

Sažetak:

Although there has been a growing body of research on teacher identity in the last two decades, it should be revisited from a new perspective with the spread of Coronavirus disease. Educational institutions have been forced to move to Emergency Remote Teaching (ERT) all around the world for a year and a half, and teacher identity might have undergone some changes in this new environment. Therefore, this qualitative case study aims to contribute to the field by gaining insights into the identity construction of English language instructors in the ERT environment. Adopting a post-structuralist approach to identity, the present study collected data from 15 English language instructors and 48 prep-school students in Turkey by including metaphor data and semi-structured interviews. Based on the research findings, the study first revealed that identity was an ongoing and dynamic process, and it was shaped by the personal and professional experiences of instructors. In addition to this, the present study contributed to the field by suggesting new metaphor categories describing online teacher identity in ERT. These new metaphor categories, teacher as a digitally present entity and teacher as a one-way communicator, can give information about online teacher identity in ERT and it is supposed that these metaphor categories can also be used to analyze metaphors regarding online teacher identity in further studies.

Ključne riječi: Emergency Remote Teaching, Language Teacher Identity, Metaphor Analysis, Online Teacher Identity