate in the activities. These situations affect both teachers and students." (QS38)

"In my observations during this lesson, I noticed that classroom management is much more difficult in this system. In face-to-face education I was warning my students with non-verbal signals. For example, if a student is not listening to my instructions, I would make eye contact with the student or go to that student's desk and let him know my presence. That way students would get the message. However, these methods are not possible in the online lessons, and verbal warnings are ineffective because students are used to hearing them a lot and do not pay attention to them." (SE29)

Keeping students motivated becomes a major concern rather than delivering information because some of the participants consider it is unlikely to have students listen to you when they are not motivated, and hence, they hold the idea that in online education, learning will not happen in the absence of low motivation. The prototypical statements of the participants were presented below:

"In online education, teachers have much more responsibility to keep students in the course and to motivate them. Taking this responsibility is part of our identity as a teacher." (QS13)

"... what the teacher can do is limited. For example, we cannot use small rewards that we can use to attract the attention of students in the online classroom, there are extra points or plus points left, but these may not be important for every student." (SE4)

"As far as I have observed, especially in university classes, students prefer to write from the chat section rather than video or audio chat. Teachers who force students to turn on cameras or connect with audio are unfortunately inefficient in their classes and attendance decreases. In this case, there is no interactive lesson environment. I have observed that teachers who respect their requests without forcing the students feel more comfortable in their lessons, and even those who do not normally attend the class in the classroom express their opinions by writing in the chat section with pleasure. The fact that students do not turn on their cameras or participate in voice does not diminish the authority of the teacher, on the contrary, students respect the teacher mutually... Therefore, it is very important to consider the wishes of the students." (SE4)

One of the most important skills of an online teacher and essential part his/her identity becomes emotional counselling and mentoring during Covid-19; to support the students to motivate them, act like a mentor to them to guide them in their studies, and while doing so, to give constant feedback to have them feel our presence and assistance to their learning process. The statements of the participants were as follows:

"Another behaviour that the teacher should have in his identity is that he should try to take into account the psychological conditions of the students as well as their academic success

throughout the process. Because, in this context, students are separated from their familiar school life, teachers and friends; Especially those of game age cannot go out and play games and cannot socialize. For this reason, teachers in 'The New Normal' should discover how to support their students in relation to this process without even coming face to face. The guidance aspect of the teacher emerges at this point." (SE3)

"In some ways it is not that different from the "normal" education but we must pay extra attention to students' feelings and understandings. Communication must be always clear and reachable" (QS26)

"Covid-19 affected our teaching process and beliefs. For example; I believe a teacher has a variety of identities such as input provider, facilitator, or observer. But now, I have changed my mind. In my opinion, firstly a teacher should have an identity as a mentor. Being a mentor is very important...being a mentor" is to be aware of how well students are progressing with their task by supervising. For this identity; as a teacher you should have reflective thinking and self-awareness" (S20)

Psychological emotional support and feedback are indispensable components for the online teaching process. Because the learning takes place during a pandemic and learners are locked inside, socially-isolated and have fears of losing their health, they need more support and feedback to regulate themselves and monitor their progress. As for feedback, the participants observed that it is even more challenging to give feedback in online education compared to f2f classes, and they expressed that feedback is ineffective due to the nature of the online environment:

"In a virtual environment, it is not easy to convey feedback directly when the atmosphere is considered." (QS19)

"In some ways, classrooms are alive and social places that offer direct responses from students and immediate feedback. But now, I understand that teaching is far beyond class. (SE21)

With these words, it can be understood that feedback in online education is more challenging because it is not limited to class time in online education and immediate feedback to the learners is limited as well.

Some other roles are also considered to define the online teacher identity according to the pre-service teachers. As given below, the participants expressed that teachers have multiple roles in online education:

"In distance education caused by Covid19, cooperation with the student is one of the most important behaviours in the identity of the teacher." (SE3, teacher as collaborator)

"A successful online instructor will be a guide and a good observer, I believe. She should observe students process and help them when they need" (QS9, teacher as good observer)

"You have to be a teacher and at the same time a technician if it is necessary. Dealing with many positions in online classes makes the things harder when we compare with f2f classes" (QS20, teacher as technician)

"A teacher who will teach in a virtual classroom environment should have full knowledge of the application and its functions." (SE13, teacher as technician)

One of the participants defined online teacher's role very negatively as follows:

"For me to be a successful online teacher, I just need to have enough knowledge on what I will teach. I think that's enough. I don't need to have good social skills to be a successful online teacher" (QS31, teacher as information provider devoid of social connection)

The last statement of the participant given above reveals a deep misconceptualization of being an online teacher as someone devoid of social connection and social skills to teach. However, this is not a true conception because teachers are no longer viewed as the facilitator of teaching, but the facilitator of learning. This wrong conceptualization however tells a lot about the current situation in online education that some of the teacher candidates may develop wrong conceptualization about teaching online.

Some of the participants refer to 21st century skills to relate and define online teacher identity:

"This corona period showed exactly how important 21st century skills are, and made it clear that teachers should be very close to technology and the changes brought about by technology." (SE15)

"Some of the roles that a teacher presents when dealing with the students are like learner, facilitator, assessor, manager and evaluator. In the 21st century, as teachers, we have more than these kinds of qualifications in our classrooms. We provide our students to have higher order thinking skills, effective communication skills and knowledge of technology that students will need for 21st-century careers and a globalized environment." (SE17)

"With the online teaching process, I realize the real power of technology in terms of teaching materials. The more you use the technology, the better you will reach the 21st century kids." (QS20)

Appreciation of the Effective Ways of Integrating Technology as Essential to Their Teacher Identity Development

Before the pandemic, it was essential to know the technology tools, and yet, the use of it in traditional classrooms was not as common as today; in these online education during the pandemic. Also, it was not that urgent to adapt in-person course materials to the online teaching before as much as today. Due to online education during the pandemic, there is not just a growing appreciation of the use of technology, but effective integration of it as a prerequisite for their teacher identity development.

During emergency online education due to pandemic, the participants have become more cognizant of the fact that technological tools can be used effectively to promote student learning:

"The students had an opportunity to improve their technology skills. For instance, they learned word processing skills with the help of the assignments given by the teachers. They

learned how to prepare a good presentation through Powerpoint, how to write an email to their professor as the computer assisted learning developed." (SE1)

"During the pandemic, I understood the importance of online education tools better. Although I am particularly tech savvy, I learned many tools and sites. I used Canva to spice up my university presentations and discovered how to better capture the attention of younger students thanks to the beautiful background designs. I learned that with "Educaplay" or "H5p" I could combine entertainment and education, and I learned how useful applications like "Kahoot", which I already knew, can be in the classroom. (SE30)

"First of all, it is understood that technology is significant for both teaching and learning. We learn how to integrate technology in the learning process effectively. Besides, it has provided us with the opportunities to enrich the learning environment through games, songs, beneficial websites such as Kahoot, Quizizz etc." (QS38)

The facilitating effect of technology on communication have also been expressed by the participants with the following words:

"I realized that with the technology, you can reach a student from the edge of the world. We are living in a globalizing world, and online teaching will be the key element in future. Reaching the information is no longer a hardship to humanity." (QS20)

"Before online teaching, I really care about making contact with the students in the classroom. Without making a healthy connection, I thought that teaching was hugely affected negatively. When I started teaching online, I saw that these kinds of beliefs were too old fashioned. We are in a technological era and the definition of making contact is really changed. Even in the virtual classroom, sending an emoji or playing an online game with a whole class matters. If you want to make contact with students" (QS20)

Thanks to online education during pandemic, the participants also acknowledged the importance of technology and the use of e-learning and teaching, and with this growing awareness, they expressed that they will utilize from resources of technology in their future teaching practices:

"Even after the online teaching, I am planning to use the online teaching materials and sources in my real classes" (QS20)

"My perspective on the teaching profession has changed enormously since the pandemic started, because I saw the other side of the coin. Now, I realize my capacity as a teacher about creativity, the power of my sources and materials and the enormous facilities I have. If a teacher wants to teach, I believe he or she can teach everywhere at any circumstances." (SE21)

"I have seen that online tools should be integrated into our teaching practises, there are hundreds of apps, websites and tools to make the teaching and learning process funnier and more effective." (QS16)

“Creating an engaging, collaborative atmosphere, triggering multiple skills, reinforcing high order thinking skills are the norms of teaching which shouldn’t be abandoned. With proper usage of technological materials, every teacher can apply these norms in their virtual classroom” (SE21)

Disapprobation or Refusal of Online Teacher Identity Owing to Distrust Towards the Efficacy of E-learning Environment

Owing to distrust towards the efficacy of e-learning environments, some of the pre-service teachers have developed disapprobation /or refusal of online teacher identity. They developed distrust towards online teaching, finding it ineffective and believe that education must be done face-to-face, any other form is unacceptable due to unproductive results due to the nature of online teaching. The participants expressed distrust towards the efficacy of e-learning environment with the following words:

“I believed that utilizing technology in our classrooms is a must if we are to stay current and effective. But I never thought that students would have to take only online classes for a whole year. So much potential is lost in teaching when you don’t have access to the classroom atmosphere. Even though the current tools we have for online teaching are good and even amazing at times, nothing can replace the way a teacher moves, talks, and uses all the tools he has in his hands.” (SE17)

“Unfortunately, I realized that distance learning is so distant to learning... We are not aware of how to use technology in education, we just use it for having fun or communication.” (SE10)

Even more, some of the participants disapproved and refused online teacher identity and expressed their dissatisfaction with online teaching and teacher identity with these words:

“In a hard way. I really hated online system....I don't want to be teacher anymore.” (QS15)

“Whatever a teacher does in front of the cameras, I don't think it will be as impressive as in the classroom because the teacher was the people who could understand what their students were thinking and how they felt, even from their students' eyes or facial expressions.” (SE14)

“As I mentioned at the beginning, the teacher-student relationship has been shaken a bit, in my opinion, since the "classroom" environment dominated by teachers is no longer present, most things started to seem unlimited.” (SE12)

“Now, thanks to Covid, I am on a very different path professionally. While I normally think academically, I now have great reluctance on this subject and I don't want to see anything more about education.” (SE11)

Discussion

This study is sought to examine pre-service EFL teachers’ perceptions on their initial teacher identity and teaching beliefs during Covid-19 emergency online education. And thus, this study also implicates what changes should be done in teacher education programs.

As the participants' statements showed, teacher identity and role have changed as a result of changing nature of online education during Covid-19 pandemic, which according to the participants, resulted from change in the classroom management, student engagement and feedback in online education, and due to ever-present demands and needs of the 21st century learners that challenge traditional teaching beliefs and customs, and which some teachers are still struggling to put into practice. And as these dimensions have changed, the roles of teachers have also changed and increased in number accordingly, and these roles were coded as follows: teacher as emotional counsellor and mentor, teacher as collaborator, teacher as good observer, teacher as technician, and even for some, online teacher is only information provider devoid of social connection, holding very negative associations. And, this negative perception is largely because of their observation of teachers who try to go on with their existing approaches, materials and instructional methods in online education.

As can be understood from the participants' opinions based on their observations, student engagement should be implemented purposefully to promote classroom management in online education. Gay (2006) argues that classroom management is a more comprehensive term because it denotes more than controlling student misbehaviour and administering discipline, and it requires careful planning to monitor students in order to enable an optimum learning environment that promotes active engagement of the students. And student engagement is defined as "the student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote" (Newmann, Wehlage, & Lamborn, 1992, p.12). So, according to this definition, engagement is beyond attendance; to be physically attending the class and also beyond participation, just doing the task. The participants therefore expressed the need for new classroom management strategies to promote engagement with a focus on promoting learners' psychology and cognition. The participants expressed that teachers cannot understand if students are deeply or superficially engaged only by participation, and participation is also less compared to face to face classes. The textbook is not sufficient to foster student-content engagement. The materials should be more varied to catch students' interest and prolong their attention and focus to the topic. Besides, one of the participants also stated that forcing the students to open the microphone and the camera is not a fruitful approach to promote student engagement in remote learning. Instead, according to participants, the teachers are expected to respect students' privacy, and hence teachers should find other means to engage them in online learning. These findings about student engagement are in line with the literature. In the literature, fostering engagement depends on enhancing students' interaction in three different areas: a) learner-content engagement, (b) learner-instructor engagement, (c) learner-learner engagement, and (d) evolving applications for online learning (Collier, 2014). The first three categorizations are actually first proposed by Moore (1993), but Collier (2014) also utilizes Moore's (1993) categorizations as well. According to this, learner-content engagement can be done by posing questions using inquiry-based learning, creating online concept maps, and simulations and games. This indicates use of variety in delivering the content. Learner-instructor engagement can be ensured if the teacher implements formative assessment and thus gives immediate feedback. But, regarding this issue, the participants consider feedback is limited and therefore they feel alone in the learning process. However, learner-learner engagement can be ensured by co-engagement of the students with each other through online peer-review and feedback, shared discussion and online social connections. This also refers to changing student-student engagement and social connection in online education.

The results of this study also indicated that due to online education during the pandemic, there is not just a growing appreciation of the use of technology, but the effective integration of it was seen to enhance learning by student-teachers. And hence, they appreciate the need for effective integration of technology as a precondition to develop professional teacher identity. The growing awareness of the participants and their further acknowledgement also led them to promise themselves to utilize resources of technology in their future teaching practices. As Borg (2003) suggests, teacher cognition matters because beliefs are one of the most important

predictors in teacher' instructional practices. And this positive awareness of the student-teachers is therefore believed to be helpful in their adaptation to online teaching in their ensuing years.

However, the study also found that some of the participants expressed distrust towards the efficacy of e-learning environments on the grounds that it reduces teacher-power and authority in the classroom while it increases student autonomy excessively, and therefore; they believe, it affects student-teacher relationship and interaction negatively. Moreover, some of the participants have started to hold very negative views about teaching and learning online during this period, and therefore, some of them disapproved and refused online teacher identity and expressed their discontent with online teaching and learning. It was seen that the disapproval is mainly due to their vicarious experiences (i.e., field observations), of seeing teachers ineffective in their practices and sometimes powerless due to technical and classroom management issues. As Bandura (1997) suggests, the vicarious experience is one of the aspects that can affect self-efficacy beliefs of prospective teachers.

Conclusion and Recommendations

As it was understood from the results, prospective teachers' school observations during Covid-19 pandemic gave them a different insight, altered their teaching beliefs, and made them realize that teacher identity can change according to conditions and they need to prepare even for hard-to-foresee circumstances.

Several pedagogical implications and recommendations for practitioners may be generated from this study. Teacher education programs should also be designed by training teacher-candidates towards online education as they do to face to face education. As Day (2004) asserts, an important aspect of teacher education is "to prepare teachers who are informed and flexible to manage the imposed changes in the curriculum and education policies while trying to understand issues such as teachers' sense of educational aim, practices, teacher identity, and agency" (cited in Babanoğlu & Ağçam, 2019). The full shift to online education shows how much we are unprepared for this, as both teachers and students. But for prospective pre-service teachers, as Carillo and Flores (2020), it is compulsory to plan a teacher education program that meets different criteria such as the expectations of the students, the requirements of teacher education and the conditions in which both universities and schools have to operate, all of which affect the initial teacher identity of prospective teachers at different levels. The shift in teacher identity in terms of beliefs about teaching and learning should be incorporated into teacher education programs for a better understanding of teacher needs for professional development. Online education requires different teaching skills and use of methods because student motivation, engagement and classroom management differ from face to face classes. Current understanding seems to be insufficient and does not cater for students' changing needs that come with online education, such as emotional counselling and mentoring which students are desperately in need of during this time. Therefore, teachers should be trained with regard to socio-emotional skills which can help them to engage, motivate and keep students who have behavioural problems under control.

References

- Anderson, D., Imdieke, S., & Standerford, N. S. (2011). Feedback please: Studying self in the online classroom. *Online Submission*, 4(1), 3-15.
- Arbaugh, J. B. (2000a). Virtual classroom versus physical classroom: An explanatory study of class discussion patterns and student learning in an asynchronous internet based MBA course. *Journal of Management*, 24(2), 213-233.
- Arbaugh, J. B. (2000b). How classroom management and student engagement affect learning in internet based MBA course. *Business Communication Review*, 63(4), 9-26.
- Arbaugh, J. B. (2000c). Virtual classroom characteristics and student satisfaction with internet-based MBA course. *Journal of Management Education*, 24(1), 32-54

- Babanoglu, M. P., & Agcam, R. (2019). Turkish EFL teacher candidates' early teacher identity. *Asian Journal of Education and Training, 5*(2), 386-391.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education, 32*(3), 421-439. <https://doi.org/10.1080/01587919.2011.610293>
- Bawane, J., & Spector, J. M. (2009). Prioritization of online instructor roles: implications for competency-based teacher education programs. *Distance education, 30*(3), 383-397. <https://doi.org/10.1080/015879109032365365>.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education, 20*(2), 107-128.
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open, 2*, 8-14. <https://doi.org/10.1016/j.npls.2016.01.001>
- Bıçen, H., & Çavus, N. (2010). The most preferred social network sites by students. *Procedia-Social and Behavioral Sciences, 2*(2), 5864-5869.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language teaching, 36*(2), 81-109.
- Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Sage.
- Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to coronavirus pandemic. *Asian Journal of Distance Education, 15*(1), i-vi. Available online: <https://www.asianjde.org/ojs/index.php/AsianJDE/article/view/447> (accessed on 15 June 2020).
- Brandon, D. P., & Hollingshead, A. B. (1999). Collaborative learning and computer-supported groups. *Communication education, 48*(2), 109-126.
- Brophy, J. E. (2013). *Motivating students to learn*. Routledge.
- Brown, H. D. (2007). Principles of language learning and teaching fifth edition. *Pearson Education*.
- Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education, 43*(4), 466-487.
- Choi, H. J., & Park, J. H. (2006). Difficulties that a novice online instructor faced: A case study. *Quarterly Review of Distance Education, 7*(3), 317.
- Choi, E., Gaines, R. E., Jeong-bin H, P., Williams, K. M., Schallert, D. L., Yu, L. T., & Lee, J. (2016). Small stories in online classroom discussion as resources for preservice teachers' making sense of becoming a bilingual educator. *Teaching and Teacher Education, 58*, 1-16.
- Collier, A., & Einstein, A. (2014) Engaging students in online environments. In Tobolowsky, B. F. (Ed.). *Paths to learning: Teaching for engagement in college*. Stylus Publishing, LLC.
- Coppola, N. W., Hiltz, S. R., & Rotter, N. (2001). Becoming a virtual professor: Pedagogical roles and ALN. In *Proceedings of the 34th Annual Hawaii International Conference on System Sciences* (pp. 10-pp). IEEE.
- Crawley, F. E., Fewell, M. D., & Sugar, W. A. (2009). Researcher and researched: The phenomenology of change from face-to-face to online instruction. *The Quarterly Review of Distance Education, 10*, 165-176.

- Day, C. (2004). Change agendas: The roles of teacher educators. *Teaching education, 15*(2), 145-158.
- Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, culture & society, 16*(1), 7-23.
- Dickey, M. (2004). The impact of web-logs (blogs) on student perceptions of isolation and alienation in a web-based distance-learning environment. *Open Learning: The Journal of Open, Distance and e-Learning, 19*(3), 279-291.
- Doll Jr, W. E. (1993). *A post-modern perspective on curriculum*. Teachers College Press.
- Dusick, D. M., & Yildirim, S. (2000). Faculty computer use and training: Identifying distinct needs for different populations. *Community College Review, 27*(4), 33-47.
- Dyment, J. E., & Downing, J. J. (2018). Online initial teacher education students' perceptions of using web conferences to support professional conversations. *Australian Journal of Teacher Education, 43*(4), 68-91.
- Farr, F., & Riordan, E. (2015). Tracing the reflective practices of student teachers in online modes. *ReCALL, 27*(1), 104-123.
- Fein, A. D., & Logan, M. C. (2003). Preparing instructors for online instruction. *New Directions for Adult and Continuing Education, 2003*(100), 45-55.
- Gay, G. (2006). Connections between classroom management and culturally responsive teaching. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 3-16). Lawrence Erlbaum Associates.
- Gillies, D. (2008). Student perspectives on videoconferencing in teacher education at a distance. *Distance Education, 29*(1), 107-118.
- Gomersall, B. (2007). *Assessment and learning: Is assessment an afterthought or is it at the heart of the learning process?*. Loughborough University. Conference contribution. <https://hdl.handle.net/2134/4545>
- Hara, N., & Kling, R. (1999). Students' frustrations with a web-based distance education course. *First Monday, 4*(2), [Online]
- Hartnett, M. (2016). The importance of motivation in online learning. In *Motivation in online education* (pp. 5-32). Springer, Singapore.
- Hiltz, S. R. (1993). *The virtual classroom: Learning without limits via computer networks*. Ablex Publishing Cooperation.
- Hung, M. L., Chou, C., Chen, C. H., & Own, Z. Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education, 55*(3), 1080-1090.
- Jones, M., & Ryan, J. (2014). Learning in the practicum: Engaging pre-service teachers in reflective practice in the online space. *Asia-Pacific Journal of Teacher Education, 42*(2), 132-146.
- Kelchtermans, G. (2005). Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. *Teaching and teacher education, 21*(8), 995-1006.
- Kember, D., & Kwan, K. P. (2000). Lecturers' approaches to teaching and their relationship to conceptions of good teaching. *Instructional science, 28*(5), 469-490.
- Mede, E., & Atay, D. (2017). English Language Teachers' assessment literacy: The Turkish context. *Dil Dergisi, 168*(1), 1-5.

- Moore, M. J. (1993). *Three types of interaction*. In K. Harry, M. John, & D. Keegan (Eds.), *Distance education theory* (pp. 19–24). Routledge.
- Moore, M. G. (1993). Theory of transactional distance. *Theoretical principles of distance education*, 1, 22-38. Retrieved 28 July 2011. <http://www.aged.tamu.edu/research/readings/Distance/1997MooreTransDistance.pdf>
- Mumford, S., & Dikilitaş, K. (2020). Pre-service language teachers reflection development through online interaction in a hybrid learning course. *Computers & Education*, 144, 103706.
- Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and sources of student engagement. In F. Newmann (Ed.), *Student engagement and achievement in American secondary schools* (pp. 11–39). Teachers College Press.
- O'Dowd, R. (2003). Understanding the "other side": Intercultural learning in a Spanish-English e-mail exchange. *Language learning & technology*, 7(2), 118-144.
- Organisation for Economic Co-operation and Development. (2020). *School Education During Covid-19: Were Teachers and Students Ready?* <https://www.oecd.org/education/Turkey-coronavirus-education-country-note.pdf>
- Petrides, L. A (2002). Web-based technologies for distributed learning: Creating learner centered educational experiences in the higher education classroom. *International Journal of Instructional Media*, 29(1), 69-77.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68.
- Shroff, R. H., & Vogel, D. R. (2009). Assessing the factors deemed to support individual student intrinsic motivation in technology supported online and face-to-face discussions. *Journal of Information Technology Education: Research*, 8(1), 59-85.
- Warner, S. A., & Erli, L. M. (2004). The status of design in technology teacher education in the United States. *Journal of Technology Education*, 15(2), 33-45.
- Wighting, M. J., Liu, J., & Rovai, A. P. (2008). Distinguishing sense of community and motivation characteristics between online and traditional college students. *Quarterly Review of Distance Education*, 9(3).
- Vogt, K., & Tzagari, D. (2014). Assessment literacy of foreign language teachers: Findings of a European study. *Language Assessment Quarterly*, 11(4), 374-402.
- Vonderwell, S. (2003). An examination of asynchronous communication experiences and perspectives of students in an online course: A case study. *The Internet and higher education*, 6(1), 77-90.

APPENDIX I

Table 1.*Data sorted in levels of coding*

Category	Sub-category	Code	Example meaning unit (Student Essays (SE) and Questionnaires (QS))	Frequency
Teacher identity change	Motivation	Motivation in Online education	<p>“By using some applications, I occasionally was providing feedback and extrinsic motivation even if it is a virtual classroom. I cared about not only teacher-student interaction but also student-student interaction in some activities that I organised in Zoom.” (SE19)</p> <p>“In online education, teachers have much more responsibility to keep students in the course and to motivate them. Taking this responsibility is part of our identity as a teacher.”(QS13)</p> <p>“... what the teacher can do is limited. For example, we cannot use small rewards that we can use to attract the attention of students in the online classroom, there are extra points or plus points left, but these may not be important for every student.” (SE4)</p> <p>“As far as I have observed, especially in university classes, students prefer to write from the chat section rather than video or audio chat. Teachers who force students to turn on cameras or connect with audio are unfortunately inefficient in their classes and attendance decreases. In this case, there is no interactive lesson environment. I have observed that teachers who respect their requests without forcing the students feel more comfortable in</p>	(n=4)

their lessons, and even those who do not normally attend the class in the classroom express their opinions by writing in the chat section with pleasure. The fact that students do not turn on their cameras or participate in voice does not diminish the authority of the teacher, on the contrary, students respect the teacher mutually. But the same may not apply to a high school student, for example. Therefore, it is very important to consider the wishes of the students..” (SE4)

Classroom management	Student engagement in online education	<p>“As an observer, I observed the teachers had many problems in classroom management. During the observations, I couldn’t see many interactions among the students. Breakout room was a good option for student-student interaction in the process of distance learning. However, it was not so effective as face-to-face education.” (SE1)</p>	(n=14)
		<p>“I believe online education requires more from the teacher since it’s not easy to compete with many online attractions and distractions. A successful instructor should be someone who makes students sure that their lesson is worth their time and effort. “ (QS33)</p>	
		<p>“Some teachers had to keep the teacher talking time longer than the student talking time. The more they talked, the less the students had an interaction. They avoided from the activities requiring student-student interaction. They couldn’t monitor the classroom because everybody was studying at home. For this</p>	

reason, they couldn't get the students' attention in some activities and they couldn't control what was going on in the classroom."(SE1)

"The quality of education in online education is lower than in face-to-face education as I observed from the online lessons. The reason for this is that the classroom management is incomplete, and we do not know whether the student is really listening to the lecture as in class" (SE26)

"Time management is crucial in online education. It is hard to save time and catch students' attention in online education (compared to face-to-face.)"(QS11)

" Being able to manage the classroom and time. I think the features are the same but it is a little or bit harder for teachers to control each and every disruptive behavior of students in online lessons" (QS16)

"The online education process was a difficult process in terms of classroom management. Because student-teacher communication can be interrupted more than face-to-face education."(QS13)

"there are still many teachers who have not taken technology into their lives and only use books as a material. We see that the more diverse we are materially, the more the student's interest in the lesson

increases and the lesson becomes more efficient.” (SE16)

“In a classroom, teachers can have students do the activities and observe them if they're working on. However in online classes it is not possible at all. At first, I thought that if we guide and give instructions well, they can all do the activities. As far as I have seen in the online classes, I realized that students mostly enjoy speaking, listening activities and grammar, vocabularies activities integrated with the games. I must say that students become more selective about activity choices and this is what I found as a challenge through my existing traditional beliefs.” (QS9)

“They are absolutely different from each other... it is a great tool to teach private classes or maybe small group but for a class its very hard to stay in charge... discipline and keeping the authority is the hardest yet the most important part that teachers need to keep” (QS17)

“Teachers should be aware of new classroom management strategies, because the digital platform we are using is our classroom actually. Distance learning also puts a distance between behavioral methods (reward and punishment, physical interaction between students - teacher), so teachers must be working on cognitive & psychological approaches instead. Teacher should be aware of how everything he/she does will affect students, because in most conditions the teacher won't be

seeing their students' faces because of technological restrictions.” (QS18)

“In my opinion, one of the most important features is to be able to manage a classroom. Some teachers may have difficulty in classroom management in online teaching. Because we can not be sure if our students are really engaged. Some of them do not want to participate in the activities. These situations affect both teachers and students.” (QS38)

“In my observations during this lesson, I noticed that classroom management is much more difficult in this system. In face-to-face education I was warning my students with non-verbal signals. For example, if a student is not listening to my instructions, I would make eye contact with the student or go to that student’s desk and let him know my presence. That way students would get the message. However, these methods are not possible in the online lessons and verbal warnings are I believe ineffective because students are used to hear them a lot and do not pay attention to them.” (SE29)

Teacher role change	Teacher as emotional counsellor and mentor	“Online teaching experience affected my mentoring identity towards students. I gave both information about second language acquisition and ideas of self monitoring and awareness to my students” (QS19)	(n=4)
		“In some ways it is not that different from the “normal “ education but we must pay extra attention to students' feelings and understandings. Communication	

must be always clear and reachable”
(QS26)

“Another behavior that the teacher should have in his identity is that he should try to take into account the psychological conditions of the students as well as their academic success throughout the process. Because, in this context, students are separated from their familiar school life, teachers and friends; Especially those of game age cannot go out and play games and cannot communicate with the environment. For this reason, teachers in 'The New Normal' should discover how to support their students in relation to this process without even coming face to face. The guidance aspect of the teacher emerges at this point.”
(SE3)

“Covid-19 affected our teaching process and beliefs. For example; I believe a teacher has a variety of identities such as input provider, facilitator, or observer. But now, I have changed my mind. In my opinion, firstly a teacher should have an identity as a mentor. Being a mentor is very important...being a mentor” is to be aware of how well students are progressing with their task by supervising. For this identity; as a teacher you should have reflective thinking and self awareness” (S20)

Teachers as collaborator	“In distance education caused by Covid19, cooperation with the student is one of the most important behaviors in the identity of the teacher.” (SE3)	(n=1)
--------------------------	--	-------

Teacher as good observer	“A successful online instructor will be a guider and a good observer, I believe. She should observe students process and help them when they need” (QS9)	(n=1)
Teacher as technician	“You have to be a teacher and at the same time a technician if it is necessary. Dealing with many positions in online classes makes the things harder when we compare with f2f classes” (QS20)	(n=2)
	“A teacher who will teach in a virtual classroom environment should have full knowledge of the application and its functions.” (SE13)	
Online Teacher as only Information provider devoid of social connection	“For me to be a successful online teacher, I just need to have enough knowledge on what I will teach. I think that's enough. I don't need to have good social skills to be a successful online teacher”(QS31)	(n=1)
21st Century	“Some of the roles that a teacher presents when dealing with the students are like learner, facilitator, assessor, manager and evaluator. In the 21st century, as Teachers we have more than these kinds of qualifications in our classrooms.We provide our students to have Higher order thinking skills, Effective communication skills and knowledge of technology that students will need for 21st-century careers and a globalized environment.” (SE17)	(n=3)
	“With the online teaching process, I realize the real power of technology in terms of teaching materials. The more you use the technology, the	

better you will reach the 21st century kids.." (QS20)

"This corona period showed exactly how important 21st century skills are, and made it clear that teachers should be very close to technology and the changes brought about by technology." (SE15)

Feedback	Feedback in online education	"In a virtual environment, it is not easy to convey feedback directly when the atmosphere is considered." (QS19)	(n=2)
		"In some ways, classrooms are alive and social places that offer direct responses from students and immediate feedback. But now, I understand that teaching is far beyond from classes. (SE21)	

Technology integration	Effective ways of technology integration	Effective use of technological tools	"The students had an opportunity to improve their technology skills. For instance, they learned word processing skills with the help of the assignments given by the teachers. They learned how to prepare a good presentation through Powerpoint, how to write an e-mail to their professor as the computer assisted learning developed." (SE1)	(n=3)
		"I was capable of learning any digital tool heuristically, and I also believe digital tools are more economic than traditional materials. I believe the online experience will be for my benefit because they are easier for me to have control over. For example, it is very hard to mute a crowded class when you lose control, but with the help of online tools, you can simply "mute all		

participants". (QS18)

During the pandemic, I understood the importance of online education tools better. Although I am particularly tech savvy, I learned many tools and sites. I used Canva to spice up my university presentations and discovered how to better capture the attention of younger students thanks to the beautiful background designs. I learned that with "Educaplay" or "H5p" I could combine entertainment and education, and I learned how useful applications like "Kahoot", which I already knew, can be in the classroom. (SE30)

"First of all, it is understood that technology is significant for both teaching and learning. We learn how to integrate technology in the learning process effectively. Besides, it has provided us with the opportunities to enrich the learning environment through games, songs, beneficial websites such as Kahoot, Quizizz etc." (QS38)

"I realized that with the technology, you can reach a student from the edge of the world. We are living in a globalizing world, and online teaching will be the key element in future. Reaching the information is no longer a hardship to humanity." (QS20)

"Before online teaching, I really care about making contact with the students in the classroom. Without making a healthy connection, I thought that teaching was hugely affected negatively. When I started

teaching online, I saw that these kinds of beliefs were too old fashioned. We are in a technological era and the definition of making contact is really changed. Even in the virtual classroom, sending an emoji or playing an online game with a whole class matters. If you want to make contact with students” (QS20)

Acknowledgement of technology and e-learning and teaching in their future practices	“Initially, i did not think that modern techniques or methods including usage of technology are not crucial tools for teaching or a teacher, which proved i was wrong” (QS14)	(n=11)
---	---	--------

“It assures me that my knowledge and experience of technology will surely help me in my future teaching endeavours.” (QS22)

“I have seen that online tools should be integrated into our teaching practises, there are hundreds of apps, websites and tools to make the teaching and learning process funnier and more effective.” (QS16)

“I have experienced online lesson before and once I understood that in the future it can be possible to give online lesson and take precautions, be prepared for any thing by predicticting and thinking”(QS30)

“Creating an engaging, collaborative atmosphere, triggering multiple skills, reinforcing high order thinking skills are the norms of teaching which shouldn't be abandoned. With proper usage of

technological materials, every teacher can apply these norms in their virtual classroom” (SE21)

“My perspective on the teaching profession has changed enormously since the pandemic started, because I saw the other side of the coin. Now, I realize my capacity as a teacher about creativity, the power of my sources and materials and the enormous facilities I have. If a teacher wants to teach, I believe he or she can teach everywhere at any circumstances.” (SE21)

“Even after the online teaching, I am planning to use the online teaching materials and sources in my real classes” (QS20)

“I believed that traditional materials were more beneficial than the technological ones. However, I learned how to adapt them on technological platforms. In addition to that, technology always works well in doing activities in terms of time management and effectiveness. So, this changed my traditional belief on choosing the appropriate material for my students.”(QS38)

“I feel like I'm not prepared enough for traditional teaching because of this situation. However, it is expected that online education will become more common in the future. So knowing that I've got a headstart in this eases my mind.” (QS35)

“After this pandemic occurred and we were in lockdown, I understood

that technology is now an indispensable concept of our life comprehension because we do not only use technology, we need it desperately” (SE9)

Inefficacy of online environment for learning and teaching	Distrust towards the efficacy of e-learning environment	<p>“I believed that utilizing technology in our classrooms is a must if we are to stay current and effective. But I never thought that students would have to take only online classes for a whole year. So much potential is lost in teaching when you don’t have access to the classroom atmosphere. Even though the current tools we have for online teaching are good and even amazing at times, nothing can replace the way a teacher moves, talks, and uses all the tools he has in his hands.” (SE17)</p>	(n=2)
		<p>“Unfortunately, I realized that distance learning is so distant to learning... We are not aware of how to use technology in education, we just use it for having fun or communication.” (SE10)</p>	
	Disapprobation /or refusal of online teacher identity	<p>“Yes, it is different because in the classroom you use body language and you can't mute students with a button. I cant be successful in online teaching.” (QS29),</p>	(n=6)
		<p>“Whatever a teacher does in front of the cameras, I don't think it will be as impressive as in the classroom because the teacher was the people who could understand what their students were thinking and how they felt, even from their students' eyes or facial expressions.” (SE14)</p>	

“As I mentioned at the beginning, the teacher-student relationship has been shaken a bit, in my opinion, since the "classroom" environment dominated by teachers is no longer present, most things started to seem unlimited.” (SE12)

“Now, thanks to Covid, I am on a very different path professionally. While I normally think academically, I now have great reluctance on this subject and I don't want to see anything more about education.” (SE11)

“I realized teachers are meant to teach face to face.” (QS39)

“In a hard way. I really hated online system....I don't want to be teacher anymore.”(QS15)

Genişletilmiş Özet

Giriş

Pandemiden çok önceki süreci de kapsayan, teknolojiye dayalı bir dönüşüm devam ediyor olsa da, çevrimiçi öğrenmenin kapsamı Covid-19 salgınından sonra daha da genişlemiştir ve pandeminin sona ermesinden sonra bile eğitimin ayrılmaz bir parçası olacağı aşikardır. Covid-19 pandemisinden önceki dönemde, çevrimiçi eğitim ve Bilgi Teknolojilerinin (BT) sınıflara entegrasyonunun yanında e-öğrenme ile ilgili olarak öğretmen kimliğini araştıran bir dizi çalışma da bulunmaktadır (O'Dowd, 2003; Warner, 2004). Yine pandemi öncesinde yapılan bir araştırma, düşük seviyedeki teknik yeterlilik ve teknolojik becerilerin yabancı dil öğretmeni kimliği üzerinde etkisi olabileceğinin altını çizmiştir (Dusick ve Yıldırım, 2000). Ayrıca, yüz yüze eğitim sürecindeki öğretmenlerle karşılaştırıldığında, öğretmenlerin e-öğrenmedeki rolü, öğretmenden öğrencilerin öğrenmesine rehberlik eden ve onları teşvik eden bir kolaylaştırıcıya sahne geçişinin olduğu öğretim uygulamasında farklılık göstermektedir (Baran, Correia, Thompson, 2011; Bawane & Spector, 2009). Öğretmen kimliğiyle ilgili önceki yıllardan ve önceki çalışmalardan farklı olarak, öğretmen adayları ilk kez okul gözlemlerinde “acil” çevrimiçi eğitimi gözlemlemişlerdir. Bozkurt ve Sharma'nın (2020) belirttiği gibi, "uzaktan eğitim her zaman öğrenenler için alternatif ve esnek bir seçenek iken, acil uzaktan eğitim bir zorunluluktur, bu da farklı stratejiler kullanmamız ve vakaya farklı önceliklerle yaklaşmamız gerektiği anlamına gelmektedir." Covid-19 sırasındaki

çevrimiçi eğitim, sınıf etkileşimi, motivasyon, sınıf yönetimi ve değerlendirme için farklı önceliklerin, alternatiflerin ve sorunların ortaya çıktığı bir zamandır. Çevrimiçi eğitim sırasında öğretmen adayları tarafından gözlemlenmesi muhtemel bir dizi sorun bulunmaktadır. Bu nedenle, bu araştırma çalışması, Covid-19 salgını sırasında çevrimiçi eğitime bağlı olarak değişen erken öğretmen kimliğini ve öğretim inançlarını anlamamıza katkıda bulunacaktır.

Yöntem

Araştırmaya, özel bir üniversitenin Eğitim Fakültesi İngilizce öğretmenliği bölümünde öğrenim görmekte olan ve 2020-2021 güz döneminde okullarda gözlem dersini alan 40 adet son sınıf öğretmen adayı katılmıştır. Nitel veri toplamak için öncelikle çevrimiçi anket uygulanmıştır. Daha sonra, gönüllü olanlardan, Covid-19 sırasında okul deneyimleri ders gözlemlerini ve bunun ilk öğretmen kimliği oluşumunu ve ilk öğretme inançlarını nasıl etkilediğini daha ayrıntılı olarak açıkladıkları makaleleri bireysel olarak yazmaları istenmiştir. Hem çevrimiçi anket sonuçları hem de bireysel olarak yazılan kompozisyonlar için tematik analiz Boyatzis'in (1998) veri güdümlü yaklaşımına göre yapılmıştır.

Tematik analiz yöntemiyle, verilerin analizinden üç tema çıkarılmıştır: (1) Öğretmen kimliğinin ve çevrimiçi eğitimdeki rolünün tanımındaki değişiklik, (2) Öğretmen kimliği gelişimi için temel bir bileşen olarak teknolojinin kullanımının ve entegrasyonunun önemini kavranması, (3) E-öğrenme ortamlarının etkinliğine karşı güvensizlik nedeniyle çevrimiçi öğretmen kimliğinin onaylanmaması veya reddedilmesi. Sonuçlar, Covid-19 salgını sırasında öğretmen adaylarının gerçekleştirmiş oldukları okul gözlemlerinin kendilerine farklı bir bakış açısı verdiğini, öğretme inançlarını değiştirdiğini, öğretmen kimliğinin koşullara göre değişebileceğini ve bu nedenle yapmış oldukları gözlemlerin öngörülmesi güç durumlara dahi hazırlıklı olmalarının gerekliliğini anlamalarını sağladığını göstermiştir. Birinci tema altında, öğretmen adayları bir öğretmenin çevrimiçi öğretimde çeşitli rollere sahip olduğunu dile getirmişlerdir. Onlara göre, Covid-19 salgın döneminde yapılan online öğretmenlik farklı boyutlarda donanımlı olmayı gerektirmektedir. Hem aday öğretmen hem de öğrenci gözünden bu roller: duygusal danışman ve akıl hocası öğretmen, işbirlikçi öğretmen, iyi gözlemci öğretmen ve teknisyen öğretmen olarak gruplanmıştır. Hatta, bazı öğretmen adayları için çevrimiçi öğretmen oldukça olumsuz çağrışımlara sahiptir. Çevrimiçi öğretmenlik, "sosyal beceriden ziyade yeterli bilgiye sahip olmak" olarak tanımlanmıştır. İkinci tema kapsamında, öğretmen adayları, teknolojinin önemini yanısıra nasıl efektif şekilde teknoloji kullanılacağına önemini daha da farkına varıp kavramışlardır. Bunun sonucunda, öğretmen adayları kendi gözlemlerine dayanarak, "Teknolojiyi nasıl etkili kullanırım?", "Öğrenci katılımını (yüzeysel olmayan şekilde) öğrenci aktif ve motive olacak şekilde nasıl sağlarım?", "Teknolojiyi sınıf içi yönetim için nasıl kullanırım?", "Uzaktan eğitiminde etkileşimi ve iletişimi nasıl sağlarım?" gibi sorulara odaklanmaya başlamıştır. Bu düşünce sistemi onların erken öğretme inançlarını da etkilemiş ve öğretmen adayları ileride bu düşünce ile bu sorulara cevap bulmaya çalışarak öğretmenlik yapmak istediklerini belirtmişlerdir çünkü çevrimiçi öğretim onlar için farklı sorunlar ve soruları beraberinde getirmiş, dolayısıyla bu durum onlara farklı bakış açıları için kapılar açmıştır. Üçüncü tema altında ise öğretmen adaylarının çevrimiçi öğretimi ile birlikte bu rolü onaylamaları ve reddetmeleri üzerine olan görüşleri verilmiştir. Öğretmen adaylarının bazıları ileride öğretmenlik yaptıklarında eğer çevrimiçi olarak yaparlarsa buna hazır hissettiklerini, bazıları ise buna asla hazır olmadıklarını ve meslekte bu dönem boyunca yaşadıklarını belirtmişlerdir. Burada şu göze çarpmaktadır; öğretmen adaylarının bir kısmı öz-yeterlilik inancı açısından olumlu gelişmiş, ancak diğerleri ise çevrimiçi öğretmenliğe karşı olumsuz bir tutum geliştirmiş ve bu da öz-yeterlilik inançlarını derinden sarmıştır. Bu durum, sadece çevrimiçi öğretmenlik özelinde değil, yüz yüze eğitim olsa dahi bu mesleği yapmama kararı alma fikrine sahip olmalarına neden olmuştur. Bu kesin reddediş durumun vahametini göstermektedir.

Bu çalışmada elde edilen veriler doğrultusunda öğretmen eğitiminde yüz yüze eğitime ek olarak çevrimiçi öğretmenlik konusunda öğretmen adaylarını yetiştirme gerekliliğine ve bu nedenle öğretmen eğitimi programına çevrimiçi öğretmenlik konusunun dahil edilmesi gerektiğine ulaşmak mümkündür. Öğretmen adayları, çevrimiçi eğitim için farklı öğretim

becerileri ve yöntemlerin kullanılması gerektiğini dile getirmişlerdir. Onlara göre, öğrenci motivasyonu, katılımı ve sınıf yönetimi yüz yüze derslerden farklıdır. Ancak mevcut öğretmenlik programı bu durumla ilgili teorik ve pratik bilgiyi sunmadığı için öğretmen adayları tarafından yetersiz görülmektedir. Ayrıca, öğrencilerin bu dönemde çaresizce ihtiyaç duydukları duygusal danışmanlık ve rehberlik gibi çevrimiçi eğitimle gelen değişen öğrenci ihtiyaçlarının öğretmen eğitimlerinde mutlaka vurgulanmasının gerekliliği dile getirilmiştir. Bu nedenle, araştırmadaki öğretmen adaylarının değerlendirmelerine dayanarak, öğretmen eğitiminde sosyo-duygusal beceriler konusu üzerinde durulmalıdır. Buna ilaveten, öğretmen adayları çevrimiçi sınıf yönetiminde davranışçı yaklaşımdan ziyade bilişsel ve duygusal yaklaşımın öne çıktığını dile getirmişlerdir. Bu nedenle öğretmen adayları için iki eğitim ortamının farklarına odaklanan yöntemlerle ilgili farkındalık sağlayacak bir eğitimin sağlanması gerekliliğinden bahsetmek mümkündür.