Amira Elamir Khater

EFL In-Service Teachers' Professional Identity and On-Line Teaching During the CORONA Pandemic: A Quantitative-Qualitative Study

By
Amira Elamir Khater
Associate professor of TEFL
Department of Curriculum and Instruction
Faculty of Women for Arts, Science and Education
Ain Shams University

ABSTRACT

This research explores how the changes in educational policy, due to the Pandemic and the use of on-line teaching are seen from the perspective of in-service EFL teachers', and how they express their professional-identity in this situation. Initial data was gathered through a questionnaire implemented on 49 EFL in-service preparatory and secondary stage teachers. This data provided a range of background information, informing a second stage of research where in-depth case studies of four EFL in-service teachers was conducted. The case-study part consists of structured interviews which explore the experiences of the teachers involved. The research aims at giving teachers a forum to voice their thoughts and share their concerns about the difficulties they face and the conflicts they experience between their personal thoughts, attitudes, aspirations and pressures to conform. At the core of the research is their views of professional identity and how these views have been influenced by the circumstances of the pandemic and on-line teaching. The research, hence, follows the mixed approach. The statistical analysis of the teachers' responses on the questionnaire shows that the general direction of their opinions about the on-line teaching are not in favour of absolute use of on-line teaching. The qualitative analysis shows that the participants suffer from a loss of professional identity and its elements (teaching beliefs, professional competency, teacher agency, and career professional development) during the period of online teaching in particular, in addition to the many obstacles that they encountered before the pandemic and still extend till present.

Keywords: Egypt – professional identity- on-line teaching- CORONA Pandemic

مستخلص

يستكشف هذا البحث كيف يُنظر إلى التغييرات في السياسة التعليمية ، بسبب وباء الكورونا واستخدام التدريس عبر الإنترنت من منظور معلمي اللغة الإنجليزية كلغة أجنبية أثناء الخدمة ، وكيف يعبرون عن هويتهم المهنية في هذه الحالة. تم جمع البيانات الأولية من خلال استبيان تم تطبيقه على ٤٩ معلمًا و معلمة من معلمي اللغة الإنجليزية كلغة أجنبية أثناء الخدمة للمرحلة الإعدادية والثانوية. قدمت هذه البيانات مجموعة من المعلومات الأساسية ، مما أفاد المرحلة الثانية من البحث حيث أجريت دراسات حالة متعمقة لأربعة مدرسين للغة الإنجليزية كلغة أجنبية أثناء الخدمة. يتكون الشق الخاص بدراسة الحالة من مقابلات منظمة تحلل تجارب المعلمين المعنيين. يهدف البحث إلى منح المعلمين الفرصة للتعبير عن أفكارهم ومشاركة مخاوفهم حول الصعوبات والصراعات التي يواجهونها من حيث أفكارهم الشخصية و اتجاهاتهم ومواقفهم وتطلعاتهم وضغوط التي يواجهوها. و يكمن في صميم هذا البحث وجهات نظرهم حول الهوية المهنية وكيف تأثرت هذه الآراء بظروف الوباء والتدريس عبر الإنترنت. يتبع هذا البحث المنهج المختلط حيث يُظهر التحليل الإحصائي لإجابات المعلمين على الاستبيان أن الاتجاه العام لآرائهم لا يفضل الاستخدام المطلق للتدريس عبر الإنترنت. يظهر التحليل النوعي أن المشاركين يعانون من فقدان الهوية المهنية وعناصرها (معتقدات التدريس ، الكفاءة المهنية ، الارادة الحرة للمعلم ، التنمية المهنية الاكاديمية) خلال فترة التدريس عبر الإنترنت بشكل خاص ، بالإضافة إلى العديد من المعوقات التي واجهوها قبل الجائحة ولا تزال تمتد حتى الوقت الحاضر.

الكلمات المفتاحية: مصر – الهوية المهنية للمعلم – التدريس عبر الانترنت – جائحة كورونا

EFL In-Service Teachers' Professional Identity and On-Line Teaching During the CORONA Pandemic: A Quantitative-Qualitative Study

By
Amira Elamir Khater
Associate professor of TEFL
Department of Curriculum and Instruction
Faculty of Women for Arts, Science and Education
Ain Shams University

Introduction

With the global sweeping spread of COVID-19 in March 2020, the World Health Organization (WHO) declared it a pandemic and urged governments to take extreme measures to control its spread. The outbreak disrupted schooling globally, forcing mass school closures with virtual learning to master the scene, with a more disturbing impact in countries experiencing technological infrastructure challenges (Iqbal & Campbell, 2021).

According to data from the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) Institute for Statistics, 123 national closures affected 1.1 billion pupils, or about 62 percent of total enrolment, as of June 2020. (UNESCO 2020). During the COVID-19 outbreak, most governments throughout the world devised and conducted countrywide remote learning programs, despite the fact that schools were closed. School closures and the economic disaster have had a significant impact on educational systems. While schools were shut, students lost some of the learning gains they had made earlier. Students from low-income families were more vulnerable to these shocks and were more likely to drop out of school (World Bank 2020). To reduce the negative impact of school and university closures, governments have turned to the online learning system. The schools were encouraged to convert their educational programs to the distance education system by utilizing educational technology's capabilities and tools, as well as print, audio, and visual means such as radio and television. Unfortunately, developing countries lack the necessary resources to implement online learning. This system necessitates the availability of computers, digital technology, and an Internet connection as well as experience designing and preparing study programs.

On March 15th 2020, Egypt's Ministry of Education and Technical Education (MOETE) announced a two-week temporary closure of all schools. MOETE requested that all grades from G3 to G9 register on the

Edmodo platform (https://edmodo.org) , and then submit research projects on four specific topics (Health, Tourism, Water, or Energy) either individually or in groups of no more than five students from the same school to pass from a stage to the following, in a way to keep the ongoing educational process. On May 13, 2020, it was announced that all schools would reopen in mid-September 2020 when the new school year began. It means that this will be the longest summer vacation ever, lasting more than 6 months, beginning on March 15th and ending in mid-September. The deadline for projects to be submitted on the Edmodo platform was May 18th. (Abdelmegui,2020).

To control the sources of infection and make every effort to limit its spread, Egypt's government implemented a policy of strict home-based quarantine and physical separation of people across towns and cities. To keep students safe from the pandemic, the Ministry of Education has advocated for online teaching and learning. Teachers and students were imprisoned by their devices and were compelled to experiment with this unprecedented experience However, it was unclear whether this mandatory function helps or hinders the effective use of technology to serve the teaching and learning needs.

Many countries have launched online learning platforms in order to overcome this emerging crisis. Unfortunately, the Egyptian Ministry did not notify school leaders and teachers of the decision to close schools until two weeks before the announcement of virus infection cases among citizens. Consequently, everyone was in a state of a mess as a result of this action, and no one knew how to prepare for such emergency. Teachers all over the country are struggling to teach students with this online educational system. But unfortunately, they lacked the necessary training to deliver their curriculum online. So far, the situation is not precise, despite the fact that the government has already developed an electronic system (Ewiss.2020).

In 26 Nov.2021, WHO announced the appearance of another variant of the virus; Omicron. This was a disturbing mess to some countries, Egypt among them, which are most likely anticipated another disturbing closure of schools and universities. Based on the availabilities of health and educational infrastructure and the increase of numbers infected, the officials in Egypt decided to reduce attendance of great numbers of students in schools and universities by depending on the blended educational system instead of the traditional teaching.

Being, in the heart of this critical situation and an essential influential part in the educational system, the teacher must prepare

him/herself to the new emerging circumstances of teaching process. So, the study of EFL teachers' viewpoints of their professional identity after the dramatic shift to the on-line teaching due to the pandemic, is seen as essential requirement.

Simply speaking, teacher identity can be demonstrated in the classroom through understanding students' needs, the ability to manage the classroom, and the capability of dealing with different students' attitudes and behaviour (Aneja, 2016). The strategies for presenting the curriculum, assigning tasks, asking questions, and conducting assessments are all aspects of a teacher's identity that pervade every aspect of their interactions with students (Ellis, 2016). How teachers perceive themselves and their personal beliefs of self-image is another factor reflecting teacher identity. This self-image is reflected in the teachers' classroom experiences, relationships with their colleagues, supervisors, and other figures of authority (Tseng &Kuo, 2014).

Context of the problem

The research problem stemmed from my own experience as an EFL associate professor who teaches postgraduate studies to preparatory and secondary stage teachers. Through discussions with them about teaching the English language in the new system due to the pandemic, they pointed out that they faced many problems such as: internet disconnection, students' distraction and the difficulty of controlling and managing them, the lack of training not only to use the platforms effectively but also the lack of training on the use of educational materials and online resources to integrate them with teaching، their opinions are ignored as partners in the educational process؛ they are not consulted in the preparation for the educational process which negatively affected them on the psychologically and professionally. In addition to the fierce and continuous attack on teachers and the social public negative image of them, which affected their desire to continue in the profession.

To ensure the presense of the problem, the researcher surveyed some Egyptian studies as follows:

Some studies have been conducted in the Egyptian setting concerning teacher identity in an indirect way. The majority of research conducted in Egypt has focused on other aspects of education, for example; Some studies have looked into teachers' practices in higher education as well as teachers' perceptions of leadership (Salama, 2018; Wahba, 2018). Another study looked into educational policies as well as teachers' techniques for classroom management and student behaviour (Abdel Kerim, 2016). Others dealt with teacher development programs offered by the government such as the one conducted by (Sarhan, 2018) .

Nonetheless, only few studies have looked into teacher identity in Egypt, other than school English teachers. El Deghaidy (2006) investigated the beliefs of pre-service science teachers regarding self-efficacy and self-image, as well as the impact of a science teaching methods course on these two variables. Abdel Fattah (2016) investigated teacher identity in two Egyptian universities in terms of teaching practices, students, and context. Except for Sadek (2020) who examined Teachers' perceptions of professional identity and communities of practice, her participants included 26 English instructors from private universities and the entire sample of instructors consisted of full-time employees who either hold an MA or are pursuing a Masters or PhD degree; thus, There is no study, within the limits of the researcher's knowledge, that deals with the professional identity of preparatory and secondary stage EFL in-service teachers in light of teaching using the Internet since the spread of the Corona pandemic until our time and giving them the opportunity to express themselves which is the aim of the present research.

Statement of the problem

General education EFL preparatory and secondary stage teachers face professional problems such as lack of deep pedagogical training and technological training. But among the serious problems is that of being all the time marginalized in terms of being an implementation, not contributing to making decisions about the educational process; decisions are always taken superiorly. This issue affects his/her self-image, self-esteem and the appreciation of the profession and this problem came to the surface with the spread of pandemic and the decisions taken by The Ministry of Education at that time. Thus, the present research seeks to investigate Egyptian EFL preparatory and secondary stage in-service teachers' professional identity as affected by the use of the on-line teaching due to the CORONAVIRUS pandemic and its consequences till the present of 2022.

Research questions

1-How do EFL in-service preparatory and secondary stage teachers perceive their professional identity after the pandemic due to the on-line teaching?

2-How policy changes affect teachers' identities, due to circumstances, and the subsequent effect this had on their ability to carry out their roles effectively?

3-To what extent do EFL in-service teachers consider on-line teaching has achieved effective results for their students' learning and their profession?

Research hypotheses

1-   there is no satisfaction among English language teachers with teaching English online.

2-   there is no statistically significant difference between the mean scores of male and female EFL in-service teachers in the professional identity questionnaire.

3-   there is no statistically significant difference between the mean scores of in-service EFL teachers on the professional identity questionnaire due to the educational qualification".

4-   There is no statistically significant difference between EFL in-service teachers' responses on the professional identity questionnaire according to the type of school (official, experimental, distinguished).

5-   There is no statistically significant difference between the mean scores of EFL in-service teachers' responses on the professional identity questionnaire in terms of years of experience.

6-   There is an indication that EFL in-service teachers' professional identity is affected by the surrounding context including their teaching beliefs, professional competence, teacher agency, collegial interaction and career professional development.

Significance of the research

The study can be viewed as a supplement to previous research on the Egyptian education system in general and Egyptian EFL teachers in particular. Hence, according to the researcher's knowledge of the limited amount of research on English teachers' professional identity in Egypt, the present research would essentially contribute to research on and collectively.

It is also hoped that the research would draw the attention of the Ministry of Education to give due care to the teachers' visions and take their opinions, requirements and suggestions into consideration.

Definition of terms:

Professional identity

In this research professional identity refers to EFL in-service preparatory and secondary stage teachers' ongoing process of interpretation and reinterpretation of their practical experiences; their perceptions of themselves as well as their social image, their language and pedagogical technological competency, their development in their career professionally, and how these perceptions affect their identity. This research concentrates on five elements that form teachers' identity: teacher beliefs and experiences, teacher agency, teacher competency, career professional development and their Collegial interaction.

On-line teaching

In this research on-line teaching refers to EFL in-service Preparatory and secondary stage teachers' use of the E-learning platform assigned to them by the Ministry of Education to communicate and teach the English course outside the classroom at the period of CORONA virus pandemic, in addition to its effect on their teaching practices, student-teacher relationship, their professional development …etc.

Review of literature
Identity

With so many definitions in the research literature today (Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004), it's difficult to get a clear and more comprehensive picture of the term. Researchers in teacher education have frequently used the terms "self" and "identity" interchangeably (Day, Kington, Stobart, & Sammons, 2006). Both are complex concepts that draw on major research and theoretical areas of research from a wide range of disciplines, including anthropology, sociology, psychology, psychotherapy, linguistics, and cultural studies, with teacher identity (including professional identity) studies receiving the most attention in literature, which is primarily concerned with the socio-cultural aspects of identity (Fraser, 2011). In contrast to early modernist definitions of identity that saw it as individual and intertwined with the concept of self (Erikson, 1994; Mead, 1934), a new post-modern construction has emerged in the literature. Across a variety of domains, we discover that identity is not a fixed, psychologically pre-determined attribute, but rather one that is constantly changing and shifting as a result of our interactions with our environment and context (Akkerman & Meijer, 2011; Pavlenko & Blackledge, 2004).

The importance of agency in identity formation, which allows us to consider individuals as intentional beings, is a critical component here. Van Liera (2010), for example, states that such agency includes initiative, intentionality, control, self-regulation, and self-efficacy. He proposes that the self-entails a stable core whose goal is to preserve one's integrity, whereas identity leads to ways of matching, relating, and reconciling one's self with the world. Identity is defined by Pavlenko and Blackledge (2004:9) as "social, discursive, and narrative options offered by a specific society in a specific time and place to which individuals and groups of individuals appeal in an attempt to self-name, self-characterize, and claim social spaces and social prerogatives" .

Identity is also portrayed in the literature as being inextricably linked to social, cultural, and political contexts. Identity is defined by Bucholtz and Hall (2005) as "the social positioning of self and other" (p. 586). They define identity as "a relational and sociocultural phenomenon that emerges and circulates in local discourse contexts of interaction rather than as a stable structure primarily located in the individual psyche or fixed social categories" (p. 585-586). Similarly, in their work on discourse communities and intercultural communication, Scollon et al. (2011) argue that each of us maintains multiple identities. We are members of many different discourse systems at the same time because virtually all professional communication is communication across lines that divide us into different discourse groups or discourse systems. Although this work focuses primarily on teachers' professional identity, it is based on Goffman's principles of interaction order, and their description of the "nexus," where engagement in some type of social action is facilitated by a relatively consistent set of social processes, is linked to this socio-cultural perspective. Goffman's discussions of personal and social identities emphasize the individual's uniqueness and the interplay with others. One's social identity is linked to a meaning negotiation with others and is obtained through the realization of attainment of specific attributes and expectations by others .

Gee's (2000) definition of identity as a tool for research analysis in education provides a succinct definition of identity as being recognized as a specific 'kind of person' in a given context (p. 99). Gee defines four perspectives on identity: 1) the nature perspective (N-Identities): a state developed by natural forces (e.g. gender, race); 2) the institutional perspective (I-Identities): a position derived from authoritative powers within institutions (e.g. a professor, an inmate); 3) the discursive perspective (D-Identities): an individual trait developed through interaction with others (e.g. caring, abusive); and 4) the affinity perspective (A-Identities) identity formed as a result of shared experiences with a similar group (e.g., colleagues). As a result, people maintain multiple identities, but the 'kind of person' recognized at any given time is determined by context.

Teacher Professional Identity

It is critical to consider what is meant by teacher professional identity, the concept around which this research is organized. Over the last few decades, teacher cognition research has shifted focus away from concerns about basic information transfer, a cause-effect model of teaching and toward a more focused concern for teachers themselves and the tacit aspects of their thoughts and beliefs, not only in the classroom

and classroom behaviour but also in their overall careers. This shift has resulted in an increased interest in teachers' sense of professional identity, its development, and influence on teaching and teacher education practise (Akkerman & Meijer, 2011; Canrinus, 2011 and Beijaard et al., 2004).

Beijaard et al. (2004) discovered that research on professional identity from 1988 to 2000 focuses on three areas: 1) studies about teachers' professional identity formation, 2) studies about the identification of characteristics of teachers' professional identity, and 3) studies about professional identity as (re)presented by teachers' stories. According to them, professional teacher identity formation is "a process of practical knowledge building characterized by an ongoing integration of what is individually and collectively seen as relevant to teaching" (Beijaard et al., 2004, p. 123). According to Beijaard et al. (2000, 2004), teachers' professional identities can be thought of as an ongoing process of interpretation and reinterpretation of teachers' practical experiences. They published a report on their own research project on teachers' professional identities in 2000. Inspired by Bromme's (1991) work, they began their research with the following statement: "Teachers derive their professional identity from (mostly combinations of) the ways they see themselves as subject matter experts, didactical experts, and pedagogical experts" (Beijaard et al., 2000, p. 751).

Beijaard et al. (2004) identified four characteristics essential for developing a professional identity in their review, which they propose can serve as a general framework for future research in this area. To begin with, professional identity is a continuous, dynamic process in which teachers interpret and reinterpret their experiences. Following that, it implies both a person and a context. Third, professional identity is made up of several sub-identities that are in some ways complementary to one another. Fourth, it is based on self-direction ('agency,' which means that teachers should take an active role in their own professional development (p. 122). Canrinus et al. (2011) define professional identity in general terms as how teachers see themselves based on their interpretation of their ongoing interaction with their context in a more recent study.

Barkhuizen (2017, p.4) defined language teacher identities (LTIs) as cognitive, social, emotional, ideological, and historical—they exist both inside and outside of the teacher in the social, material, and technological world... They are central and peripheral, personal and professional, dynamic, multiple, and hybrid, and foregrounded and backgrounded. And LTIs change, both in the short term and over time, in social interactions with teacher educators, learners, administrators, and the

larger community, as well as in material interactions with spaces, places, and objects in classrooms, institutions, and online.

Despite minor differences in conceptualization, an extensive review of existing literature revealed four core dimensions of professional identity that could be identified across educational settings and may constitute teachers' professional identity. These four core dimensions are as follows: teaching beliefs, professional competence, professional socialization, and career development.

a) Teaching Beliefs

Many factors are thought to shape teachers' professional identities, and scholars have identified teachers' beliefs about teaching and learning as one of the most important (de Vries, van de Grift, & Jansen, 2013, 2014; Minor, Onwuegbuzie, Witcher, & James, 2002). This is because teachers frequently express how they see themselves as teachers through their personal interpretative framework of beliefs and values (Minor et al., 2002). As a result, teachers' perceptions of themselves as teachers are influenced by their own educational beliefs. From the perspective of the professional self, a teacher's beliefs and values in education can play a critical role in the formation of a teacher's identity in the sense that they are thought to strongly influence how teachers teach, how they develop professionally, and how they approach educational changes (Beijaard et al., 2004; de Vries et al., 2013). Teachers' beliefs about teaching and learning, as Akkerman and Meijer (2011) point out, tend to direct teachers' actions and their perception of themselves in their role as teachers. This also implies that a teacher's identity is frequently based on core beliefs about teaching and being a teacher, and that these beliefs are constantly formed and reformed through experience. As a result, the functional competencies of a teacher are developed differently, and are frequently shaped by the individual's evolving perspectives, beliefs, and teaching philosophies (Korthagen, 2004).

Thus, each teacher's approach to teaching is often shaped by their personal beliefs and values about teaching, and in this sense, reflection on one's own perceptions, beliefs, experiences, and practices is a core activity for all teachers (Walkington, 2005). In essence, a focus on self-shapes what a teacher will be as a teacher, what and how he or she will teach, and how he or she will respond to changing teaching contexts (Timotuk & Ugaste, 2010).

b) **Professional Competence**

Professionally competent teachers in educational settings are generally agreed to require a deep and complete understanding of the subject area they teach, as well as pedagogical knowledge to understand how students learn in order to better cater to their needs (Battey & Franke, 2008; Cheung, 2008; Enyedy, Goldberg & Welsh, 2006). Enyedy et al. (2006), for example, state that teacher professional identity can be seen in terms of teachers' professional practices or actions (what they do) and professional roles (who they are). Andrzejewski (2009), in a recent study, examined the relationships between teacher identity, knowledge, and teacher practices and proposed that teachers' professional identities are a combination of what they know (curriculum expertise) and the pedagogy they use to put it into practice. In fact, many scholars (Beijaard, Verloop, & Vermunt, 2000; Chai, Koh, & Tsai, 2010; Cheung, 2008) have argued that in order to develop into competent teaching professionals, teachers must perform well and have knowledge in the following areas: subject matter and curriculum goals (educational goals and purposes for skills, content, and subject matter), teaching (content plus content pedagogy, teaching diverse learners, and (learning, human development and language).

In other words, in this digital age, deep subject knowledge and pedagogical content knowledge (PCK) are required, as well as knowledge of new technologies applied to subject teaching (or Pedagogical Technical Content Knowledge, PTCK) (Chai et al., 2010; Koehler & Mishra, 2009; Cheung, 2008; Mishra & Koehler, 2006). With the shift from traditional teacher-centric teaching conceptions to more student-centric learning approaches in 21st century classrooms, a teacher is expected to be more of a facilitator of learning and less of a transmitter of knowledge, with a focus on the learners' processes of knowledge construction and utilization (Beijaard et al., 2000). Essentially, a teacher's professional identity is inextricably linked to the teacher's role in the classroom as well as directly linked to the 'craft' of teaching, that is, the teacher's competence in his or her professional knowledge and skills (Hagger & McIntyre, 2006).

c) **Professional Socialization**

According to several scholars such as (Price, 2009), professional socialization is an essential process of learning the skills, attitudes, and behaviours required to fulfil one's professional role. Professional socialization for teachers frequently includes more than just acquiring the skills and knowledge required to perform a job role; it also includes an understanding of the values and norms that are fundamental to the essence

of the teaching profession (Flores & Day, 2006). Indeed, many academics have argued that teachers' participation in social interaction or affiliation, particularly in the form of communities of practice or professional learning communities, is critical to the process of identity development (Beijaard et al., 2004; Lieberman, 2009; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006).Olsen (2008), in particular, sees teacher identity as both a product (the result of influences on the teacher) and a process (a type of ongoing interaction within teacher development).

d) Career Professional Development

Career development can be defined in terms of the level and type of positions that teachers move through in the teaching profession, which can be associated with an increase in salary or the level of responsibility, promotions, or professional status (Seibert, Kraimer & Crant ,2001). From an organizational standpoint, ongoing support for teachers' development and growth in their teaching careers may include more formalized ranks within the teaching profession, such as providing teachers with opportunities for career advancement and professional development, as well as matching teachers' abilities with ranks and responsibilities within the organization (Day & Gu, 2007). A clear career path or structure can provide teachers with a clearer vision and systematic progression for higher quality performance, motivating them to pursue their career goals within the profession and organization. Teachers, according to Lunenburg and Ornstein (2011), must take responsibility for their own employment and development. As a result, in the teaching profession, a 'career ladder' that could provide a mechanism for improved professional image and status would likely empower teachers to make their own career decisions for career advancement and professional growth , allowing teachers to forge greater identification with their profession and organization (Bogler & Somech, 2004; Lee & Nie, 2014).

Also, Burkhuizen (2017) investigates five aspects of EFL Teacher Professional Identity: Teaching context, collegial interaction, classroom practices, self-efficacy, and language teacher agency

a) Teaching context

Contextual knowledge and awareness of a language teacher can be divided into three broad categories*: classroom level knowledge, institutional level knowledge, and knowledge of the teaching culture*. To begin, a language teacher's knowledge of the teaching context in the classroom is defined by his relationship with the students as well as the teaching methodologies/philosophies he employs. Building a strong rapport with students rather than alienating them provides a pleasurable foundation for effective teaching and learning (Harizon, 2015). Second,

from a developmental constructive standpoint, teacher identity is socially constructed and perfected by adhering to institutional policies and expectations (Garton, 2008). As a result, a teacher's knowledge of the institutional context entails his broader relationships as well as his adherence to the institutional reform agenda and policies. Third, knowing the culture in which teaching and learning occur is an essential aspect of teacher identity.

b)   Collegial interaction

English teachers establish their professional identity as language teachers in collaboration with other practitioners and the broader field (Pennington & Richards, 2016, p. 20). Given the importance of collaboration in professional development, achieving the common goal of student learning is both an individual and a group effort. According to Grodsky and Gamoran (2003), one of the pillars of effective Professional Development programs that is rooted in the students' needs and societal demands is the formation of strong social bonds and the formation of communities for shared teaching values.

c)   Classroom practices

Teaching practices are a collection of practical and psychological processes that include teaching methodologies, classroom management skills, and contextualizing teaching methods for an EFL teacher (Richards, 2011). Teaching methodology and philosophical outlook provide teachers with a broader range of practices and concepts through which they can see how their students learn and how their professional identity develops (Richards, 2017; Pennington & Richards, 2016). Because teaching methodology reflects teachers' pedagogical beliefs and opinions about the learning process, any professional development efforts that claim teachers' increased productivity priorities the development of teaching methodology.

d)   Self-efficacy

It is defined as beliefs in one's abilities to organize and execute a course of action required to achieve a given goal (Bandura,1997). Teacher's self-efficacy, as a main component of teacher's identity, has a strong impact on students' achievement and the other aspects of teaching. It motivates the teacher to work and enables him/her to transform theory into practice.

e)   Teacher Agency

The ability of an individual to control his or her emotions, behaviour, the consequences of various actions and the subsequent evaluation is referred to as agency (Duranti, 2006). Teachers' agency, caught between free will and institutional restrictions, refers to their

power and freedom in the various dimensions of the teaching profession (Vahasantanen, 2015) in which they pursue their teaching goals in the presence of internal and external forces.

Agentive actions in the larger educational context enable teachers to have a say in all aspects of their professional lives, from curriculum reform to teaching processes to professional development. Although the role of a professional textbook is not denied, teacher agency in curriculum reforms shifts the focus from looking outward to teaching content to providing materials based on the learners' needs and learning styles (Ahmad and Latada.et.al. 2018).

Furthermore, involving teachers in curriculum development reduces the theory-practice gap because teachers teach what they believe in. Next, teachers' agencies come into play when they use a specific teaching method or approach based on the contextual requirement (Yang, 2015), because one-size-fits-all formulas that are imposed on teachers rarely work. Finally, Noonan (2016) asserts that when teachers choose their professional development paths, they frequently invoke teacher agency. Thus, professional development fosters a psychological shift in teachers from being authored by external forces to authoring their agency and, consequently, professional identity.

The present research relies on five perspectives of professional identity drawn upon and adapted from the previous classifications: professional competency, teacher agency, career professional development, collegial interaction and teaching beliefs, opinions, experiences .

On-Line Learning/Teaching

There are numerous ways to connect technology and education. Online learning, which includes web-based learning, online journals, and educational movies, is all related to educational technology. There should be no excuse for people not being able to explore the world because information becomes "at the tip of their fingers." There are numerous pedagogical approaches that use technology in education today. Project-based, web-based, and online-based learning are some examples. All of these approaches are either student-centered, in which students must do self-access learning, or teacher-centered, in which the teacher is the primary source of knowledge. In the case of online-based learning, the teacher only serves as a language subject instructor by directing students to search for information on the Internet. As a result, because instructional technology is replacing the teacher as the primary source of knowledge, the teacher will no longer be the primary source of knowledge. Students no longer need to spend as much time with the teacher because they can

find information by browsing the Internet. It is not impossible to imagine that the traditional approach will play a smaller role in future classrooms as innovation in instructional technology approaches continues to grow at a rapid pace. The majority of the learning tasks will be completed with the assistance of technology (Kenning, 2007).

The learning environment has an impact on the acquisition of new knowledge as well. Physical facilities, psychological atmosphere, instructional technology and teaching methods are all part of this. Nowadays, instructional technology gives teachers the tools they need to engage students in learning.

E-Learning is becoming popular in Egyptian education as an alternative to the traditional classroom method. All course materials, communication, support is delivered to students via the internet of course side by side with the face-to-face education. It is a method of overcoming physical distance and bringing people closer together by working collaboratively. In a nutshell, knowledge and information can be accessed at any time and from any location on the planet. This will, in many ways, help to attract new applicants from across the continent to enroll in institutions of higher learning.

It is worth noting that the younger generation is often referred to as "digital natives," implying that they were born during a period when technology had already reached the point of development where technology use was a commonplace (Sharma & Barrett, 2007). Most students are very familiar with technology and are at ease with electronic devices. Other factors are often involved in the use of technology. Every day, students are bombarded with information, and it is easy for them to become disoriented. As a result, they must develop the ability to determine whether the knowledge they acquire is reliable or not, as well as a critical approach to evaluating it. Furthermore, knowledge has become the core of the globalized world, and it is defined as a societal prerequisite, particularly in the workplace, as a competitive factor. As a result, much emphasis should be placed on developing not only digital skills but also twenty-first-century skills in order to prepare today's students for their future lives. Schools have thus been given new objectives and responsibilities. This tendency appears to be present in the objectives of various subjects taught in schools. For example, foreign language learning has emphasized not only the development of language skills: listening, speaking, read and writing, but also communicative competence, which is defined as language awareness in relation to the

speech community; namely, learning about culture, traditions, customs, and manners.

Importantly, in order to achieve effective technological implementation in education, a wide range of factors must be considered, including improved teacher professional development and training provision. Teachers should be equipped not only with basic technological skills, but also with pedagogical skills. All efforts should be made to improve teachers' own skills so that they can pass them on to the next generation (Johnson; Jacovina and Russell, 2016*)*.

Foreign language instruction is one area of great importance in education in terms of using ICT, as it involves the use of a wide range of technologies while pursuing the goals of developing language skills and communicative competence. Nowadays, because of the proclivity to use various digital devices as resources for interpersonal interaction, contemporary language learning is focused on developing communication skills. Language learning, as reflected in the Common European Framework (CEF), aims to develop not only language skills but also communicative competence, with a focus on flexible mastery of the language in different communicative situations of an authentic social environment. Apart from that, foreign language learning is intended to develop 'sociocultural knowledge,' which is directed toward learning the target language's social norms and culture, 'intercultural awareness,' with a focus on learning about cultural diversity, as well as personal characteristics such as intellectuality, critical and analytical thinking, which are considered essential in real-world settings (Council of Europe, 2011). In this way, Language learning prepares students for the real world . Furthermore, the role of the foreign language teacher has evolved over time. Unlike in the past, when the teacher's role was to provide students with ready-made information, the teacher now serves as a facilitator by providing assistance to students, as reflected in the constructivism theory. As a result, teachers are given a wide range of responsibilities. Their role is to be proficient and competent in their field of expertise. They should be able to use their pedagogical skills in a variety of ways. Teachers are constantly required to acquire new knowledge and improve their skills in order to keep up with all of the changes. Meanwhile, with the provision of an authentic learning environment via technology, students appear to be active participants in the learning process, with a strong emphasis on their independent work centered on interpretation and analysis of provided information (Ghavifekr, & Rosdy (2015) .

Factors facilitating the use of on-line and technological tools

According to prior research, beliefs are related to the level of computer competence and training of teachers in terms of technological use (Hong, 2010 andMumtaz, 2000). Teachers who are given training courses have the opportunity to improve their computer skills. In this way, having an adequate level of computer skills allows teachers to increase their confidence in using technology in instruction, which fosters positive attitudes in teachers and empowers them to use technology and internet tools**.** Teachers' confidence in using the web, according to Lam (2000), is very important in how teachers feel comfortable integrating it in instruction. Furthermore, previous teaching experience with technology use by teachers has an impact on developing attitudes. According to studies by Egbert, Trena, and Nakamichi (2002) and Güneyli (2009), teachers who had previously integrated information technology in their teaching were more likely to integrate it in their instruction than those who had less experience. Furthermore, personal characteristics of teachers, such as 'openness to change' (Vannatta & Fordham, 2004), namely willingness, enthusiasm, and motivation for professional development, as well as interest in applying innovative educational technologies, may have a significant impact on teachers' proclivity to use information technology. Furthermore, teachers may have favourable attitudes toward technology use if they see the utility, value, and positive impact of technology use in the learning process.

The importance of using on-line teaching and technology in EFL learning

Teachers' instruction benefits from the use of on-line teaching and technological tools. Quick access to technology saves time in and out the classroom (Xu, 2010). Hence, it facilitates the completion of various tasks in a simple and efficient manner (Lam, 2000). Furthermore, there is the potential to improve the effectiveness and quality of the learning process. Teachers can vary their lessons by using tools such as on-line presentations, uploading video illustrations, audio and visual aids, graphics, and animation (Razak et al, 2010). Nonetheless, despite widespread use of the internet among students, some prefer face-to-face collaboration with classmates and teachers, as well as performing paper drill-and-practice tasks aimed at practicing grammar skills.With the help of technology, each student can be involved in the learning process (Bilbatua & Herrero de Haro, 2014). As a result, such lessons prevent students from taking a passive role in the lesson.

Also, technology enables the removal of language and psychological barriers that some students may have. It helps students, particularly those who are shy, develop their self-esteem. When students are involved in technological work, they appear to feel more at ease and open, and they take an active role in the learning process (Arnold, 2007; Clark & Gruba, 2010). Furthermore, when working with computers, learners are more likely to respond slightly faster than when interacting with teachers (Lam, 2000). Furthermore, ICT encourages the development of creativity and critical thinking in students (Li & Ni, 2011).

Despite the above-mentioned importance and advantages of teaching via the Internet, there are some studies that have discussed its disadvantages, especially after the practical experience in the COVID period. For example, Prior research has identified a distracting factor that has an impact on students' learning. In a study conducted by Li and Ni (2011), teachers claimed that students were easily distracted by electronic devices, which prevented them from acquiring knowledge and learning the subject content in an efficient manner.

On-line teaching/ learning drawbacks

According to Naved et al. (2017), unlike face-to-face learning, e-learning has advantages such as flexibility, no need to travel to school, and a low cost, requiring only an Internet connection. However, this does not mean that e-learning is without flaws, such as inequities in accessing technology or learning computer skills, or even a lack of physical space for this teaching/learning process (Beaunoyre, et.al; 2020). E-learning is reliant on technology, the Internet, and a variety of devices that not all potential beneficiaries have access to. Students' perceptions of quality learning are influenced not only by teachers' ability to capture students' attention during the e-learning process, but also by their own training, characteristics, and digital skills (Sadeghi, 2019). Furthermore, some research indicates that e-learning does not have the same impact as face-to-face learning (Galy, Doweny and Jhoson , 2011). It appears that online students may lose focus and miss deadlines for various tasks. Over time, both teachers and students may experience a variety of negative effects from e-learning, such as vision problems (due to prolonged periods in front of a screen) or back pain, as well as a lack of activities in open spaces (Nazarlou, 2013).

Students' attitudes and emotional states have also been studied in the field of e-learning and/or face-to-face learning. According to some studies, students are dissatisfied with e-learning and prefer traditional

face-to-face courses Tratnik, Urh and Jereb, 2019). Students who were accustomed to face-to-face learning and then enrolled in an online platform experienced high levels of negative emotions such as fear, anger, or helplessness (Butz, Stupnisky and Pekrun, 2015).

The researchers have spent the last year focusing on the pandemic and its effects on education, the teaching process, and its participants. According to some studies Murphy (2020), Shim and Lee (2020), Aguilera-Hermida (2020), Alqabbani et.al; (2020), and Mohmed et.al. (2020), the current situation in education is referred to as "emergency remote teaching." It is defined as an interchangeable and interim option between face-to-face and online teaching as a result of natural disasters or situations that necessitate distance (Hodges, Moore, Lockee, and Bond, 2020). It is only intended to provide a short-term solution that does not fully benefit from institutional support and in which both teachers and students have no choice.

In this crisis context, it appears that e-learning has a greater role to play in protecting the health of those involved in the educational process. It also entails the creation of opportunities and alternatives to be investigated. Despite studies pointing out the benefits of "rediscovered" e-learning such as(Beaunoyer, Dupere and Guitton (2020), Murphy (2020) , several studies such as (Deshmukh (2020) and Beaunoyer, Dupere and Guitton (2020) show that this form of education has many drawbacks. The pandemic education system is under unprecedented strain and faces serious threats. Limiting social interaction produces and maintains negative emotions, lowering overall well-being (Alodwan,2021). In its efforts to promote e-learning, the Organization for Economic Cooperation and Development (OECD) draws attention to students' emotional health in a report https://read.oecdilibrary.org/view/?ref=120_1205448ksud7oaj2.

Technology can be a tool in the end, but it cannot replace face-to-face interactions. In face-to-face learning, both teachers and students can use various intonations, facial expressions, body language expressions, and other elements to convey various emotions or feedback. These types of interactions are obviously limited by different platforms, such as Zoom, Webex, or Google Meet, and result in various forms of alienation. As a result, it has been observed that when required to use online platforms, both teachers and students initially felt emotions such as anxiety or even panic. Sari and Nayir (2020) demonstrate that those involved in the teaching process who were not prepared with various digital skills prior to the onset of the COVID-19 pandemic but were forced to move their activities online had difficulty creating and developing the

teaching/learning process. Another study found that the digital skills required during the pandemic are difficult to learn (Deshmukh, 2020). Given all of this, it is fair to say that the transition to e-learning has been a difficult one.

With the widespread adoption of online education, many studies such as that of Huang, et.al. (2020), Miller (2020), and Obrad (2020) have examined the concept of e-learning. Five critical aspects that underpin the e-learning process and play an important role in optimizing it in special circumstances, such as the one caused by the COVID-19 pandemic, have been identified. These elements include the following:

1. The management and development of the Internet infrastructure in order to avoid outages.

2. The use of familiar and friendly tools to assist students in understanding and assimilation of information.

3. The provision of dependable and interactive electronic resources.

4. The use of social networks to create communities for students in order to reduce isolation as much as possible.

5. The application of various interactive methods, such as debates or discovery-based learning.

Method

The research followed the mixed method where Preliminary data was used through conducting a questionnaire on 49 in-service teachers to explore whether they accept on-line teaching or not, the impact of on -line teaching on their practice and if on-line teaching is effective for teaching the English language in light of the following themes or categories teaching beliefs, professional competency, collegial interaction, and career professional development. Teacher agency is discussed in the qualitative analysis through the structured interviews.

. The second part was the qualitative analysis of structured interviews with 4 in-service EFL in-service teachers. the quantitative data was used to shed light on the teachers' attitudes towards on line teaching, while the qualitative analysis of the structured interviews (case study) give teachers voices to express in depth their views, attitudes, feelings towards using on-line teaching and express their own experiences during the pandemic. In the interviews, they gave in-depth explanation of their responses on certain items of the questionnaire. The interviews reflected their sense of the professional identity in relation to the identified professional identity aspects namely; teaching beliefs, professional competency, teacher agency, and career and professional development.

Participants

The study's participants were 49 EFL in-service preparatory and secondary stage teachers. The respondents had language working experience ranging from two to thirty-five years. They were 29 males and 20 females. They work at three types of governmental schools (official Arabic schools, Experimental schools and distinguished schools). The participants belong to different governates namely; Rod-Elfarag, Shoubra, El-Sharqia, East Nasr City, West Nasr City, Abou-Kebeer Sharqia, Abou-Bakr governate Sharqia, Al-Mahmoudia Giza. For the purposes of the current study, all names were changed to ensure the confidentiality and anonymity of all participants. All the 49 teachers responded to the first part of the questionnaire. The second part; the open-ended structured interviews were conducted with only six of them for the purpose of the qualitative analysis.

Statistical methods used in the research

The SPSS statistical package was used to calculate the following:

1. Calculate the correlation coefficient between a single score of an item and the total score of the scale; In order to find out the internal consistency of the questionnaire.

2. Calculating the value of Cronbach's alpha coefficient to find out the overall stability of the scale.

3. Calculating the correlation coefficient between the degree of the two applications of the scale to find out the overall stability of the questionnaire.

4. Calculating the averages, standard deviations, frequencies and percentages of the teachers' professional identity scale items.

5. Calculating the differences between the mean scores of male and female English language teachers during the service in the professional identity scale using t-test for two independent groups.

6. Calculating the differences between the mean scores of all in-service English language teachers with a bachelor's degree and postgraduate degrees in the professional identity scale using a t-test for the two independent groups.

7. Calculating the differences between the mean scores of in-service English language teachers in each of the schools (official-experimental-distinguished) for the professional identity scale using the one-way analysis of variance ANOVA (ANOVA).

8. Calculating the differences between the mean scores of in-service English language teachers by years of experience (less than 10 years, from 10

heavens to less than 20 years, greater than 20 years) for the professional identity scale using the one-way analysis of variance ANOVA (ANOVA).

Instruments

Quantitative instrument

Questionnaire

The questionnaire consisted of 29 items. In service EFL teachers were asked to respond to the items on a 5 Likert scale where strongly agree= 5, agree=4, neutral=3, disagree=2, and strongly disagree=1. It dealt with the following areas: professional competence, personal beliefs, opinions, experience and practices related to on-line teaching, professional socialization, and career and professional development. Items could be categorized as follows: professional competence are items number =1,2,4,5,6,7,8,9,10, 21,22, and 26. Professional socialization are items number = 3,14 and 17. Career and professional development are items number= 11,13, and 15. Item related to beliefs, opinions, feelings and hands-on experience are number= 12,16,18,19,20,25,27,28, and 29.

Questionnaire validity and reliability

Piloting the questionnaire

The scale was applied to a sample of (30) teachers in order to determine the validity and reliability of the scale. The results were as follows:

1)The validity of the internal consistency:

The internal consistency of the scale items was ascertained by calculating the correlation coefficients between the degree of each item and the total score of the scale, after deleting the effect of this item from the total score. The following table shows the correlation coefficients.

<div align="center">

Table (1)

The values of the correlation coefficients between the score of each item and the total score of the questionnaire

</div>

correlation coefficient in total degree	Item	correlation coefficient in total degree	Item
**0. 67	16	**0.64	1
**0.68	17	**0.68	2
**0.67	18	**0.57	3
**0.66	19	**0.54	4
**0.62	20	**0.63	5
**0.60	21	**0. 69	6
**0.54	22	**0.68	7

correlation coefficient in total degree	Item	correlation coefficient in total degree	Item
**0.56	23	**0.62	8
**0.58	24	**0.57	9
**0.51	25	0.65**	10
**0.58	26	**0.66	11
**0.69	27	**0.59	12
**0.61	28	**0.63	13
**0.67	29	**0.61	14
		**0.63	15

Significant at the 0.01 level of significance if the correlation coefficient is greater than (0.45) where n = 30

the previous table proves that all the paragraphs of the scale are statistically significant to the total score, which indicates the internal consistency of the questionnaire.

2) Questionnaire reliability:

The reliability of the scale was calculated by:

Alpha-Cronbach coefficient: The alpha-Cronbach coefficient was calculated for the professional identity scale for English language teachers and its value was (0.90), which is a high value and generally indicates the accuracy and stability of the scale as a means of measurement, and therefore it can be relied upon.

Data analysis and discussion of results

The first hypothesis states that "there is no satisfaction among English language teachers with teaching English online", and to verify the validity of this hypothesis, the professional identity questionnaire was applied to in-service English language teachers.

The results of the descriptive statistical analysis of the data were relied on, including means, standard deviations, frequencies, and percentages for all paragraphs of the questionnaire. It was taken into account that the five-year Likert scale used in the study was graded as follows: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). Accordingly, the arithmetic means values that were obtained from the study are treated as follows:

Table (2)

relative importance index R $_{II}$	Item direction	Means
Low	Strongly disagree	from ١ to less than ١,٨٠
	Disagree	from ١,٨٠ to less than ٢,٦٠
Medium	Neutral	from ٢,٦٠ to less than ٣,٤٠
High	Agree	from ٣,٤٠ to less than ٤,٢٠
	Strongly agree	from ٤,٢٠ to less than ٥

The following tables show the frequencies, percentages, averages, and the general direction of the questionnaire items that were reached:

Table (3)
The results of applying the professional identity questionnaire on EFL in-service teachers

Item	SA		A		N		D		SD		Mean	Percent (R II)	الاتجاه العام للفقرة
	N	%	N	%	N	%	N	%	N	%			
1	13	26.5	27	55.1	8	16.3	27	55.1	13	26.5	4.04	0.81	Agree
2	7	14.3	19	38.8	3	6.1	19	38.8	7	14.3	2.96	0.59	Neutral
3	16	32.7	24	49.0	0	0	24	49.0	16	32.7	3.78	0.76	Agree
4	14	28.6	24	49.0	2	4.1	24	49.0	14	28.6	3.71	0.74	Agree
5	5	10.2	19	38.8	5	10.2	19	38.8	5	10.2	2.86	0.57	Neutral
6	2	4.0	7	14.3	5	10.2	7	14.3	2	4.0	2.04	0.41	Disagree
7	7	14.3	24	49.0	3	6.1	24	49.0	7	14.3	3.27	0.65	Neutral
8	6	12.2	26	53.1	5	10.2	26	53.1	6	12.2	3.41	0.68	Agree
9	22	44.9	19	38.8	1	2.0	19	38.8	22	44.9	4.06	0.81	Agree
10	11	22.4	28	57.1	4	8.2	28	57.1	11	22.4	3.84	0.77	Agree
11	11	22.4	24	49.0	4	8.2	24	49.0	11	22.4	3.55	0.71	Agree
12	5	10.2	15	30.6	8	16.3	15	30.6	5	10.2	2.82	0.56	Neutral
13	3	6.1	14	28.6	2	4.1	14	28.6	3	6.1	2.29	0.46	Disagree
14	6	12.2	8	16.3	1	2.0	8	16.3	6	12.2	2.29	0.46	Disagree
15	6	12.2	29	59.2	3	6.1	29	59.2	6	12.2	3.43	0.69	Agree
16	10	20.4	9	18.4	5	10.2	9	18.4	10	20.4	2.65	0.53	Neutral
17	1	2.0	4	8.2	3	6.1	4	8.2	1	2.0	1.73	0.35	strongly Disagree
18	11	22.4	19	38.8	5	10.2	19	38.8	11	22.4	3.31	0.66	Neutral

19	16	32.7	28	57.1	1	2.0	28	57.1	16	32.7	4.12	0.82	Agree
20	15	30.6	18	36.7	6	12.2	18	36.7	15	30.6	3.63	0.73	Agree
21	6	12.2	29	59.2	8	16.3	29	59.2	6	12.2	3.63	0.73	Agree
22	6	12.2	24	49.0	3	6.1	24	49.0	6	12.2	3.20	0.64	Neutral
23	13	26.5	24	49.0	3	6.1	24	49.0	13	26.5	3.73	0.75	Agree
24	22	44.9	15	30.6	4	8.2	15	30.6	22	44.9	3.92	0.78	Agree
25	18	36.7	19	38.8	7	14.3	19	38.8	18	36.7	3.96	0.79	Agree
26	7	14.3	26	53.1	4	8.2	26	53.1	7	14.3	3.33	0.67	Neutral
27	6	12.2	24	49.0	6	12.2	24	49.0	6	12.2	3.31	0.66	Neutral
28	6	12.2	13	26.5	6	12.2	13	26.5	6	12.2	2.67	0.53	Neutral
29	19	38.8	18	36.7	5	10.2	18	36.7	19	38.8	3.92	0.78	Agree
General direction of the questionnaire											3.29	0.66	Neutral

From the previous table, it is clear that all the items of the scale came with an average of less than (4,20), and this indicates that there is no item that received a strongly agreeable response, and that fifteen items, which are items (1, 3, 4, 8, 9, 10 , 11, 15, 19, 20, 21, 23, 24, 25, 29) came with an average ranging from (3,40 to less than 4.20) and this indicates that the general trend of all these paragraphs is agree. Also, the ten items (2, 5, 7, 8, 12, 16, 18, 15, 22, 26, 27, 28) came with an average ranging from (2.60 to less than 3.40) and this indicates that the general trend of these Paragraphs were neutral. The three items (6, 13, 14) came with an average ranging between (1.80 to less than 2.60), and this indicates that the general direction of these items was not in agreement, and only one item, which is (17), came with an average ranging between (1.00 to less than 1.80), and this indicates that the general direction of this item was strongly disagreeable, and the general indication of the questionnaire as a whole came with an average of (3.29), that is, it ranged between (2.60 to less than 3.40), and this indicates that the general direction of the questionnaire as a whole came neutral.

From what was previously presented for the results of the questionnaire, we conclude that the general direction of the opinion of the research participants about the on-line teaching indicates that they are not in favour of absolute use of on-line teaching. Thus, we accept the hypothesis that states that "there is no satisfaction among teachers English Language Teaching English Online. The questionnaire results will be

further discussed in the qualitative case-study part to verify these responses and understand in-depth their viewpoints and how these educational changes affected their professional identity.

Hypothesis 2: The second hypothesis states that "there is no statistically significant difference between the mean scores of male and female EFL in-service teachers in the professional identity questionnaire." To verify this hypothesis a (t) test for two independent groups was used, and the following table shows this:

Table (4)

The results of the t-test to indicate the difference in the mean scores of male and female EFL in-service teachers in the professional identity scale, where (n = 49), (and degrees of freedom = 47)

Skill	Group	NO.	an	Std. Deviation	Levene's Test for Equality of Variances		t-test	
					F	**Sig.**	**t**	**Sig.**
Gender	**Male**	29	3.24	0.39	**0.239**	**0.627**	**1.197**	**0.237**
	Female	20	3.37	0.32				

The previous table shows that the significance level of the test for homogeneity of variance (f) is greater than (0.05), and this indicates the fulfillment of the condition of homogeneity of the two independent groups (males and females). Therefore, a t-test was used for two independent groups, homogeneous and unequal in number. Also, (T) level of significance is greater than (0.05), and this indicates that there are no statistically significant differences between males and females in the professional identity questionnaire, and therefore we accept the hypothesis that states that there is no statistically significant difference between the mean scores of male and female EFL in-service teachers in the professional identity questionnaire.

Hypothesis 3: The third hypothesis states that "there is no statistically significant difference between the mean scores of in-service EFL teachers on the professional identity questionnaire due to the educational qualification". To verify the validity of this hypothesis, a t-test for two independent samples was used to reveal the significance of the differences between the two groups (Bachelor and Postgraduate studies). A test for homogeneity (f), which is a condition for a t-test for two independent groups, was conducted and table (5)shows the following :

Table (5)

The results of the t-test to indicate the difference between the mean scores of each of the holders of a bachelor's degree and those with postgraduate studies of English language teachers in the professional identity scale, where (n = 49), (and degrees of freedom = 48)

Skill	Group		an	Std. Deviation	evene's Test for Equality of Variances		t-test	
					F	Sig.	T	Sig.
Qualification	achelor	33	3.230	0.370	0.002	.968	1.807	0.077
	graduate	15	3.430	0.330				

It is clear from the previous table that the level of significance of the variance homogeneity test is greater than ((0.05), and this indicates the fulfillment of the condition of homogeneity of the two independent groups (holders of a bachelor's degree and those with postgraduate studies); Therefore, a t-test was used for two independent groups, homogeneous and unequal in number. Also, the significance level of the t-test equals (0.077) is greater than (0.05), and this indicates that there are no statistically significant differences between those with a bachelor's degree and those with graduate studies in the professional identity questionnaire, and therefore we accept the hypothesis that states that "there is no statistically significant difference between the mean scores of in-service EFL teachers on the professional identity questionnaire due to the educational qualification".

Hypothesis 4: there are no differences between the average scores of in-service English language teachers on the professional identity questionnaire due to the type of school (official, experimental, and distinguished). To verify the validity of this hypothesis, a one-way analysis of variance (ANOVA) was used to reveal the significance of the three schools' differences in the professional identity scale, and the following table illustrates this:

Table (6)

The results of the one-way analysis of variance ANOVA to detect differences between types of schools in the professional identity scale.

Statistical significance	Level of significance	F value	S.D.	Mean	Years of experience
Significant	0.014	4.710	0.31	3.17	Official Arabic
			0.45	3.28	Experimental
			0.28	3.53	Distinguished

From the previous table, it is clear from the results of the one-way analysis of variance, that the level of significance is greater than (0,01) and less than (0,05). This indicates that there is a statistical difference between the types of schools in the professional identity questionnaire at the level of significance (0.05). To find out the reason for the differences, multiple comparisons (Tukey) and Multiple comparisons (Scheffe) were tested, and the following table explains why and what the statistically significant differences are:

Table (7)

The results of the Toki post comparison test for both Toki and Scheffe

Statistical significance	Sheffe's level of significance	Toki' level of significance	means	Comparisons between schools
Not significant	0.643	0.616	0.11	**Official Arabic vs. Experimental**
Significant	0.014	0.010	0.36	**Official Arabic vs. Distinguished**
Not significant	0.207	0.179	0.25	**Experimental vs. Distinguished**

From the previous table, it is obvious that the reason for the statistically significant differences between the mean scores of EFL in-service teachers' responses on the professional identity questionnaire is due to the fact that the difference between the mean of (official Arabic vs. distinguished) is statistically significant at the level of significance (0.05) in favour of (distinguished official schools) with the highest average Where the level of significance in them is greater than or equal to (0.01) and less than (0.05) for both Tukey and Scheffe test, while the difference between the mean of each of the schools (official Arabic vs. experimental) and (experimental vs. distinguished) is not statistically significant because the significance level is greater than (0.05) for each of the Tukey and Scheffe tests and this indicates that there are no significant differences between each of the schools (official Arabic vs. experimental) and (experimental vs. distinguished); Thus, we reject the hypothesis which states that "there are no statistically differences between the average scores of EFL in-service teachers response on the professional identity questionnaire due to the type of school (official, experimental, and distinguished). Thus, we accept the alternative hypothesis which states that "there are differences between the mean scores of English language

teachers during the service on the professional identity questionnaire due to the type of school (official, experimental, and distinguished).

Hypothesis 5: "there is no statistically significant differences between the mean scores of EFL in-service teachers' responses on the professional identity questionnaire in terms of years of experience". The following table illustrates this:

Table (8)

Results of a one-way ANOVA test to verify the differences between the number of years of experience in the professional identity questionnaire

statistical significance	Level of significance	F value	S.D.	mean	Years of experience
Not significant	0.323	1.159	0.457	3.23	**Less than 10 years**
			0.33	3.38	**From 10 to less than 20 years**
			0.15	3.19	**20 year and over**

From the previous table, it is indicated that the significance level is equal to (0.323), i.e., greater than (0.05), and this indicates that there are no statistically significant differences between the number of years of experience in teachers responses on the professional identity questionnaire, and thus we accept the hypothesis that states "there are no statistically significant differences between the average scores of EFL in-service teachers responses on the professional identity questionnaire in terms of years of experience".

Qualitative Analysis of the structured interviews

In order to verify the sixth hypothesis: **"There is an indication that EFL in-service teachers' professional identity is affected by the surrounding context including their teaching beliefs, professional competence, professional socialization, and career development, "** I decided to interview four EFL in-service teachers; 2 males and 2 females who represent different governates. 2 of them teach English at official Arabic schools, 1 teaches at experimental school and the other one teaches at distinguished schools.

As mentioned above in the quantitative analysis of the questionnaire, the EFL teachers are not in favour of the on-line teaching as a sole solution of any problem, and for them it is not the main element of educational development. I wanted to analyze deeply their responses on the questionnaire and relate their responses to their professional identity according the identified categories: *teaching beliefs, opinions,*

experiences; their professional competency, their socialization, teacher agency and their career professional development.

The ٤ teachers volunteered to answer the questions and added whatever necessary to explain their viewpoints. They were requested to add any factors or points that they think, from their point of view, were important and had a direct impact on them professionally and personally.

In my initial discussion with them, explaining the importance of answering these questions, I informed them that their names, schools and any personal information are classified confidential and that I will use their initials only. The first step was collecting demographic data concerning their names, completed degree, classes they teach, school name, school type (official Arabic, experimental, or distinguished), governate, computer skills, IT courses they have (if any), years of experience, and age.

The following are the questions given to them:

1)How would you describe your profession as an English teacher? Do you consider yourself a competent teacher?

2)How do you feel towards the on-line teaching process? How does this teaching style affect your teaching practice?

3)Have you encountered any difficulties or problems while teaching English on-line? Elaborate

4)What do you think of the integration between e-learning and face-to-face learning, and which teaching style do you prefer most among the following? Explain why.

a)   100% on-line teaching /learning.

b)   100% face-to-face teaching

c)   Face-to-face teaching + technology use in the classroom or school lab.

d)   Blended learning (face-to-face + on-line learning)

5) Do you think that the use of e-learning has changed your role as a teacher? Explain whether this change is negative or positive to you.

6) If you had an educational position within the Ministry of Education, what immediate decisions you would take concerning the teaching of English in the time of COVID 19 and post-pandemic?

7) Did the new teaching procedures followed during COVID 19 give you an opportunity to develop professionally? Why and how?

Finally, they were asked to add extra comments if they wish.

Teacher 1: Mrs. H.E
Demographic information:
Age: 45   **Sex:** female
completed degree: M.A in Education, Methods of teaching English
Experience: 19 years   **School:** Distinguished   **classes:** 1st secondary
Computer skills: ICDL   **IT courses:** none

1)How would you describe your profession as an English teacher? And, do you consider yourself a competent teacher?

When I was younger, I was excited to be a teacher because my English teacher was my raw model. But after being an English teacher I regret being a teacher for many reasons. For example, we do not have a strong, defending teacher union. Parents, students and even the Ministry of Education do not respect us. Media always attack us and assassinate (kill) us morally. Shortly, if I have any chance, I would resign and find any other job.

On the language level, I think I consider myself above good because I read beyond the course I teach. It is true that I do not read in the language per se, but I read in my specialization in which I prepare my PhD. On the level of proficiency in teaching, I read about the subject of my thesis and it gives me some ideas, but practice is of course something else, and the last two years prevented me from applying what I learned from my readings. But even during the normal conditions in the previous years before CORONA, class time does not allow us to show our capabilities or even test them. In addition, as a teacher, I am in a race to finish the course in the required time.

2) How do you feel towards the on-line teaching process? How does this teaching style affect your teaching practice?

I am not against on-line teaching. It is a good solution in difficult circumstances. At the same time, we cannot rely on it all the time. If you test students in what they have achieved during the pandemic and the on-line learning, you will be shocked.

3) Have you encountered any difficulties or problems while teaching English on-line? Elaborate.

We can categorize these difficulties under two titles: technical and teaching difficulties. As for technical difficulties, internet disconnection was the most important. Students too encountered difficulties dealing with on-line teaching because of financial problems where they cannot access the internet at home. Concerning the teaching difficulties, I did not have the chance to read my students' faces, find out who do really understand,

who is really following the lesson. We lost the affective variable in this kind of connection.

4)What do you think of the integration between e-learning and face-to-face learning, and which teaching style do you prefer most among the following? Explain why.

 e) 100% on-line teaching /learning.
 f) 100% face-to-face teaching
 g) Face-to-face teaching + technology use in the classroom or school lab.
 h) Blended learning (face-to-face + on-line learning)

I am in favour of blended learning. As I mentioned before, I am not against the development and following the new trends but we have to adapt the new learning styles with our social, financial and infrastructure situations. That is why blended learning might be more suitable than 100% on-line teaching.

5)Do you think that the use of e-learning has changed your role as a teacher? Explain whether this change is negative or positive.

*Parents think that teaching on-line is very easy for teachers, but in fact they would never imagine the extra-responsibilities we faced. Yes, I had extra-responsibilities because the Ministry of Education **ordered** us to teach on-line, but we were not provided with on-line materials, we were not trained to teach via internet specially those who have never used the internet for teaching. We may send instructions to our students on WhatsApp group or discuss an issue through a Facebook group, but we never taught through platforms. My role is no more to prepare the lessons and teach it in the class, in such situations I have to prepare the lesson and visualize how to present it through the platform, how to manage technical problems, search for suitable materials and techniques, try to control the students and be sure that they are following the lesson and actively engaged (which is very difficult and not managed most of the time).*

6)If you had an educational position within The Ministry of Education, what immediate decisions would you take concerning the teaching of English in the time of COVID 19 and post-pandemic?

I wish I would have a position for two days to take some decisions such as:

a)   Develop questionnaires and interviews with teachers to investigate their view points about the coursebook they teach, their suggestions etc.

b)   Survey teachers' opinion about the training courses they need instead of imposing training courses that may not be of any importance to them.

c)   *A deterrent punishment for anyone who insults teachers, whether they are parents, students or media people who have nothing to do but wait for teachers' slips, at the time The Ministry of Education and the teachers' association are silent about defending the honor of this profession.*

d)   *I would hold a conference for English language teachers to discuss how to include speaking skill in language tests due to its extreme neglect.*

e)   *A decision will be made that English language teachers should participate in the committees for writing textbooks for all levels and not rely entirely on university professors with all due respect to them, but the teacher is the person who is actually in the kitchen and is familiar with all the details of the educational process.*

f)   *I will oblige teachers to have a license for teaching where they would be tested in both language competence as well as pedagogical competence and it will be renewed periodically.*

7)Did the new teaching procedures followed during COVID 19 give you an opportunity to develop professionally? Why and how?

To be honest, I tried to improve myself in the area of on-line teaching, the new trends and techniques…etc, but the heavy burdens hindered me from continuing. Moreover, I did not have enough time to prepare my P. HD thesis. At the same time, this pandemic draws our intention to the importance of professional development and the continuous education. For me, this pandemic proved to me that I should follow whatever new in the field not what is related to my point of research only and attend conferences to widen my knowledge linguistically and pedagogically. The experience was not an exciting one. On the contrary, it showed us the degree of limitations in our professional and technological development, and I discovered that I was working as a cog in a machine without soul or passion. In fact, the questionnaire of this study and these questions made me stop for a while to review and reflect on all the years that have passed in this profession, especially the Covid period, and I am sure that I must review my decisions, reflect on my teaching style, my relation with my colleagues and students again. More importantly, I would ask the community for more respect and the Ministry of Education for more appreciation to motivate teachers to carry on their duties with love and enthusiasm.

Teacher 2: Mrs. M.A

Mrs. M.A answered the questions in Arabic

Demographic information:

Age: 34   **Sex:** female

 completed degree: Bachelor degree in English language and Education

Experience: ١0 years

School: Official Arabic

   classes: 1ˢᵗ preparatory, 1ˢᵗ secondary,

Computer skills: personal efforts

IT courses: none

1)How would you describe your profession as an English teacher? And, do you consider yourself a competent teacher?

أشعر انني قائده لمجموعه من البشر الذين يحتاجون الي ترويض و مع مرور الزمن اجد ان المهنه من اصعب المهن و من اكثر المهن تأثير علي بناء الانسان و من اكثر المهن التي لا تلقي الاحترام و التقدير الكافي لدرجه انها لم تعد مهنه جاذبه بل ان من يمتهنها حاليا يكون مضطرا لها بسبب المجموع و مكتب التنسيق في كثير من الاحيان. و للاسف فهي لا تعطي مردود ادبي ولا مادي. فعندما التحقت بالمهنه فقد كان في ذلك الوقت لمعلم اللغه الانجليزيه افضليه كونه يعرف لغه اجنبيه و كنت احب هذه المهنه لان الاوضاع في ذلك الوقت كانت افضل الي حد ما خاصه و ان التعين كان تكليفا فكان الخريج يضمن عمل و هذا كان يضفي رونق و افضليه لكليات التربيه و قد فقدت هذه الميزه الان.

الحقيقه اواجه بعض الصعوبه في الطلاقه و التعبير عن نفسي باللغه الانجليزية عند التحدث او الكتابه فب موقف لم استعد له كالذي اواجهه الان. اما علي مستوي الفصل فبكون محضره الدرس كما عرض في دليل المعلم و لكن لاكون صادقه فان التواصل مع الطلاب للنقاش او اعطاء تعليمات بيكون بالعربي ليس فقط لمشكله الطلاقه عندي و لكن عدم استعداد الطلاب لبذل المجهود لفهم ما اقول باللغه الانجليزيه او حتي محاولتهم لاستخدامها. بالنسبه لطرق التدريس فدليل الطالب يمدنا بالخطوات و لكن احيانا نضطر للتغاضي عن بعضها لزمن الحصه و خاصه اذا كانت متعلقه بتدريب لمهاره التحدث فعاده نغفله. لم احاول كثيرا تجريب شيء جديد لان الجو العام في المدارس لا يشجع و كذلك زمن الحصه بالاضافه الي ضروره انهاء المقرر في زمن محدد و نحاسب ان لم نفعل.

2) How do you feel towards the on-line teaching process? How does this teaching style affect your teaching practice?

جيد الي حد ما نظرا للظروف الحاليه و لكني افضل المواجهه مع الطلاب لانه يعطي ثقه اكثر للمعلم و المتعلم علاوه علي التأثير الوجداني و الرابط النفسي الذي يتكون بين المعلم و كل طالب. و علي مستوي تدريس اللغه فمهاره مثل الكتابه تحتاج التواجد في الصف و متابعه المعلم و كذلك القراءه و القواعد اما التحدث و الاستماع فتدريسهما عبر الاون لاين و باستخدم الانترنت افضل. التدريس اون لاين اثر علي تدريس سلبا لانه قيدني في جدود المكان و حريه التعامل و التواصل و لكن كحدود زمان فقد كان اكثر مرونه طبعا بعيداً عن بعض المشاكل المتعلقه بانقطاع النت او ضعف الشبكه

3) Have you encountered any difficulties or problems while teaching English on-line? Elaborate.

بالطبع هناك مصاعب حيث لا يمكنني عرض كلا المحتوي من اجل تغطية كل نقاط الدرس. التواجد مع الطالب وجه لوجه يثير نقاط يمكن شرحها بالتفصيل و التفاعل يكون افضل . ضعف الشبكه يتسبب في تقطيع التواصل فالبعض يسمع و الاخر يخرج من المنصه ثم يدخل مره اخري و يطلب الاعاده . بعض الطلاب لا يهتم بالمتابعه و ينشغل بامور اخري . تدخل اولياء الامور احيانا ، كل ذلك يعرف العمليه التعليميه بصفه عامه و يعوق اكثر تعلم اللغات لما لها من طبيعه خاصه.

4)What do you think of the integration between e-learning and face-to-face learning, and which teaching style do you prefer most among the following? Explain why.

g) 100% on-line teaching /learning.
h) 100% face-to-face teaching
i) Face-to-face teaching + technology use in the classroom or school lab.
j) Blended learning (face-to-face + on-line learning)

أفضل الاختيار الثالث فانا احب استخدام التكنولوجيا داخل الفصل او داخل معمل الكمبيوتر تحت اشرافي المباشر و ليكن التعلم اون لاين خاص بكل طالب و ظروفه و امكاناته خاصه في وجود منصات تعليميه مجانيه او باشتراكات بسيطه مثل

(corsera, BBC Learning, Podcast etc.)

5)Do you think that the use of e-learning has changed your role as a teacher? Explain whether this change is negative or positive.

الاون لاين يجب التعامل معه علي انه عامل مساعد في العمليه التعليميه و ليس علي انه هو العمليه التعليميه. بل علي العكس تقليص الفترات الزمنيه للدروس اثر علي الماده العلمية المقدمه للطالب و التي اثرت بدورها علي بنيته المعرفيه . اعتقد ان التأثير كان سلبيا علي كل من المعلم و الطالب ، هو تدريس يفتقد للمتعه و التواصل بل حولني كمعلمه لالة عليها الكثير من الاعباء و كل دورها هو انهاء المهمه في الوقت المطلوب .

6)If you had an educational position within The Ministry of Education, what immediate decisions would you take concerning the teaching of English in the time of COVID 19 and post-pandemic?

اول قرار ساتخذه هو زياده ايام حضور الطلاب مع مزيد من الاجراءات الاحترازيه و تقليص فترات التعلم اون لاين.

القرار الثاني هو الحرص علي عدم تهميش المعلم و ان يكون عضو فاعل و شريك في اتخاذ القرار

القرار التالي قد يكون قرار حالم و لكنه ليس مستحيل و هو اعداد برامج و اعمال دراميه تعلي من شأن المعلم خاصه في ظل وجود شعبة الاعلام التربوي و التي اتمني ان تفعل و تلعب دور ايجابي في المجتمع

واخيرا عالي مستوي اللغه فاسقوم بارسال المدرسين الي بعثات قصيره لاكتساب اللغه من اهلها و ايضا استقدام اساتذه من ناطقي اللغه الاصليين لعمل ورش عمل و تدريب للمعلمين علي استخدام اللغه الصحيح .

7)Did the new teaching procedures followed during COVID 19 give you an opportunity to develop professionally? Why and how?

في البدايه حاولت اقرأ حول التدريس اون لاين و لكن المجهود غير منظم بالاضافه ان اعباء التحضير و التدريس في ظل نظام جديد احبطت اي محاولات للتنميه المهنيه الذاتيه. و لكن اذا ما التفت وزارة التربية و التعليم لرغباتنا كمعلمين و استطلعت اراءنا في احتياجاتنا المهنيه للتدريب فاعتقد النتائج ستكون مذهله لاني كمعلمه عندما اختار ما اريد التدرب علية و خاصة اني اعلم نقاط ضعفي فان ذلك سيكون حافز لي علي حضور ورش عمل و دورات تدريبية تخاطب متطلباتي و احتياجاتي و اذي سيكون له مردود ايجابي علي و علي طلابي.

Teacher 3: Mr. S. G

Demographic information:

Age:53   **Sex:** male

 completed degree: Bachelor degree in English language and Education

Experience: 30 years   **School:** official Arabic   **classes:** 2nd secondary

Computer skills: good   **IT courses: ICDL**

1)How would you describe your profession as an English teacher? And, do you consider yourself a competent teacher?

I like my profession and it was my first choice after finishing High School (Thanawia Ama) and I joined the English Department because I thought at that time language study is a prestigious profession. But, recently media, parents as well as students do not give us respect and always attack teachers. This social negative perception and misbehaviour with teachers have frustrated me a lot to the extent that I feel inferior if compared with other professions. I believe that such feeling has spread among many teachers and this feeling has affected our performance which affects our students.

I have very long experience, sometimes I feel monotonous and bored. Although the coursebooks changed several times, once I know them and memorize them well, the process becomes very easy. Once I enter the class I fell as if I am reciting what I have memorized.

 At the level of the language, nothing encourages its development and raising its level because I am restricted in what I teach and only I can describe myself as being, may be, at the intermediate level.

 In terms of teaching, I am fine with my performance within the permissible limits of my class time and the students' lack of interest even from those in distinguished schools. However, I am not satisfied with that performance because it is possible to do better. Maybe we lack motivation, whether it is just appreciation or financial.

2) How do you feel towards the on-line teaching process? How does this teaching style affect your teaching practice?

I can say with much confidence that it is puzzling. It is used because of the covid in a very special situation but I cannot recommend it as the educational solution for our problems education. The internet, on-line teaching, tablets, Facebook, WhatsApp ...etc. Are helping tools, without the real development of all elements of the educational process (teacher, curriculum, school, student, and social educational community), education is a failure. I think if decision-makers respect the teachers' experience and their knowledge of all aspects of the educational process and try to benefit from them, they will, undoubtedly, obtain a good background knowledge about the students, teachers themselves, the books taught and their quality, and accordingly the development process will take place in the right direction.

In fact, my teaching style did not change. I followed the same teaching procedures I used to follow in class with one exception that students are not in front of me, which is something very boring. Also, it is puzzling because I did not cover all the lesson elements and this is a serious drawback.

3) Have you encountered any difficulties or problems while teaching English on-line? Elaborate.

1)I think that all teachers all through Egypt have encountered the same problems; specially those related to internet disconnection.
2)Students' carelessness is one of the annoying problems.
3)Family disturbances happen from time to time. Sometimes I feel like I'm being watched *which makes me feel uncomfortable while I'm explaining the lesson.*
4)inequality in learning; there are lots of students who do not have financial ability to follow the lessons on the internet and social media.
5) Lack of motivation to learn because of the students' distance from school and the natural atmosphere for learning and the illusion of rapid success due to fake exams and reliance on research at the beginning of the covid. However, the students became satisfied with this method, and the desire to reduce and flatten the curricula increased, and all this because of focusing on home learning, which proved to be a failure.

4)What do you think of the integration between e-learning and face-to-face learning, and which teaching style do you prefer most among the following? Explain why.

a) 100% on-line teaching /learning.

b) 100% face-to-face teaching
c) Face-to-face teaching + technology use in the classroom or school lab.
d) Blended learning (face-to-face + on-line learning)

I encourage the fourth choice. I am not against on-line learning but I prefer if it is accompanied by teaching/learning through the face-to-face classroom. I think face-to-face learning should be 70% or 70%, and the online should not exceed 30% .

5) Do you think that the use of e-learning has changed your role as a teacher? Explain whether this change is negative or positive.

It has lessened my role as an educator; I only convey knowledge. In face-to-face teaching/learning situation, we not only teach language, we teach ethics in a hidden way through our behaviour, dress-code, classroom language. We have been deprived of the teacher-student communication that creates a psychological link between the student and the teacher, even in the worst conditions of the educational process, and the relationship is bad at times, but this link is created and has its effect on the students.

6)If you had an educational position within The Ministry of Education, what immediate decisions would you take concerning the teaching of English in the time of COVID 19 and post-pandemic?

I would make sure that teachers are capable of teaching on-line. If some of them lack this skill, I would plan for immediate training at their schools, taking all precautionary measures needed, or upload demos on the Ministry of Education's official site to be a reference for all teachers when needed.

I will take another important decision based on my experience that is to reduce the units of the textbook with the aim of vertical expansion that targets the content, so that each topic takes its time without the teacher rushing with a time plan that does not fit the number of units, which is better than horizontal expansion that does not achieve good results in language acquisition. Accordingly, I will give the teacher the freedom to choose the tasks, exercises, and methods that he uses in the classroom in a way that suits the environment and the level of his students, provided that he documents what he does in the teacher's file, and thus we achieve balance, and the teacher feels that he has an important academic and research role and not just a container to transfer information

7)Did the new teaching procedures followed during COVID 19 give you an opportunity to   develop professionally? Why and how?

Partially yes, I tried to read how to teach English on-line. I tried to learn about managing students while working on-line. But I know that professional development is more than that; it deals with pedagogical development, language knowledge, classroom management etc.

Teacher 4: Mr. M.I

Demographic information:

Age: 42   **Sex:** male

 completed degree: Bachelor degree in English language and Education

Experience: 20 years   **School: experimental**

classes: secondary and preparatory

Computer skills: very good   **IT courses:** none

1)How would you describe your profession as an English teacher? And, do you consider yourself a competent teacher? And, do you consider yourself a competent teacher?

The English language teacher is the link between two cultures or civilizations. By providing students with the necessary language skills, students with a global culture are created, in addition to learning to respect the other. These convictions are what made me love this profession and I am honored to join it.

It is strange that the society appreciates, honours and is proud of the doctor, engineer, pharmacist, and prosecutor, ignoring those who were responsible for educating and shaping the personality of all these people. At the level of professional competence, I consider myself competent within the limits of the course I teach for students. But I do not go outside the limits of this course and I usually use simple English, and accordingly I do not think that I reach the very good level linguistically. As for the teaching methods and teaching aids, I follow the instructions of the teacher's guide most of the time and the supervision.

2)How do you feel towards the on-line teaching process? How does this teaching style affect your teaching practice?

In fact, teaching online has helped me in trying to convey information in visual and auditory ways, and I discovered that it is useful in learning some language skills such as speaking and listening, but it is not suitable for learning reading, writing, and grammar. Meanwhile, we can benefit from it by helping students to answer reading, writing and grammar exercises presented on some sites for language learning such as BBC. But

in order to acquire these skills, it is necessary to be with the teacher face-to-face in the classroom for direct explanation since it is a foreign language.

3)Have you encountered any difficulties or problems while teaching English on-line? Elaborate

1-The information infrastructure showed great weakness, especially in rural areas, which was reflected in the teaching of the English language (weak servers and low capacities).

2-The lack of qualified teachers and students to use modern technologies that support language learning online.

3-In addition to e-learning, language learning requires direct communication between the teacher and the learner.

4-The difficulty of conducting electronic exams in the English language and the difficulty of performing them for students.

5-Students do not benefit from the teacher's human experience.

6-The difficulty of ensuring the students' interaction during lesson explanation and the distraction of some of them with other matters, and all of these issues are out of the teacher's control.

4)What do you think of the integration between e-learning and face-to-face learning, and which teaching style do you prefer most among the following? Explain why.

e) **100% on-line teaching /learning.**

f) **100% face-to-face teaching**

g) **Face-to-face teaching + technology use in the classroom or school lab.**

h) **Blended learning (face-to-face + on-line learning)**

I prefer face to face learning with technology use in the classroom or school lab to avoid the problems of internet outage and for the students to be under my direct supervision.

5) Do you think that the use of e-learning has changed your role as a teacher? Explain whether this change is negative or positive to you.

I think that it has developed my technological skills to some extent and my use of applications and websites to facilitate the delivery of information as much as possible. At the same time, I prefer direct face-to-face teaching, especially in light of the obstacles I mentioned earlier.

6) If you had an educational position within the Ministry of Education, what immediate decisions you would take concerning the teaching of English in the time of COVID 19 and post-pandemic?

First, in light of the scientific and technological development, my first decision will be training students on self-learning and using technology after raising the efficiency of internet networks and making them available with subscriptions for students so that learning at school is face-

to-face with the teacher. There will be workshops and summer trainings for students, passing these trainings is a condition for moving from one academic year to another after uploading their activities and production on an official website of the Ministry of Education.

Second, I would conduct meetings with teachers all through Egypt to get their feedback about the textbooks, the new examination system, I would listen to their sufferings, opinions and their requirements. If I really want to take decisions for educational reform, I would consider teachers as number one in my equation and a priority.

7) Did the new teaching procedures followed during COVID 19 give you an opportunity to develop professionally? Why and how?

Not really, there was little opportunity to search for new methods, techniques for teaching. I tried hard to learn specific points related to the lessons I teach and how to deliver them on-line. But after this experience I intended to apply for postgraduate studies at the Faculty of Education.

Analysis of the structured interviews

To analyze the structured interviews, I will not focus on analyzing the questions as I had previously arranged. I took into account that each question or group of questions represent a category or theme such as professional development or the opinions and experiences of teachers and their self-image and so on. However, after transcribing their answers, I found that the teachers, when answering a question, address points that fall within the scope of another question. Therefore, I will analyze the responses in the light of the category or theme and not according to the questions, and I will indicate that this or that response was found in question number such and such for the teacher referred to by his/her initials. These themes or categories, as mentioned above, are ***teaching beliefs, opinions, experiences; their professional competency, teacher agency and their career and professional development.***

Teaching Beliefs

As indicated previously, teachers see themselves as teachers through their personal interpretative framework of beliefs and values. Teachers' beliefs about teaching and learning tend to direct their actions and their perception of themselves in their role as teachers.

Their beliefs affected their teaching concepts and their profession and are reflected on their comments on teaching on line. This is clear in the answer of **Mrs. H.E** when she answered **Qu1** saying:

I was excited to be a teacher because my English teacher was my raw model. But after being an English teacher I regret being a teacher for many reasons.

The reasons she stated were related to social image of the teachers in the society. Also, she used very strong words to express her sorrow and anger against the society, especially media, when she said:

Media always attack us and assassinate (kill) us morally. Shortly, if I have any chance, I would resign and find any other job.

Then, her answer on **Qu3** reflects her beliefs about teaching and the importance of the direct interaction with her students saying:

I did not have the chance to read my students' faces, find out who do really understand, who is really following the lesson. We lost the affective variable in this kind of connection.

Her answer on **Qu5**:

My role is no more to prepare the lessons and teach it in the class, in such situations I have to prepare the lesson and visualize how to present it through the platform, how to manage technical problems, search for suitable materials and techniques, try to control the students and be sure that they are following the lesson and actively engaged (which is very difficult and not managed most of the time),

reflects her beliefs that the teacher has to control the students, be sure that they are following the lesson and actively engaged in it. This belief became a burden for her because she could not achieve that perfectly in on-line teaching which, as a consequence, affects her self-image.

Mrs. M.A. also agrees with H.E. concerning her beliefs about the profession when she argued that the profession was respectful when she joined it years ago, and it was worthy because the Ministry of Education was committed to but now the situation is not encouraging anymore. she expressed this in her answer to the **first question**:

. و للاسف فهي(تقصد المهنه) لا تعطي مردود ادبي ولا مادي. فعندما التحقت بالمهنه فقد كان في ذلك الوقت لمعلم اللغه الانجليزيه افضليه كونه يعرف لغه اجنبيه و كنت احب هذه المهنه لان الاوضاع في ذلك الوقت كانت افضل الي حد ما خاصه و ان التعين كان تكليفا فكان الخريج يضمن عمل و هذا كان يضفي رونق و افضليه لكليات التربيه و قد فقدت هذه الميزه الان.

Her answer shows much frustration and sorrow. These feelings affect teachers view of their profession which is part of their identity. Again, she expressed the importance of student-teacher interaction and her dynamic role as a teacher.

هو تدريس (تقصد الاون لاين) يفتقد للمتعه و التواصل بل حولني كمعلمه لالة عليها الكثير من الاعباء و كل دورها هو انهاء المهمه في الوقت المطلوب

Her belief about teacher-student interaction was stressed in her answer of **Qu.6** where she said:

اول قرار ساتخذه هو زياده ايام حضور الطلاب مع مزيد من الاجراءات الاحترازيه و تقليص فترات التعلم اون لاين.

This answer ensures her belief of the importance of direct teaching and interaction with her students.

Mr. **S.G.** agrees with his two female colleagues. His answer to the first question shows his great affection to the profession. He used the expression **"prestigious"** to describe his profession as a language teacher. At the same time, he becomes so much offended because of the on-going insults towards teachers by society. Moreover, I was really shocked by his feeling of inferiority when he said:

This social, negative perception and misbehaviour with teachers have frustrated me a lot to the extent that I feel inferior if compared with other professions.

Also, in his answer of the fifth question he preferred the direct communication with his students and his affective influence on his students, saying that:

It has lessened my role as an educator; I only convey knowledge. In face-to-face teaching/learning situation, we not only teach language, we teach ethics in a hidden way through our behaviour, dress-code, classroom language.

This comment reflects his sense of responsibility toward his students and these fixed beliefs are beyond his preference of face-to-face teaching.

Analyzing the beliefs of **Mr. M.I**, it is found that he, too, has the belief that the society does not honour the teaching profession as he said:

It is strange that the society appreciates, honours and is proud of the doctor, engineer, pharmacist, and prosecutor, ignoring those who were responsible for educating and shaping the personality of all these people.

These words reflect his negative feelings which no doubt affect his self-image and his feelings toward the profession itself which shape his identity.

Concerning his beliefs about teaching English, he shows that he is not against on-line teaching but he has explained its limitations. He has categorized the language skills into skills that can be taught on line and those that must be taught face-to-face. Generally, he preferred teaching

foreign languages in face-to-face classes for deep explanation as he mentioned:

But in order to acquire these skills, it is necessary to be with the teacher face-to-face in the classroom for direct explanation since it is a foreign language.

Also, in the third question he re-ensured his belief of the importance of face-to-face learning, teacher's affective influence on his students, and the importance of students' interaction during the explanation of the lessons.

-*In addition to e-learning, language learning requires direct communication between the teacher and the learner…Students do not benefit from the teacher's human experience…The difficulty of ensuring the students' interaction during lesson explanation and the distraction of some of them with other matters, and all of these issues are out of the teacher's control.*

In answering the sixth question, he re-ensured that on-line teaching may occur together with face-to-face teaching.

my first decision will be training students on self-learning and using technology after raising the efficiency of internet networks and making them available with subscriptions for students so that learning at school is face-to-face with the teacher.

 professional competency

It refers to deep subject knowledge and pedagogical content knowledge (PCK), as well as knowledge of new technologies applied to subject teaching (or Pedagogical Technical Content Knowledge, PTCK). Teaching should be more student-centric learning where the teacher is expected to be more of a facilitator of learning and less of a transmitter of knowledge, with a focus on the learners' processes of knowledge construction and utilization.

Relying on this definition of teacher competency, I will analyze the 4 teachers' answers on my questions.

Mrs. H.A

Answering the second part of the first question, Mrs. H.A. considers herself above good due to her extra readings which contribute to developing her language. Between lines I can detect that she is satisfied by this level. Her language does not need to be better than that because it is suitable and sufficient for teaching the courses. Also, her doctoral preparation provided her with some teaching methods and techniques, but the Corona period did not give her the opportunity to apply them. But she surprised me when she mentioned that even in normal circumstances, the idea of applying innovative and new methods and techniques may be difficult due to some obstacles.

But even during the normal conditions in the previous years before CORONA, class time does not allow us to show our capabilities or even test them. In addition, as a teacher, I am in a race to finish the course in the required time.

When I analyze her point of view concerning the use of technology as part of professional competency, I recognize that she supports the use of technology both the on-line teaching as well as classroom technology. But she is against the absolute use of on-line teaching because its results were shocking as she mentioned in Qu2. She encourages blended learning, saying that we should apply the best style that suite our social and financial conditions as mentioned in Qu3.When looking at the fifth question, I can understand that she has technological skills and she can teach on-line but she was suffering from several obstacles. According to her the most hindering obstacles were:

search for suitable materials and techniques, try ==to control== the students and be sure that they are following the lesson and actively engaged (which is very difficult and not managed most of the time).

I think that the misuse of the word " control" reflects her idea about managing the classroom. She believes that she should have the upper hand over her students and she should control them which is against the concept of " student-centred classroom".

Mrs. S.A.

Mrs. S.A. sates directly that she suffers from lack of fluency both in speaking and writing and explains that this is the reason why she answered the interview questions in Arabic. In addition, she says that the classroom language is always in Arabic not because of her fluency problems, but because of the students themselves. Concerning teaching techniques, she mentions that the teacher's guide provides them with necessary procedures. Moreover, she said that she Sometimes I have had to skip teaching speaking exercises. In answering the second question, she mentions that teaching writing, reading and grammar needs face-to-face teaching because they need the teacher's immediate follow up. In addition, she does not have to try to use or explore new teaching methods or techniques, where the general atmosphere is not encouraging and because of the class time and the importance of finishing the course in a specific time otherwise, she will be blamed.

Speaking about the use of technology, she preferers the third choice when answering the fourth question where she encourages face-to-face teaching together with the use of technology in the classroom or school lab. In answering question 4, she makes it clear that on-line teaching is not

enjoyable for her and makes her like a machine whose task is to complete the work in the specified time.

It is noticeable that the teacher limits the class relationship between her and the learners to giving instructions and the learners role is to try to understand what she says, and this confirms, once again, the idea of the teacher's dominance over the class and ignoring the learner-centered learning.

In Mrs. M.A. suggestions, in her answer to the sixth question, we find that her language problem related to fluency is reflected in one of the suggestions, where she wants to send teachers abroad for specific periods to acquire the language from the native speakers, as well as host native language teachers to conduct workshops and train teachers in order to improve their language.

Mr. S.G.

Concerning the professional competency in the use of the language as stated in the answer of the second part of the first question, Mr. S.G. believes that he is in the intermediate level and it seems that he is satisfied due to frustration that is very obvious in his speech where he stated that he feels bored. He also said that there is no need to improve his language as he is restricted to specific course.

At the level of the language, nothing encourages its development and raising its level because I am restricted in what I teach and only I can describe myself as being, may be, at the intermediate level.

Evaluating his teaching competency, he says that he is doing well, due to his long experience, within the limits of class time and the lack of interest from the part of his students. Though, he feels that he can do better and mentions that teachers themselves need motivation both financial and appreciative.

We must stop here at a very influential phrase in the educational scene, where Mr. S.G. says in the answer of the first question that he memorizes the course to the extent of boredom - despite changing the courses many times - but he becomes just a machine that recites what is stored in its memory.

I have very long experience, sometimes I feel monotonous and bored. Although the coursebooks changed several times, once I know them and memorize them well, the process becomes very easy. Once I enter the class I fell as if I am reciting what I have memorized.

I think he lacks creativity; he needs some space to give his own vision and some freedom to renew some of the topics he teaches.

Concerning technology as mentioned in the second question, we understand that he is not against the use of on-line or any technology

outside and inside the classroom, but he recommends total development of the different elements of the educational process, ensuring that technology is just a tool. Also, in answering the third question, he mentioned an important variable that may contribute to the refusal of the on-line teaching from the part of teachers which is parents' interference and disturbance. He used a very strong term ***"being watched.".*** In the fourth question, he recommended the use of blended learning but he suggested that classroom time could be 70% and on-line teaching could be 30% . The reason behind this suggestion has been reflected in the answer of the fifth question where he said that on-line teaching lessens the teacher's affective influence on his students:

It has lessened my role as an educator; I only convey knowledge. In face-to-face teaching/learning situation, we not only teach language, we teach ethics in a hidden way through our behaviour, dress-code, classroom language.

MR. M.I.

Speaking about his language professional competency as indicated in the first question, he describes himself as a competent teacher within the limit of the courses he teaches. He uses simple language needed for communication. He believes that linguistically, he does not reach the very good level.

I usually use simple English, and accordingly I do not think that I reach the very good level linguistically.

Concerning his teaching competency, he does not speak enough about it. He only states that he follows the teacher's guid and listens to the supervision's instructions.

As for the use of technology, he mentioned in the demographic information that he is very good in the computer skills which is something promising.

In the answer of the second question, he admits that on-line teaching helped him to convey information using visual and auditory ways. He adds that teaching reading, writing and grammar need direct interaction with the students. At the same time, he suggests benefiting from some language sites by asking students to do reading, writing and grammar exercises provided by these sites. Meanwhile, he says that speaking and listening could be presented through on-line learning. His comments proves that he is familiar with the language skills and knows how to teach it, but it seems, from his answers, that he suffers from some frustration and lack of motivation.

we can benefit from it by helping students to answer reading, writing and grammar exercises presented on some sites for language learning such as BBC. But in order to acquire these skills, it is necessary to be with the teacher face-to-face in the classroom for direct explanation since it is a foreign language.

Although he has admitted the benefits of on-line teaching in question 2, we find that in answering the fourth question he has chosen the third option where he preferred face-to-face teaching + technology use in the classroom or school lab. He explained his choice was because of technical problems with the internet. This point of view was reinforced in the fifth question where he said that on-line teaching helped in developing his technological skills and encouraged him to search for applications and websites to help him present the information, but still, he is in favour of face-to-face teaching.

I think that it (he means on-line teaching) has developed my technological skills to some extent and my use of applications and websites to facilitate the delivery of information as much as possible. At the same time, I prefer direct face-to-face teaching, especially in light of the obstacles I mentioned earlier.

As for his viewpoint about student-centred learning, he did not state it directly but we can analyze certain expressions used by him that reflected his view. In the answer of the third question, he mentions that one of the on-line problems was that there were some issues are out of his **control**.

The difficulty of ensuring the students' interaction during lesson explanation and the distraction of some of them with other matters, and all of these issues are out of the teacher's control.

The idea of controlling everything possesses teachers' minds and how they encounter the teaching process. This idea was repeated again in the fourth question when he recommends the use of technology in the classroom or school lab because he wants the students to be under his direct supervision.

I prefer face to face learning with technology use in the classroom or school lab to avoid the problems of internet outage and for the students to be under my direct supervision.

Teacher agency

It refers to teachers' power and freedom in the various dimensions of the teaching profession. Agentive actions in the larger educational context enable teachers to have a say in all aspects of their professional lives, from curriculum reform to teaching processes to professional development. Although the role of a professional textbook is not denied, teacher agency in curriculum reforms shifts the focus from looking

outward to teaching content to providing materials based on the learners' needs and learning styles.

Mrs. H.E.

Analyzing Mrs. H.E. answer of the sixth question, it is found that she assumed if she had a position, she would hold interviews with teachers and give them questionnaires to get their opinions about the courses they teach. Also, she would ask them to suggest the training courses they need. She would hold a conference with English teachers to discuss with them how to test the neglected skill, 'speaking'. Involving English language teachers in committees for writing and evaluating English textbooks.

Survey teachers' opinion about the training courses they need instead of imposing training courses that may not be of any importance to them.

In her comment I stopped at her expression **'imposing'** which reflects her refusal of the decisions taken by the Ministry of Education to give them training courses that may not meet the needs of teachers.

Mrs. MA.

In her answer to the sixth question, Mrs. M.A indicated that she would take four decisions, one of them is related to teacher agency which is ensuring that the teacher is not marginalized and that he is an active member and partner in decision-making.

القرار الثاني هو الحرص علي عدم تهميش المعلم و ان يكون عضو فاعل و شريك في اتخاذ القرار

MR. S.G.

In his answer of the second question, he included a statement that is related directly to teacher agency when he said if the decision makers had listened to teachers' opinions, they would have achieved excellent outputs:

The internet, on-line teaching, tablets, Facebook, WhatsApp …etc. Are helping tools, without the real development of all elements of the educational process (teacher, curriculum, school, student, and social educational community), education is a failure. I think if decision-makers respect the teachers' experience and their knowledge of all aspects of the educational process and try to benefit from them, they will, undoubtedly, obtain a good background knowledge about the students, teachers themselves, the books taught and their quality, and accordingly the development process will take place in the right direction.

This comment indicates that this teacher is fully aware of the elements of the educational process and that he feels sorry for ignoring the opinions of the teachers who are in direct contact with the students, coursebooks, parents, the activities...etc. His remark shows that he is

aware that paying attention to teachers' opinions and benefiting from their experiences, will lead to outstanding educational outputs. This indicates an interest in his profession and a desire to improve the educational process.

Hence, I must point out the need to pay attention to such comments, which, although they imply a real desire and interest in developing education, the tone of pain and frustration is nothing but an alarm that we will lose a very important dynamic element in the educational process; the **teacher.**

Answering the sixth question, he suggests reducing the number of the English textbook units to give teachers enough space to implement techniques, activities from their choice that suite the social context they live in and their students. Thus, he believes that teachers should have some freedom in the teaching process.

………that is to reduce the units of the textbook ………... Accordingly, I will give the teacher the freedom to choose the tasks, exercises, and methods that he uses in the classroom in a way that suits the environment and the level of his students, provided that he documents what he does in the teacher's portfolio, and thus we achieve balance, and the teacher feels that he has an important academic and research role and not just a container to transfer information.

This idea deserves to be taken into consideration. He wants to have some freedom in the classroom and to have the decision to teach some subjects and the accompanying activities. It is noticeable that his use of the term **container** indicates his dissatisfaction with being considered a mere transmitter of information. Looking at the current technological development, we find that his idea deserves attention because learning now no longer depends on the book, but on the virtual world that both the student and the teacher must go along with, and this confirms the inevitability of the teacher having a say in what he teaches.

Mr. M.I.

Mr. M.I. believes that if he were in a position of a decision-maker seeking educational reform, he would conduct periodical meetings with teachers all through Egypt to get their feedback about every aspect of the teaching/learning process:

I would conduct meetings with teachers all through Egypt to get their feedback about the textbooks, the new examination system, I would listen to their sufferings, opinions and their requirements. If I really want to take decisions for educational reform, I would consider teachers as number one in my equation and a priority.

Mr. M.I. uses of expressions such as *priority* or *number one* reflects a lack of interest and appreciation by decision makers.

Career professional development

In this research, I will stress the professional development only because this is the part that is closely related to the pandemic period. It can be associated with an increase of professional status. From an organizational standpoint, ongoing support for teachers' development and growth in their teaching careers may include more formalized ranks within the teaching profession, such as providing teachers with opportunities for career advancement and professional development. A clear career path or structure can provide teachers with a clearer vision and systematic progression for higher quality performance, motivating them to pursue their career goals within the profession.

Mrs. H.E.

In the sixth question, she says that she would take a decision to oblige teachers to obtain a teaching license that is renewed periodically to ensure that they are constantly review and follow up of all updates regarding the profession and language development as well.

I will oblige teachers to have a license for teaching where they would be tested in both language competence as well as pedagogical competence and it will be renewed periodically.

This suggestion proves that we are facing an open-minded teacher who seeks development and aspires to follow up the new trends in the field if she were given the opportunity.

In answering the last question, she says that she tried to read about teaching online, but she could not continue as a personal effort due to the teaching burden during the pandemic period. However, she confirms that this pandemic has proven that it is necessary to develop professionally, not only in relation to the topic of the PhD thesis, but in the continuous development of everything related to the teaching profession. In addition, this period, along with this interview, made her reflect on her decisions, teaching style, technological knowledge and her relationship with her students and colleagues:

… this pandemic draws our intention to the importance of professional development and the continuous education. For me, this pandemic proved to me that I should follow whatever new in the field not what is related to my point of research only and attend conferences to widen my knowledge linguistically and pedagogically.

Her answer of this question supports that of the 6th question where she confirms that despite all the obstacles, she will strive to improve herself and review her previous decisions. This concept is one of the techniques of professional development, which is reflective teaching.

Mrs. M.A.

Like her previous colleague, she tried to read as a self-effort about online education, but she did not continue due to the burdens of teaching during the pandemic; but she recommends that the Ministry of Education should provide training programs for professional development according to teachers' choice and their needs.

و لكن اذا ما التفت وزارة التربية و التعليم لرغباتنا كمعلمين و استطلعت اراءنا في احتياجاتنا المهنيه للتدريب فاعتقد النتائج ستكون مذهله لاني كمعلمه عندما اختار ما اريد التدرب علية و خاصة اني اعلم نقاط ضعفي فان ذلك سيكون حافز لي علي حضور ورش عمل و دورات تدريبية تخاطب متطلباتي و احتياجاتي و اذي سيكون له مردود ايجابي علي و علي طلابي

Her suggestion shows that she is eager to learn and improve herself and she as well as her colleagues need the support from the Ministry of Education and this support can be through listening to their need. So, the ministry's efforts will not go in vain.

Mr. S.G.

Mr. S.G. admits that he gets benefit from the pandemic period to develop professionally in the part related to on-line teaching. At the same time, he said that it is not enough because professional development includes language and pedagogical development as well as classroom management.

But I know that professional development is more than that; it deals with pedagogical development, language knowledge, classroom management etc.

This comment shows that he is aware of the concept of professional development, and it seems that the teaching burden hinders his development.

Mr. M.I.

On the contrary, Mr. M.I. said that he did not have the opportunity to develop professionally though he tried hard. But he concluded that after the pandemic experience he intended to enrol in postgraduate studies at the Faculty of Education.

… after this experience I intended to apply for postgraduate studies at the Faculty of Education.

This comment indicates that this teacher still has the desire, determination and passion for the profession despite all the obstacles, as evidenced by his desire to develop himself professionally and complete his postgraduate studies. This means that he still has hope in the reform of the educational process.

Conclusion

The results of the questionnaire showed that many of the items had neutral responses, which led to the overall neutral results. These results mean that in-service EFL in-service preparatory and secondary stage teachers are not in favour of on-line teaching. With a more in-depth study of the dimensions of the questionnaire through personal structured interviews with 4 teachers representing females and males and the various experiences, as well as the three types of schools, the researcher was able to deduce the reasons for the partial refusal of on-line teaching and how its obligatory implementation affected their professional identity as follows:

First: Teachers are not against online teaching and are not against development and reform, but they support rationalizing its use, noting that it is a means and not an end. The agree that is has advantages but still its drawbacks are more serious because it affects students' achievement, affective student-teacher interaction, direct feedback which includes nonverbal clues etc. This finding is in terms with that of Beaunoyre, et.al; 2020).

Second: We conclude from the results of the interviews, and as the interviewees indicated in strong terms, their disapproval of society's bullying, their lack of appreciation for their rightful worth and belittling of them, and this leads to their loss of respect for society, which in turn leads to a negative self-view and thus loses their professional identity. This is what has been mentioned as teaching beliefs of the self and their social image as discussed by Beijaard et al., (2004) and De Vries et al., (2013).

Third: The marginalization of teachers is one of the main reasons for the loss of professional identity. Not taking their opinions into consideration and dealing with them as machines that have to carry out orders, as stated by them, led to a feeling of indifference. Social injustice was reflected in their comparisons with other professions who enjoy social dignity. The feeling of marginalization is a dangerous deficiency that must be addressed. This result is in terms with that of Ramlackhan, et.al (2021).

Fourth: the four teachers unanimously agreed on the necessity of training on methods of effective use of online teaching, taking into consideration that many of the sample of 49 teachers preferred to use technology in the classroom to overcome some problems such as the interruption of the Internet and the lack of student interaction. This makes us stress that e-learning is only a means, because there are many schools in rural and remote areas, and it is difficult for them to connect to the Internet. This

result is consistent with that of Ahmad and Latada.et.al. 2018), Johnson; Jacovina and Russell (2016) and (Ghavifekr & Rosdy (2015).

Fifth: it is noticed from the comments of some teachers that they were uncomfortable with teaching online because of the interference of parents concerning the way of their explanation and pronunciation sometimes. This problem loses the teacher's confidence in himself and leads to tension during the lesson, which reduces his efficiency. This implies the need to constantly train teachers on new trends related to the educational process, as well as giving them courses in the language from time to time, as suggested by some of them because tension and loss of confidence are among the reasons for losing professional identity. This demand reflects their awareness of their need of professional development. This conclusion supports that of (Day & Gu, 2007).

Sixth: the interviewees agreed on the necessity and importance of continuous professional development, but they complained from the lack of time on the one hand, and on the other hand, the lack of training that meets their needs and stems from their professional requirements and their knowledge of their shortcomings.

Seventh: the interviewees demanded some freedom in teaching subjects outside the course where they would consider the environment and the students' abilities, as well as preparing their activities, exercises and assessments. This means that teachers want to have a say in what is being taught and how it is taught, and this is consistent the theme of teacher agency that is one of the components of professional identity this conclusion supports that of Pavlenko and Blackledge (2004).

Finally: if I stop at every sentence said by the teachers, I will reach infinite results due to the richness and depth of their experience, due to their contact with all categories of society, including students, parents, school administration, the Ministry of Education and society as a whole. Therefore, I will only refer to these results, which include societal recommendations and others that can be directed to the Ministry of Education and those in charge of them and decision-makers.

References

Abdel Fattah, N. H. (2016). Negotiated identity of teachers of English as a foreign language (EFL): A sociocultural perspective. http://dar.aucegypt.edu/handle/10526/4806

Abdel Kerim, F. (2016) Teacher Marginalization and its Effects on Teaching Techniques, Classroom Management and Student Behaviour: A Case Study of Egyptian International School. Pp. 75-93 in Megahed, N. (2016). Quality Education for All in Egypt: "Post 2015 Education Development Goal". Retrieved March 2, 2019, fromhttps://schools.aucegypt.edu/GSE/Documents/

Abdelmegui , M. 2020. https://padeco.education/wp-content/uploads/2020/06/updates-from-egypt-about-the-students-learning-during-the-time-of-the-covid-19-pandemic.pdf . https://www.google.com/url?q=https://padeco.education/wp-content/uploads/2020/06/updates-from-egypt-about-the-students-learning-during-the-time-of-the-covid-19-pandemic

Ahmad, H., Latada,F., Wahab,M., Rashid Shah , S. & Khan, K.2018. Shaping Professional Identity Through Professional Development: A Retrospective Study of TESOL Professionals. *International Journal of English Linguistics*; Vol. 8, No. 6; 2018, ISSN 1923-869X E-ISSN 1923-8703, Published by Canadian Center of Science and Education. *URL: https://doi.org/10.5539/ijel.v8n6p37*

Aguilera-Hermida, 2020. A.P. College students' use and acceptance of emergency online learning due to COVID-19. Int. J. Educ. Res. Open 1 . https://doi.org/10.1016/j.ijedro.2020.100011

Akkerman, S. F. & Meijer, P. C. 2011. A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, *27*(2), 308–319. https://www.academia.edu/457803/A_Dialogical_Approach_to_Conceptualizing_Teacher_Identity

Alodwan, T. 2021.Online learning during the COVID-19 pandemic from the perspectives of English as foreign language students. *Educational Research and Review*, Vol. 16(7), pp. 279-288, DOI: 10.5897/ERR2021.4169 Article Number: 531977E67246 ISSN: 1990-3839 Copyright ©2021 Author(s) retain the copyright of this article http://www.academicjournals.org/ERR

Alqabbani, S.; Almuwais, A.; Benajiba, N.; Almoayad, F. 2020. Readiness towards emergency shifting to remote learning during COVID-19 pandemic among university instructors. E Learn. Digit. Media .

Alsaaty, F.M.; Carter, E.; Abrahams, D.; Alshameri, F.2016, Traditional versus online learning in institutions of higher education: Minority business

students' perceptions. Bus. Manag. Res. 2016, 5, 31. https://doi.org/10.5430/bmr.v5n2p31

Andrzejewski, C. E. 2009. Toward a model of holistic dance teacher education. *Journal of Dance Education*, *9*(1), 17-26. https://doi.org/10.1080/15290824.2009.10387380

Aneja, G. A. 2016. (Non) native speakered: Rethinking (non) nativeness and teacher identity in TESOL teacher education. *TESOL Quarterly*, *50*(3), 572-596. https://www.academia.edu/28379934/_Non_native_Speakered_Rethinking_Non_nativeness_and_Teacher_Identity_in_TESOL_Teacher_Education

Bandura, A. 1997. *Self-efficacy: the exercise of control*. New York: W.H. Freeman .

Barkhuizen, G. 2017. Language teacher identity: An introduction. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp.1-11). New York: Routledge, Taylor & Francis Group.

Battey, D., & Franke, M. L. 2008. Transforming identities: Understanding teachers across professional development and classroom practice. Teacher Education Quarterly, 127-149.

Beauchamp, C., & Thomas, L. 2009. Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175–189. https://doi.org/10.1080/03057640902902252

Beaunoyer, E.; Dupéré, S.; Guitton, M.J.2020. COVID-19 and digital inequalities: Reciprocal impacts and mitigation strategies. Comput. Hum. Behav. 2020, 111, 106424. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7213963/pdf/main.pdf https://dx.doi.org/10.1016%2Fj.chb.2020.106424

Beijaard, D., Verloop, N., & Vermunt, J. D. 2000. Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, *16*(7), 749–764. https://cmapsconverted.ihmc.us/rid%3D1181134777956_1533660162_13962/teachers%20perceptions.pdf

Beijaard, D., Meijer, P. C., & Verloop, N. 2004. Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*, 107-128. https://scholarlypublications.universiteitleiden.nl/access/item%3A2728601/view

Bilbatua, Lidia, and Alfredo Herrero de Haro. 2014. Teachers' attitudes towards Computer-Assisted Language Learning in Australia and Spain. Círculo de Lingüística Aplicada a la Comunicación 57, 3-44.

http://www.ucm.es/info/circulo/no57/bilbatua.pdf
http://revistas.ucm.es/index.php/CLAC
DOI: http://dx.doi.org/10.5209/rev_CLAC.2014.v57.44513

Bogler, R., & Somech, A. 2004. Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, *20*(3), 277-289. http://dx.doi.org/10.1016/j.tate.2004.02.003

Broome, J. 1991. Weighing Goods: Equality, Uncertainty, and Time. Basil Blackwell.
Oxford, UK.

Bucholtz, M. and Hall, K. 2005. Identity and Interaction: A Sociocultural Linguistic Approach. Journal Discourse Studies, 7(4-5),
https://escholarship.org/content/qt5tk670n8/qt5tk670n8.pdf

Canrinus, E.T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, W.H.A. 2011.
Teachers' professional identity and their educational beliefs.
https://www.researchgate.net/publication/254821634_Teachers%27_sense_of_their_professional_identity?enrichId=rgreq-34a2a271fa0eb1efa4ad65526ac6831c-XXX&enrichSource=Y292ZXJQYWdlOzI1NDgyMTYzNDtBUzoxNzA2MDQ1OTg2NjkzMTJAMTQxNzY4NjcxNDA2OA%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Chai, C. S., Koh, J. H. L., & Tsai, C. C. 2010. Facilitating Preservice Teachers' Development of Technological, Pedagogical, and Content Knowledge (TPACK). *Educational Technology & Society*, *13*(4), 63-73. https://www.learntechlib.org/p/52307/

Cheung, H. Y. 2008. Measuring the professional identity of Hong Kong in-service teachers. *Journal of In-service Education*, *34*(3), 375-390. http://dx.doi.org/10.1080/13674580802003060

Clark, Cameron & Gruba, Paul. (2010). The use of social networking sites for foreign language learning: An autoethnographic study of Livemocha. ASCILITE 2010 - The Australasian Society for Computers in Learning in Tertiary Education. https://www.researchgate.net/publication/229001225_The_use_of_social_networking_sites_for_foreign_language_learning_An_autoethnographic_study_of_Livemocha

Council of Europe.2011. Common European Framework of Refernce for Languages: Learning, Teaching, Assessment. https://rm.coe.int/1680459f97

Day, C., & Gu, Q. 2007. *Variations in the conditions for teachers' professional learning and development:sustaining commitment and effectiveness over a career. Oxford Review of Education, 33(4), 423-443.* http://dx.doi.org/10.1080/03054980701450746

Day, C., Kington, A., Stobart, G., & Sammons, P. 2006. The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, *32*(4), 601–616. https://doi.org/10.1080/01411920600775316

Deshmukh, S.R.2020. Social Realities of Higher Education in the Age of Uncertainties. Smart Moves *J. IJELLH* 2020, 8, 279–289. https://doi.org/10.3390/su13084381

De Vries, S., van de Grift, W. J., & Jansen, E. P. 2014. How teachers' beliefs about learning and teaching relate to their continuing professional development. Teachers and Teaching, 20(3), 338-357. http://dx.doi.org/10.1080/13540602.2013.848521

Duranti, A. 2006. Agency in language. In A. Duranti (Ed.), *A companion to linguistic anthropology* (pp. 451-473). Malden, MA: Blackwell.

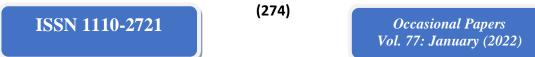Education Responses to Covid-19: Embracing Digital Learning and Online Collaboration. Available online: https://read.oecdilibrary.org/view/?ref=120_1205448ksud7oaj2

El-Deghaidy, H. 2006. An investigation of pre-service teacher's self-efficacy and self-image as a science teacher in Egypt. In Asia-pacific forum on science learning and teaching (Vol. 7, No. 2, pp. 1-22). The Education University of Hong Kong, Department of Science and Environmental Studies. https://files.eric.ed.gov/fulltext/EJ840075.pdf

Egbert , J; Paulus, T; and Nakamichi, y. 2002. The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education. Language Learning & Technology, September 2002, Volume 6, Number 3 pp. 108-126. http://llt.msu.edu/vol6num3/egbert

Ellis, E. M. 2016. "I May Be a Native Speaker but I'm Not Monolingual": Reimagining All Teachers' Linguistic Identities in TESOL. *TESOL Quarterly, 50*(3), 597-630. http://dx.doi.org/10.1002/tesq.314

Enyedy, N., Goldberg, J., & Welsh, K. M. 2006. Complex dilemmas of identity and practice. *Science Education*, *90*(1), 68-93. https://doi.org/10.1002/sce.20096

Erikson, E. H. 1994. *Identity: Youth and crisis*. New York, NY: W.W. Norton & Company

Ewiss, M. 2020. Empowering the Egyptian's Education in the Era of Covid-19. 2321-9467. Quest Journals, Journal of Research in Humanities and Social Science Volume8,Issue11.(2020)pp:43-56. ISSN(Online):2321-9467. www.questjournals.org

Flores, M. A., & Day, C. 2006. Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22(2), 219-232.

Fraser, M. 2011. *Exploring the nature and process of professional identity of teachers of English in Japanese higher education* (Doctoral dissertation). University of Wollongong. Retrieved from http://ro.uow.edu.au/theses/3431

Galy, E.; Downey, C.; Johnson, J. 2011. The effect of using e-learning tools in online and campus-based classrooms on student performance. J. Inf. Technol. Educ. 2011, 10, 209–230. https://doi.org/10.28945/1503

Garton, S., & Richards, K. (Eds.). 2008. *Professional encounters in TESOL*: *Discourses of teachers in teaching*. Basingstoke: Palgrave Macmillan. https://doi.org/10.1057/9780230594173

Gee, J. P. 2001. Identity as an analytic lens for educational research. Review of Research in Education, 25, 99-125. https://doi.org/10.2307/1167322

Ghavifekr, S. & Rosdy, W.A.W. (2015). Teaching and learning with technology:
Effectiveness of ICT integration in schools. International Journal of Research in Education and Science (IJRES), 1(2), 175-191. https://files.eric.ed.gov/fulltext/EJ1105224.pdf

Hagger, H., & McIntyre, D. 2006. *Learning teaching from teachers: Realising the potential of school-based teacher education*. McGraw-Hill International

Hodges, C.; Moore, S.; Lockee, B.; Trust, T.; Bond, A. The Difference Between Emergency Remote Teaching and Online Learning. 2020. Available online: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-andonline-learning

Hong, K. 2010. CALL teacher education as an impetus for L2 teachers in integrating technology

ReCALL , Volume 22 , Issue 1 , January 2010 , pp. 53 – 69. https://doi.org/10.1017/S095834400999019X

Huang, R.; Tlili, A.; Yang, J.; Chang, T.-W.; Wang, H.; Zhuang, R.; Liu, D.2020. Handbook on Facilitating Flexible Learning During Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in Covid-19Outbreak; Smart Learning Institute of Beijing Normal University: Beijing, China. https://iite.unesco.org/wp-content/uploads/2020/03/Handbook-on-Facilitating-Flexible-Learning-in-COVID-19-Outbreak-SLIBNU_V2.0_20200324.pdf

Iqbal., M and Campbell, A. 2021. From Luxury to Necessity: Progress of Touchless Interaction Technology. Technology in Society 67 (2021) 101796. https://doi.org/10.1016/j.techsoc.2021.101796.

Johnson, A. M., Jacovina, M. E., Russell, D. E., & Soto, C. M. 2016. *Challenges and solutions when using technologies in the classroom. In S. A. Crossley & D. S. McNamara (Eds.) Adaptive educational technologies for literacy instruction (pp. 13-29). New York: Taylor & Francis.* *https://files.eric.ed.gov/fulltext/ED577147.pdf*

Koehler, M., & Mishra, P. 2009. *What is technological pedagogical content knowledge (TPACK)? Contemporary issues in technology and teacher education,* *9(1),* *60-70.* *http://jwilson.coe.uga.edu/EMAT7050/articles/KoehlerMishra.pdf*

Korthagen, F. A. 2004. *In search of the essence of a good teacher: Towards a more holistic approach in teacher education. Teaching and Teacher Education, 20(1), 77-97.* *https://doi.org/10.1016/J.TATE.2003.10.002*

Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56, 389-420. http://dx.doi.org/10.3138/cmlr.56.3.389

Lee, A. N., & Nie, Y. 2014. Understanding teacher empowerment: Teachers' perceptions of principal's and immediate supervisor's empowering behaviours, psychological empowerment and work-related outcomes. *Teaching and Teacher Education*, *41*, 67-79. https://doi.org/10.1016/j.tate.2014.03.006

Kenning, M.-M. (2007). ICT and language learning: From print to the mobile phone. http://dx.doi.org/10.1057/9780230591325

Liera, L. 2010. The ecology of language learning: Practice to theory, theory to practice. Procedia - *Social and Behavioral Sciences.* 3. 2-6. http://dx.doi.org/10.1016/j.sbspro.2010.07.005

Lieberman, J. 2009. Reinventing teacher professional norms and identities: The role of lesson study and learning communities. *Professional Development in Education*, *35*(1), 83-99. DOI: 10.1080/13674580802264688

Li. G, Ni. X . 2011. Primary EFL teachers' technology use in China: patterns and perceptions. *RELC Journal: A Journal of Language Teaching and Research*, v42 n1 p69-85 Apr .

Lowenthal, P.R.; Snelson, C.2017. In search of a better understanding of social presence: An investigation into how researchers define social presence. Distance Educ. 2017, 38, 141–159. https://doi.org/10.1080/01587919.2017.1324727

Lunenburg, F., & Ornstein, A. 2011. *Educational Administration: Concepts and practices*. Cengage Learning.

Mead, G. H. 1934. *Mind, self & society from the standpoint of a social behaviorist*. London: The University of Chicago Press.

Miller, E.M.2020. The COVID-19 Pandemic crisis: The loss and trauma event of our time. J. Loss Trauma 2020, 25, 560–572.

Minor, L. C., Onwuegbuzie, A. J., Witcher, A. E., & James, T. L. 2002. Preservice teachers' educational beliefs and their perceptions of characteristics of effective teachers. The Journal of Educational Research, 96(2), 116127.https://www.researchgate.net/publication/355471762

Mishra, P., & Koehler, M. 2006. Technological pedagogical content knowledge: A framework for teacher knowledge. *The Teachers College Record*, 108(6), 1017-1054. http://jwilson.coe.uga.edu/EMAT7050/articles/KoehlerMishra.pdf

Naveed, Q.N.; Muhammad, A.; Sanober, S.; Qureshi, M.R.N.; Shah, A.2017. A mixed method study for investigating critical success factors (CSFs) of e-learning in Saudi Arabian universities. Int. J. Adv. Comput. Sci, 8, 171–178. https://dx.doi.org/10.14569/IJACSA.2017.080522

Nazarlou, M.M. Research on negative effect on e-learning. Int. J. Mob. Netw. Commun. Telemat. 2013, 3, 11–16. https://doi.org/10.5121/IJMNCT.2013.3202

Mohmmed, A.O.; Khidhir, B.A.; Nazeer, A.; Vijayan, V.J.2020. Emergency remote teaching during Coronavirus pandemic: The current trend and future directive at Middle East College Oman. Innov. Infrastruct. Solut. 2020, 5, 72. https://doi.org/10.1007/s41062-020-00326-7

Mumtaz, Shazia. (2000). Factors affecting teachers' use of Information and Communications Technology: a review of the literature. Journal of Information Technology for Teacher Education. 9. 319-342. http://dx.doi.org/10.1080/14759390000200096

Noonan, James. 2016. Teachers Learning: Engagement, Identity, and Agency in Powerful Professional Development. Doctoral dissertation, Harvard Graduate School of Education. http://nrs.harvard.edu/urn-3:HUL.InstRepos:32663230

Obrad, C. 2020. Constraints and Consequences of Online Teaching. *Sustainability 2020, 12, 6982. https://doi.org/10.3390/su12176982*

Olsen, B. 2008. How reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly*, 23-40. https://files.eric.ed.gov/fulltext/EJ831706.pd

Pavlenko, A. & Blackledge, A. S. 2004. *Negotiation of Identities in Multilingual Contexts*. Bristol, UK: Multilingual Matters.

Pennington M. C., & Richards J. C. 2016. Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors. *RELC Journal*, *47*(1),5-23. https://doi.org/10.1177/0033688216631219

Price, S. L. 2009. Becoming a nurse: a meta-study of early professional socialization and career choice in nursing. *Journal of Advanced*

Nursing, *65*(1), 11-19. https://doi.org/10.1111/j.1365-2648.2008.04839.x

Karen Ramlackhan, Ann Cranston-Gingras, Nicholas Catania, Gordon Brobbey & Georgina Rivera-Singletary (2021) Re(framing) identity: teacher educators' experiences with marginalization, Higher Education Research & Development, DOI: 10.1080/07294360.2021.1877632

Razak, N. A., Saeed, M., & Ahmad, Z. (2013). Adopting Social Networking Sites (SNSs) as Interactive Communities among English Foreign Language (EFL) Learners in Writing: Opportunities and Challenges. English Language Teaching, 6(11), 87-198. http://dx.doi.org/10.5539/elt.v6n11p187

Richards, J. C. 2011. *Competence and performance in language teaching*. Cambridge: Cambridge University Press.

Richards, J. C. 2017. Teacher identity in second language teacher education. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research*. New York: Routledge.

Sadek, H. 2020. Teachers' perceptions of professional identity and communities of practice [Master's thesis, the American University in Cairo]. AUC Knowledge Fountain. https://fount.aucegypt.edu/etds/845

Sadeghi, M.A. 2019. Shift from classroom to distance learning: Advantages and limitations. International Journal of Research in English Education (2019) 4:1. 80–88. http://ijreeonline.com/article-1-132-en.pdf

Salama, A. 2018. Exploring Egyptian EFL teachers' perceptions of teacher leadership. Retrieved March 2, 2019, from http://dar.aucegypt.edu/handle/10526/5399

Sarhan, R. 2018. Teachers' development programs: Qualitative/SWOC analysis of "Education First" initiative. Retrieved March 2, 2019, from http://dar.aucegypt.edu/handle/10526/5374

Sarı, T.; Nayır, F. Challenges in distance education during the (Covid-19) pandemic period. Qual. Res. Educ. 2020, 9, 328–360

Scollon, Ron & Scollon, Suzanne & Jones, Rodney. 2012. Intercultural Communication: A Discourse Approach.10.2307/3588155. https://www.researchgate.net/publication/264233275_Intercultural_Communication_A_Discourse_Approach/citation/download

Seibert, S. E., Kraimer, M. L., & Crant, J. M. 2001. What do proactive people do? A longitudinal model linking proactive personality and career success. *Personnel Psychology*, *54*(4), 845-874. https://psycnet.apa.org/doi/10.1111/j.1744-6570.2001.tb00234.x

Shim, T.E.; Lee, S.Y. 2020. College students' experience of emergency remote teaching due to COVID-19. Child. *Youth Serv. Rev.* 2020, 119, 105578. https://doi.org/10.1016/j.childyouth.2020.105578

Stern, B.S. 2004. A comparison of online and face-to-face instruction in an undergraduate foundations of American education course. Contemporary Issues in Technology and Teacher Education,4(2),196-213.https://citejournal.org/wpcontent/uploads/2016/04/v4i2general1.pdf

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of educational change*, *7*(4), 221-258. https://doi.org/10.1007/s10833-006-0001-8

Tagoe, M. Students' perceptions on incorporating e-learning into teaching and learning at the University of Ghana. *International Journal of Education and Development using Information and Communication Technology (IJEDICT),* 2012, Vol. 8, Issue 1, pp. 91-103. https://files.eric.ed.gov/fulltext/EJ1084152.pdf

Timoštšuk, I., & Ugaste, A. 2010. Student teachers' professional identity. Teaching and Teacher Education, 26(8), 1563-1570. http://dx.doi.org/10.1016/j.tate.2010.06.008

Tratnik, A.; Urh, M.; Jereb, E.2019. Student satisfaction with an online and a face-to-face Business English course in a higher education context. Innov. Educ. Teach. Intern. 2019, 56, 36–45. https://doi.org/10.1080/14703297.2017.1374875

Tseng, F. C., & Kuo, F. Y. 2014. A study of social participation and knowledge sharing in the teachers' online professional community of practice. *Computers & Education*, *72*, 37-47. https://doi.org/10.1016/j.compedu.2013.10.005

UNESCO. 2020. Global monitoring of school closures caused by COVID-19. https://en.unesco.org/covid19/educationresponse.

Vähäsantanen, K. 2015. Professional agency in the stream of change: understanding educational change and teachers' professional identities. *Teaching and Teacher Education*, *47*, 1-12. https://doi.org/10.1016/j.tate.2014.11.006

Vannatta, R. and Fordham, N. 2004. Teacher Dispositions as Predictors of Classroom Technology Use. *Journal of Research on Technology in Education. https://files.eric.ed.gov/fulltext/EJ690932.pdf*

World Bank. 2020. The COVID-19 Pandemic: Shocks to Education and Policy Responses. World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/33696 .

Wahba, S. 2018. Teachers' perceptions on reflective practices in higher education institutions: A case study. Retrieved March 2, 2019, from http://dar.aucegypt.edu/handle/10526/5462

Walkington, J. 2005. Becoming a teacher: Encouraging development of teacher identity through reflective practice. Asia-Pacific Journal of Teacher Education, 33(1), 53-64.
http://dx.doi.org/10.1080/1359866052000341124

Xu, J. (2010). On the problems and strategies of multimedia technology in English teaching.
Journal of Language Teaching and Research, 1, 215–218.
doi:10.4304/jltr.1.3.215-2.
https://www.academypublication.com/issues/past/jltr/vol01/03/05.pdf

Yang, H. (2015). *Teacher mediated agency in educational reform in china.*
Springer International. https://doi.org/10.1007/978-3-319-15925-6 .