EFL Teachers' Responses to Crisis: Investigating Pedagogical Adaptations, Trauma-Sensitive Practices, and Teacher Identity after Earthquake

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Abstract

Two major earthquakes, measuring 7.8 and 7.5 on the Richter scale, occurred within a nine-hour period in Türkiye's southern region on February 6, 2023. These earthquakes affected 11 provinces, including various aspects of life such as education. Consequently, the Higher Education Council (YOK) in Türkiye postponed the commencement date of the spring term in all higher education institutions until further notice. To support the affected universities, YOK paired eight universities from the impacted areas with eight other universities to collaborate in commencing and conducting educational practices. This study aimed to investigate how Amy, a senior English lecturer at one of these host universities, negotiated her teacher identity while supporting an earthquake-affected university. The participant was selected through the purposeful sampling method. Data were collected through semi-structured interviews and written teacher reflections to gain a better understanding of identity negotiations during times of uncertainty. The content analysis method was used to analyze the data. The results of this qualitative case study suggest that English as a Foreign Language (EFL) teachers negotiate their identities in response to challenging crises. One of the significant findings of this study is that EFL teachers need to learn how to manage trauma-sensitive classrooms by employing strategic adaptations to minimize the impact of crises.

Keywords: EFL teacher identity, EFL teachers, teaching in crises, case study

Language Teacher Identities in Times of Uncertainty

In recent times, numerous crises have emerged that have had a profound impact on various aspects of life, including education. These crises, which encompass pandemics, wars, political unrest, and natural disasters, have become increasingly prevalent and have resulted in significant challenges for individuals and communities around the world. Millions of individuals worldwide are affected by disasters and earthquakes annually (Burde et al., 2017). Therefore, it is of paramount importance to be better prepared for potential crises and develop educational opportunities in response.

After a crisis, teachers encounter exceptional difficulties that necessitate swift and flexible solutions. The aftermath of a crisis presents a unique challenge for educational institutions, as it not only disrupts the learning process but also adds a layer of complexity in the form of trauma. It is essential to acknowledge the impact of trauma on both students and educators and to adopt trauma-sensitive practices that promote inclusivity and support in the aftermath of a disaster. Resilience in times of crisis and its connection to teacher identity are significant factors for addressing the complexities of crises. Gu and Day (2013) defined teacher resilience as an essential capacity for managing the uncertainty and unpredictability that characterizes teachers' professional lives. They argued that various factors such as working conditions and individual and sociocultural experiences contribute to the development of teacher resilience. Lu and Hua (2022) found that mutual support and co-learning promote teacher resilience during crises. The nature of teacher identity is also known to undergo a significant transformation during crisis periods. This transformation is particularly evident in the development of teacher resilience, highlighting the dynamic nature of teacher identity. Day (2018) investigated the connections among teachers' agency, emotional well-being, work environment, and resilience, which are crucial components of their professional identity, professionalism, and perceived effectiveness. He emphasized the critical relationship between teachers' professional identities and their capacity for resilience. Wang et al. (2022) reported on the challenges that developed resilience among Chinese and Iranian EFL teachers. In their study, they emphasized that the effective handling of traumatic events is dependent on teachers' ability to efficiently utilize available resources.

Previous studies (Kaveri et al., 2022; Lu & Hua, 2024; Williams et al., 2022) investigated teacher resilience during the COVID-19 pandemic, shedding light on the challenges that arise during crisis periods in relation to teacher resilience. The existing body of literature has pointed out the difficulties faced by educators in crisis situations and the significance of trauma-sensitive education. However, there is a lack of understanding when it comes to comprehending the complexities of how EFL teachers particularly deal with the dual challenges of emergency remote teaching (ERT) and trauma-sensitive post-earthquake practices. This study endeavors to bridge this gap by presenting a detailed examination of the experiences, adjustments, and identity negotiations that occur in this particular educational setting.

The Earthquakes and Policy Responses

On February 6, 2023, two earthquakes of magnitude 7.8 and 7.6 occurred within a nine-hour period, resulting in widespread devastation across 11 provinces in the southeastern and eastern Anatolia regions of Türkiye. These earthquakes are considered to be the most catastrophic in the country's history, leading to the loss of over fifty thousand lives and the destruction of numerous buildings. In response to the disaster, state authorities promptly issued a Level 4 emergency call for international assistance and implemented a three-month state of emergency in the affected provinces. Following the initial shock of these unfortunate events, emergency action plans were swiftly implemented and a roadmap was established in the field of education, as in many other sectors (see Figure 1). On February 9, 2023, the YOK, which coordinates higher education in Türkiye, temporarily postponed the commencement date of the spring term, originally supposed to be in the second or third week of February 2023, at all higher education institutions in Türkiye until further notice. Subsequently, on February 17, 2023, the YOK announced the following:

Our board decided that it would be appropriate to complete the spring term of the 2022-2023 academic year through distance education after evaluating many factors such as the effects of the Kahramanmaraş-centered earthquakes across our country, the accommodation status of our citizens and students affected by the earthquakes, social conditions, and sustainable education processes. To ensure that our students can continue their education in the most effective, efficient, and uninterrupted way possible without compromising quality, the following decisions were taken at the general assembly of higher education meeting dated 17.02.2023, limited to the spring term of the 2022-2023 academic year in associate, undergraduate, and graduate education.

Articles 1 and 4 of the announced decisions, which are critical for this study, are as follows:

1. The spring term of the 2022-2023 education and training year in our higher education institutions can be commenced on 20.02.2023, with the decisions to be made by the authorized boards of higher education institutions.

4. It has been decided to pair some universities in the provinces within the scope of the state of emergency with the universities mentioned below to provide academic and administrative assignments, informatics support, and joint studies to solve the problems they face due to the earthquakes.

> *a) Inonu University – Ankara University*
> *b) Malatya Turgut Ozal University – Tokat Gaziosmanpasa University*
> *c) Kahramanmaraş Sutcu Imam University – Gazi University*
> *d) Kahramanmaraş Istiklal University – Erciyes University*
> *e) Adiyaman University – Ataturk University*
> *f) Hatay Mustafa Kemal University – Nigde Omer Halisdemir University*
> *g) Iskenderun Technical University – Necmettin Erbakan University*
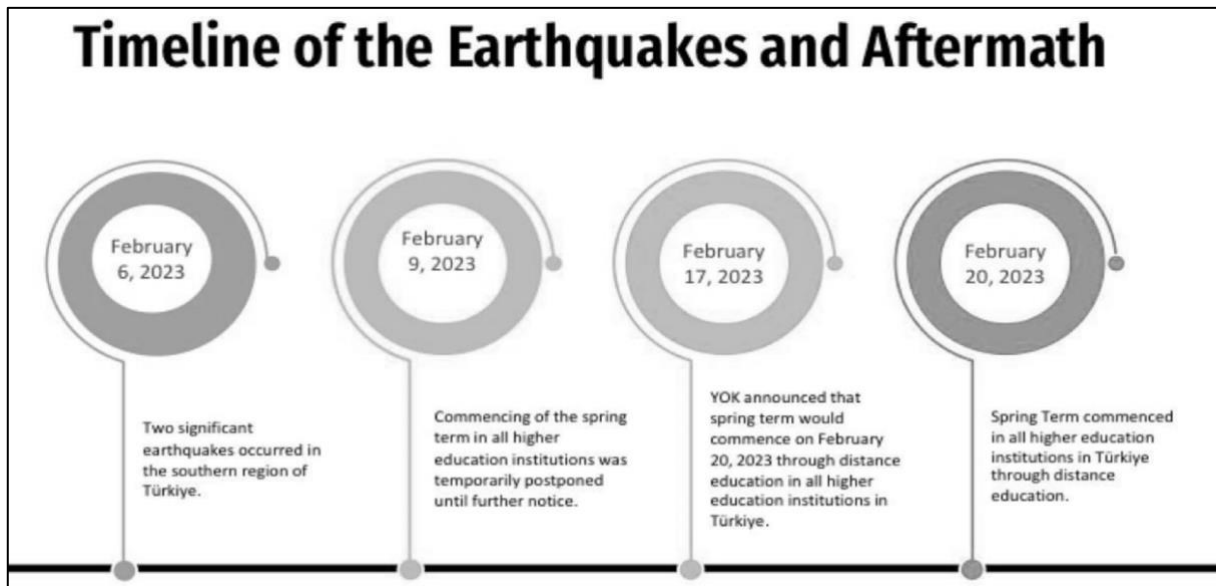> *h) Osmaniye Korkut Ata University – Eskisehir Osmangazi University*

Figure 1. Timeline of the Earthquakes and Aftermath

YOK paired eight universities in earthquake-affected provinces centered in Kahramanmaraş with eight universities in other provinces for collaboration in initiating and conducting

educational practices. The YOK authorities declared that universities in the earthquake region could utilize the computing infrastructure of their paired institutions, and students enrolled in applied education courses could attend classes at the host universities. It was emphasized that guest universities could take advantage of the social and physical infrastructure opportunities of their paired institutions, and students could avail themselves of the facilities at the host university as guest students.

The present study seeks to explore how a senior English lecturer, Amy, employed at one of the host universities engaged in providing assistance to an earthquake-affected university, has undergone a negotiation in her teacher identity during a period of uncertainty. Furthermore, the study aims to identify the adaptations she displayed to cater to the demanding circumstances of the crisis. With these aims, this study addressed the following questions:

> (1) What type of adaptations did an EFL teacher make regarding her pedagogical and instructional practices during emergency remote teaching post-earthquake?

> (2) How did post-earthquake trauma-sensitive classroom contexts impact the teacher identity of an EFL teacher?

This research is critical because it sheds light on the experiences of an EFL teacher in crisis situations, which has important implications for educational policies, professional development, and the well-being of both teachers and students. In addition to the broader conversation on emergency remote instruction, trauma-sensitive education, and teacher identity, this study offers valuable insights that can guide future preparedness and response strategies in the language education field.

In the following sections, I will provide a thorough examination of the research conducted on the negotiation of teachers' identities and pedagogical adaptations made by EFL teachers during times of crisis. This analysis will encompass an evaluation of the methodologies utilized, insights garnered from the studies, and subsequent implications for educational practice and future research in this area. The objective of this examination is to contribute to the expanding body of knowledge that informs effective teaching strategies during crisis situations, thereby promoting resilience and adaptability in the educational sphere.

Literature Review

Teacher Identity and Crisis Times

The construct of teacher identity is a multifaceted and intricate matter that has attracted increasing attention in the realm of language education. The field of English language teaching (ELT) is characterized by a complex interplay of personal, contextual, and professional factors that shape language teachers' identities. According to Pennington and Richards (2016), language teachers require both foundational and advanced competencies, as demonstrated by excerpts from their narratives that reveal the multifaceted nature of teacher identity. McKay (2003) critiques traditional assumptions in ELT pedagogy by advocating a shift in the teaching of English as an international language (EIL) based on a distinct set of assumptions. This underscores the dynamic and evolving nature of the pedagogical landscape and its implications for teachers' identity.

Research has emphasized the significance of recognizing and appreciating various teacher identities in Teaching English to Speakers of Other Languages (TESOL) programs (Park, 2012). Recent studies have focused on teacher identity in TESOL teacher education, calling for

explicit integration of teacher identity into curricula and instructional practices (Yazan, 2018). Moreover, research has explored the impact of TESOL programs on the development of non-native English speaker teachers' (NNESTs) identities, shedding light on the negotiation process of NNESTs' identities as legitimate speakers and educators of English (Sarie et al., 2020).

Teacher identity can undergo significant negotiations during times of crisis, which is a well-established characteristic of its ever-changing nature. The impact of crises on teacher identity is a multifaceted issue encompassing various elements including stress, coping strategies, professional development, and contextual factors. Research on teacher identity during times of crisis can offer crucial insights into the experiences of teachers in challenging situations. Although the literature on this topic is limited, some studies have addressed it, providing valuable information on teacher identity during times of crisis. Previous research has investigated the influence of internal and external elements on teachers' identity (Xiao, 2022), as well as the potential consequences of crises on language use and classroom management in terms of EFL instructors' pedagogical approaches, EFL teachers' motivation, and the incorporation of new teaching methods (Meihami & Esfandiari, 2021) to shape teacher identity in difficult conditions.

Emergency Remote Teaching and Language Teacher Identity

ERT is a temporary shift in the mode of instructional delivery to an alternative method in response to crisis situations such as the COVID-19 pandemic. Hodges et al. (2020) introduced the concept of ERT as a means of differentiating between courses specifically designed for online education and those adapted for face-to-face education in emergency situations. ERT is a temporary, readily available alternative teaching delivery mode that was developed to ensure the continuity of education during crises and emergencies, as opposed to traditional online learning (Hodges et al., 2020). This method of instruction distinguishes itself from online education in that it is subject to the challenges and limitations that arise during emergency situations, such as the sudden transition from conventional face-to-face teaching to remote instruction due to unforeseen events.

Recent studies on ERT and language teachers' identity (LTI) negotiations have been enhanced by investigations that have examined the experiences and viewpoints of educators as they adapt to remote teaching. For example, Yang and Han (2022) examined the transformative learning experiences and professional agency of a native Chinese language teacher, highlighting both internal and external factors that shape teacher identity negotiation. Furthermore, this study delved into the use of metaphors by university English language instructors to express their perceptions of ERT, offering a unique perspective on the subjective experiences of educators during this transition. Additionally, Huertas-Abril and Palacios-Hidalgo (2022) explored the perceptions of pre-service EFL teachers regarding their abilities to handle emergency remote language teaching situations, contributing to the understanding of how LTI is impacted by the challenges of remote teaching. Overall, these studies provide valuable insights into the intricate nature of LTI negotiations in the context of ERT, offering a nuanced understanding of educators' challenges, perceptions, and transformative experiences during this shift in teaching practices.

The literature highlights the significance of coping strategies and self-efficacy in navigating the complexities of teachers' identity during crises. Caspersen and Raaen (2013) compared the coping abilities of novice and experienced teachers and stressed the influence of support and collaboration on their ability to cope with work-related challenges. Additionally, Lomi and

Mbato (2020) highlighted the struggles and strategies of novice EFL teachers in constructing their professional identity, indicating the potential impact of transition and a lack of experience on their sense of certainty and self-efficacy. Furthermore, the literature underscores the importance of contextual and sociocultural influence on EFL teachers' identity formation. Aljuhaish et al. (2020) emphasized the role of practical experience and the teaching community in shaping teachers' identity construction, stressing the influence of the sociocultural context on classroom practices. Ahmad et al. (2017) explored the multifaceted factors contributing to the construction of the professional selves of non-native EFL teachers, emphasizing the significance of these factors in shaping their teacher professional identity.

Research on EFL teachers' instructional approaches and professional development during crises demonstrates a strong emphasis on the consequences of integrating technology into education, especially in terms of pedagogical advancement. Numerous studies have highlighted the importance of comprehending teachers' attitudes and practices regarding technology during emergencies (Ding et al. 2019; Li and Ni 2011; Zhou et al. 2021).

To conclude, the literature review indicates that crises can influence EFL teachers' identity via "a multifaceted interplay of internal and external factors," "coping strategies," "professional development," and "sociocultural influences." In addition, EFL teachers have developed pedagogical and instructional practices during crises. Recognizing these elements is essential for assisting EFL teachers in overcoming difficulties arising from crises and sustaining a robust professional identity.

Language Teacher Identity Negotiation in Times of Uncertainty

The LTI negotiation process is a complex endeavor influenced by a range of personal, contextual, and professional factors (Pennington & Richards, 2016). This negotiation process involves grappling with multiple identities, the interplay between the solidification and redefinition of meanings, and the institutional construction and personal reconstruction of identities (Tsui, 2007). Previous research has synthesized a theoretical understanding of LTI and assessed the current state of LTI research (Sang, 2020). The role of mentors in assisting early career teachers in negotiating and constructing a professional identity (Dempsey et al., 2020), the representation of English as an international language teacher's identity negotiation in their classroom interactions (Rosalina, 2021), and the significance of negotiation in language teachers' cultural identity development (Meihami & Salīte, 2019) have been thoroughly investigated. However, most empirical studies on LTI have focused on native- and non-native-speaking teacher identities (Rashidi & Meihami, 2017). The construction of LTI in study abroad contexts has been identified as an area that has received inadequate research attention despite its importance in teacher learning and the professional development of language teachers (Zhang & Wang, 2022). Narrative inquiry has been recognized as a valuable tool for shedding light on how researchers' identities are negotiated in language teaching research (Norton & Early, 2011). Furthermore, the negotiation of teachers' sociocultural identities and practices in post-secondary EFL classrooms has been emphasized as an area that requires further investigation (Duff & Uchida, 1997).

The literature on LTI describes it as dynamic, shaped by professional and personal experiences, and mediated by peer interaction, pedagogical strategies, and professional discourse (Barahona & Ibaceta-Quijanes, 2019). Additionally, the critical role of cognitive processes in identity negotiation (Yuan & Zhang, 2019), the transformative potential of a teacher's identity in the context of bilingual and second-language education programs (Morgan, 2004), and teachers'

personal biographies in identity negotiation (Pappa et al., 2017) have been explored, shedding light on the impact of contextual and societal changes on language teacher identities.

In times of uncertainty, the process of negotiating an LTI becomes complex and dynamic and is influenced by a variety of factors. This negotiation process involves a continuous struggle with multiple identities and the interplay between reification and negotiation of meanings. It is both highly individual and shaped by teachers' socio-professional institutional environments (Edwards & Burns, 2016). Furthermore, the negotiation of LTI in uncertain times also involves a global mindset and intercultural capability, which play a vital role in shaping LTI (Han & Ji, 2021).

In conclusion, LTI negotiation in uncertain times is a multifaceted and dynamic process influenced by personal, professional, and contextual factors. It involves a continuous struggle with multiple identities, cognitive processes, and the impact of global mindsets and societal changes on teacher identity negotiation.

Method

Research Design

This study employed a qualitative case study approach. A qualitative case study utilizes diverse data sources to explore a phenomenon in a particular context, using multiple lenses to reveal multiple aspects of the phenomenon. (Baxter & Jack, 2008; Creswell, 2007). It is also critical to note that case studies provide valuable insights into unusual, rare, and unique cases through an in-depth analysis of multifaceted and complex issues. Additionally, an intrinsic case study (Stake, 1995) was considered appropriate for this study, as it focuses on unusual or unique situations. The context of this study is unique in that a senior EFL teacher working at one of the host universities provided support to the students of an earthquake-affected university. In this study, it is thought that using a case study is appropriate to the nature of the study; case studies often provide a comprehensive investigation from a holistic perspective (Creswell & Poth, 2016; Stake, 1995; Yin, 2018).

The Participant

A pseudonym is used to maintain confidentiality. Amy was a senior EFL teacher with 15 years of tertiary level teaching experience. She was selected using a purposeful sampling strategy. She was considered representative of the broader population under investigation; thus, a typical case sampling method, a type of purposeful sampling, was adopted for inclusion in this study (Creswell & Creswell, 2017; Palinkas et al., 2015; Patton, 2002). Amy was one of the teachers who was scheduled to teach English courses online not only to her own students but also to the students of one of the universities affected by the earthquake during the 2022-2023 Spring Term. She holds MA and PhD degrees in English Language Teaching and works at a state university where she teaches various English courses, ranging from General English to English for Specific Purposes (ESP). At the time of the study, she taught 18 hours of English classes per week in three different departments.

This study focuses on examining the manner in which Amy navigated her teacher identity while assisting an earthquake-affected university. To provide a comprehensive understanding of her experiences, it is essential to delve into her professional background and identity prior to the earthquakes. Based on her reports from the first semi-structured interview conducted with her, it was found that Amy worked at the same university since the beginning of her career. She

taught English courses to similar groups of learners throughout her teaching career. The researcher indicated that she did not need to make significant changes to her teaching methods and strategies. Additionally, she did not encounter any difficulties negotiating her teacher identity throughout her career except during the COVID-19 pandemic. Amy did not have to deal with a major crisis other than the COVID-19 pandemic, and she did not experience an earthquake. Amy also stated that she preferred individual work to group work and played an agentive role in her teaching. Amy expressed her commitment to her professional development by actively engaging in various activities, particularly in the aftermath of COVID-19. Considering the aforementioned statements, it can be inferred that Amy embodied the identity of a teacher who was not confronted with significant challenges or the need for resilience, was receptive to learning and professional development, and favored individual work.

The selection of Amy was based on several criteria: she voluntarily accepted involvement in this study, she collaborated with the researcher, described herself as a lifelong learner, and was a highly knowledgeable teacher about her content and pedagogy. Amy was required to sign a consent form that included provisions for withdrawing from the study, disclosing the purpose and procedures, and safeguarding the confidentiality of data.

Following the earthquakes, universities, media, governmental institutions, and non-governmental organizations (NGOs) organized several local and nationwide events to provide citizens with psychological, social, professional, and emotional support. Amy attended a series of webinars organized by the university where she worked (see Table 1). She expressed that she voluntarily participated in these events tailored to equip teachers with strategies or skills to effectively navigate the specific challenges posed by the crisis.

Table 1. List of Online Professional Development Events Amy Attended

Title of the Event	Date
How to Approach Post-Traumatized Individuals	February 23, 2023
Post-Traumatic Stress Disorder in Adults	February 23, 2023
Psycho-Social Assistance to Children and Post-Traumatic Stress Disorder in Children	February 23, 2023
How to Approach Earthquake Survivor Students in the Classroom	February 23, 2023
Earthquake Reality and Türkiye	March 17, 2023
Spiritual Counseling and Guidance in Disasters	March 31, 2023

The titles of the events were translated into English from Turkish

Research Site

The research site was a state university in Türkiye. It is one of the oldest and most well-established universities in the country. The primary reason for selecting it was that the university was one of the eight universities in other provinces that collaborated with the eight universities affected by the earthquake. As Creswell (2007) stated, it is crucial to find sites or individuals who experience the phenomenon being explored to shed light on a specific issue.

Data Collection Tools

Qualitative data were acquired through semi-structured interviews and written teacher reflections, which were designed to investigate unique or unusual occurrences by conducting an in-depth analysis of changes over an extended period of time (Creswell & Poth, 2017). Semi-structured interviews offer researchers a more comprehensive understanding of participants' insights into the phenomenon under investigation as they provide a deeper exploration of participants' experiences, perceptions, and behaviors (Brookfield, 2017; Patton, 2014). In the field of qualitative research, semi-structured interviews can be beneficial, particularly for gaining a deeper understanding of participants' experiences, perceptions, and behaviors. The researcher formulated questions for the semi-structured interviews (see Appendix A), and a pilot test was conducted with another English teacher from the same institution to refine and develop the research questions (Yin, 2003). Each interview lasted for approximately 75 minutes. The interviews were recorded with Amy's permission, using a voice recorder. To increase the return rate and ensure that she could express her views more comfortably and sincerely, both the pre- and post-semi-structured interviews were conducted in Turkish, which is the native language of the researcher and participant, and they were subsequently translated into English. A back-translation technique was employed to ensure transparency, validity, and credibility of the research. The initial translation from Turkish to English was conducted by the researcher of the study who served as the translator. Subsequently, a second translator, an English professor and colleague, translated the English version back into its source language. The two texts were then compared carefully. As the researcher and the participant shared the same native language, conducting the interviews in another language could eliminate the sincerity and authenticity of the phenomenon; thus, the interviews were conducted in Turkish. On the other hand, Amy chose to complete the written teacher reflection forms in English because she preferred to express herself in writing in her preferred language. She believed that this would enable her to reflect more effectively on her pedagogical and linguistic knowledge.

Another useful source of qualitative data for developing a thorough understanding of the teaching and learning process is a teacher's reflection, which can offer insightful information on the experiences and methods of educators (Brookfield, 2017). The researcher selected these instruments to gather data for this study for these compelling reasons. At the beginning of the study, the researcher arranged a session in which she informed the participant about writing a reflection and discussed the main points that might be necessary for the reflection, such as self-analysis, adaptations, challenges, and main outcomes, which the teacher was likely to experience during the instruction. Amy reflected on her experiences weekly and filled out 14 reflection forms during the data collection process (see Appendix B).

Data Collection Procedures

During the 2022-2023 spring term (from February 20 to May 28, 2023), data were collected in accordance with a predetermined protocol that outlined the procedures in detail. The collection of each type of data was scheduled prior to the study to ensure that it was conducted ethically, systematically, and thoroughly (Creswell, 2014). The data collection procedure consisted of three main phases. The first phase involved a semi-structured interview with Amy to gain insights into her expectations and anticipations of what she was going to experience during the unusual circumstances following the earthquake. The first interview was conducted during the first week of the spring term, on February 24, 2023. The second phase involved Amy's reflections on her experiences to obtain a deeper understanding of her perceptions, teacher

identity negotiations, and the challenges in her teaching context. Amy uploaded her weekly written reflections to a folder on Google Drive, which allowed for convenient storage and organization of the data. This also provided the researcher with the opportunity to analyze the raw data and read it several times to create a qualitative report during the data collection process. Amy filled out 14 reflection forms each week, from February 20 to May 28, 2023. The third phase involved another interview with Amy to delve deeper into her evaluation and evolution of her teaching practices and identity during this period of uncertainty. The second interview was conducted during the last week of the spring term, on May 26, 2023.

Data Analysis

Qualitative data analysis of the study involved management, reading, description, classification, interpretation, and presentation processes (Creswell, 2007; Miles & Huberman, 1994). The qualitative data were analyzed using a content analysis method. This process involved several steps. The researcher undertook a thorough and systematic analysis of the content. She began by carefully examining the qualitative data, including transcripts of the interviews and written teacher reflections. The researcher then identified recurring themes, concepts, or patterns that emerged from the data. This involved line-by-line coding, in which each unit of data was scrutinized and codes were assigned based on their meaning. After coding the data, the researcher conducted an in-depth analysis to identify significant categories and themes. She also utilized techniques such as recording her thoughts, ideas, and interpretations throughout the analysis process, facilitating deeper comprehension of the data. Additionally, she compared and contrasted findings from different sources and viewpoints to attain a comprehensive understanding of the phenomena under investigation. The researcher employed rigorous strategies such as peer debriefing and member checking, to enhance the credibility of the analysis.

Findings

Theme 1. Factors Affecting Pedagogical and Instructional Practices

The data obtained from the study revealed that Amy was affected by various factors during the post-earthquake ERT. Four categories and one theme emerged from the inductive analysis of the raw data, as shown in Figure 2. The theme was defined as "Factors Affecting Pedagogical and Instructional Practices." This theme included four categories: "Adaptation of Teaching Materials," "Adaptation of Assessment Methods," "Adaptation of Teaching Methods," and "Integration of Technology in Education."
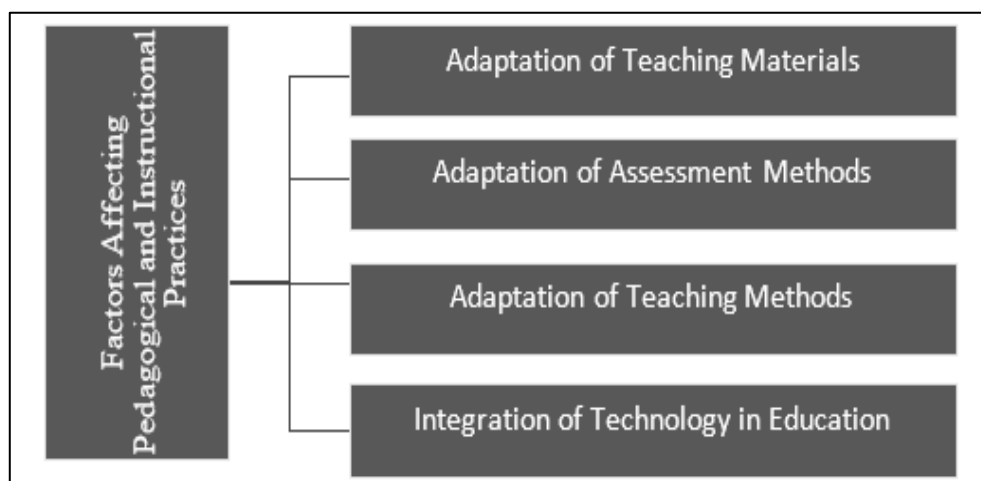
Figure 2. Theme for Factors Affecting Pedagogical and Instructional Practices

Data analysis demonstrated that Amy had to make particular adaptations to the teaching materials that she had previously planned to utilize. While she was planning to use certain instructional materials for the prospective term, the unprecedented crisis necessitated modifying them to align with the needs arising from the traumatic event. The most radical change was the compulsory shift to ERT, which has significant implications for ELT. When Amy was asked to state her experiences regarding the adaptations she had to make during ERT post-earthquake, she pointed out that she had adapted her teaching materials. She recontextualized some texts, examples, contents, themes, and topics. For example, she said:

> *We addressed some questions to our students, such as 'Can you tell us about your daily routine?' or some topics like 'Family Relations.' I know that I had some traumatized students who did not live their routine lives or those who lost some of their family members in the aftermath of earthquakes. Thus, I elaborately designed or adapted my course materials lest I hurt my students' feelings.* (Interview II).

Amy also emphasized that she had to adapt her teaching materials to exclude distressing content, address the emotional and psychological needs of the students, foster a sense of community under these challenging circumstances, and design materials compatible with online education conditions. A sample extract from written teacher reflections on the need for material adaptation is as follows:

> *One of the challenges in teaching during a crisis after an earthquake is to redesign course materials to adapt them to online education. Online education differs from face-to-face education in many ways, and I realize that we need to recreate our course content by taking these differences into consideration. We have experienced a similar situation during the COVID-19 pandemic and are now benefiting from our experience in this regard.* (Teacher Reflection Form, Week 1).

Amy expressed various concerns about the evaluation and assessment methods employed in response to the existing conditions posed by the crisis. She considered technology-related challenges such as Internet access, lack of equipment, and technical problems. In addition, the reliability of the assessment tools, emotional well-being of the students, and institutional factors required participants to embrace a holistic approach instead of traditional evaluation methods. Reviewing these adjustments, it was concluded that Amy adopted assessment methods with a

more supportive approach considering the crisis context. The following extract illustrates her perception of the assessment methods:

> The senate of our university made an announcement about the exams. It was announced that: "In the discussions held by the senate of our university on 31.03.2023 regarding the education and training process of the spring term of the 2022-2023 academic year, it was decided that the midterm exams in the spring term (except for the programs including practical education for which special student rights are granted) will be held online with distance education methods based on the principle of "transparency and auditability" and open-ended or multiple-choice online exams, homework, online quizzes, and projects, Learning Management System (LMS) activities, LMS usage analytics, and similar applications can be used in the evaluations to be made." I think this is the correct decision. The crisis that we are going through has obliged us to make some inevitable adaptations to our teaching practices, including assessment. (Teacher Reflection Form, Week 6).

A review of the data revealed that Amy also made numerous adaptations in her teaching methods to accommodate the needs of her students. She adopted more collaborative teaching initiatives, allowing students to develop resilience. She incorporated group projects, peer work, and problem-solving activities into classes so that students could support each other and foster social-emotional learning. She commented on this with the following quote: "*In my opinion, teachers should create more supportive learning environments because I observed that my students have difficulty focusing on online classes. We should design our courses to meet their social needs as well as educational ones.*" (Interview I). In addition, she reported that she adapted her teaching methods to optimize online education conditions, provide more flexible instruction, and contribute to the students' overall well-being.

Integration of technology in education is the last established category based on the data gathered from the sample of the study. This category highlights how Amy integrated technology into her teaching practices during ERT post-earthquake. Amy had to conduct courses online using online teaching software. She stated that she was familiar with maintaining instruction via the platform following the compulsory remote teaching process during the COVID-19 pandemic. She argued that, although the transition to online education and the use of technology may seem challenging at first, the opportunities offered by technology to ensure the continuity of education in crisis situations should be used effectively. She emphasized that technology has made significant contributions to the learning process in this crisis, even though it brings a wide range of problems, such as infrastructure and accessibility. She noted, "*I have been searching for more digital sources to provide my students with more dynamic and engaging materials.*" (Teacher Reflection Form, Week 9). "*I feel more secure myself to use virtual materials and platforms now. In order to catch up with the digital age, perhaps we can turn this crisis into an opportunity in this sense.*" (Teacher Reflection Form, Week 12).

Theme 2. Factors Affecting Teacher Identity

The findings from the interviews and teacher reflections indicated that Amy's teacher identity was influenced by various factors within the context of trauma-sensitive classrooms after the earthquakes. The inductive analysis of the raw data resulted in the identification of a theme, "Factors Affecting Teacher Identity," and several categories, including "Empathy," "Resilience," "Professional Development," "Collaboration and Support," and "Promoting Diversity." These categories were derived from the data analysis, as shown in Figure 3.
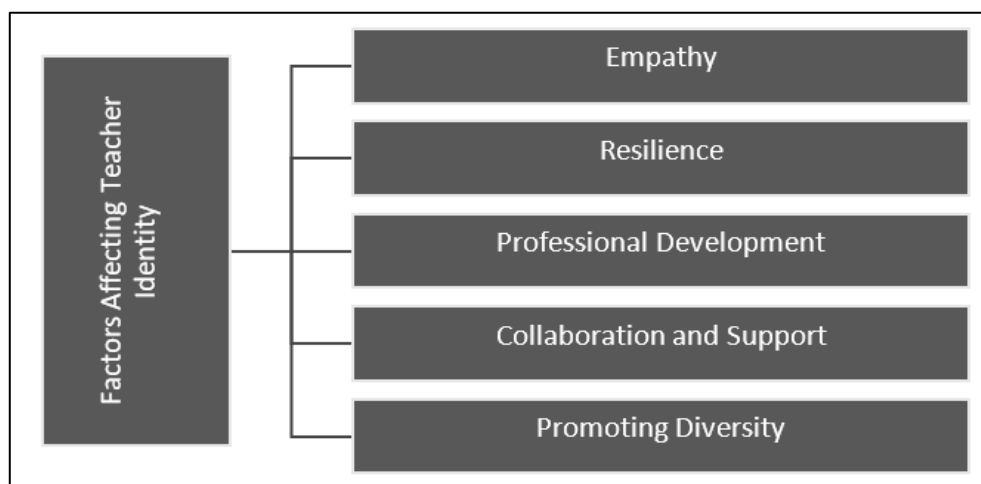
Figure 3. Theme for Factors Affecting Teacher Identity

The first category of the second theme is empathy. Data from the interviews and written reflections showed that Amy underwent a process through which her empathy and emotional engagement with trauma-sensitive students increased. Amy stated that she realized the significance of addressing students' emotional states. She added that her awareness of the well-being of her students increased considerably in the aftermath of the earthquakes. The insights of the participants on this issue from the second interview were as follows:

> *I sometimes find myself having difficulty managing my emotions during these difficult times. I cannot help thinking about my students who have been badly affected by this natural disaster. I am trying to be more empathetic and supportive, and I prioritize my students' emotional needs during this time of crisis.* (Teacher Reflection Form, Week 2).

Resilience emerged as another category following the interpretation of the codes. Amy stated that she was capable of showing perseverance by providing support to her students and continuing educational practices despite the disruptions and uncertainties caused by the earthquake. She commented that "*As a teacher I know that those are the teachers who should be stronger enough to not only sustain the instruction but also give support to our learners under these harsh conditions.*" (Interview I).

On the other hand, Amy emphasized the role of their need for professional support to empower them with skills in trauma-sensitive learning contexts. The category of professional development was created to reflect the specific areas that EFL teachers were required to develop further in crisis-responsive teaching. Amy reported, "*I need some professional help to learn some strategies to deal with this crisis.*" (Interview I).

Considering Amy's views on teacher identity negotiations, a category of collaboration and support was established. Amy emphasized that she realized the importance of a supportive network and collaboration to share experiences and foster a sense of engagement. Hence, she followed several ELT community accounts on social media platforms in addition to relevant stakeholders, education authorities, and organizations. The following extract illustrates Amy's perception of the need for collaboration and support during a crisis:

> *I believe that teachers need some support from both their colleagues and institutions when they have to deal with unusual situations such as pandemic or disasters as we are experiencing currently. To me, it is necessary to feel that we belong to a community in which we can share*

our problems caused by existing issues and help one another find solutions. We had to conduct the courses online because of the disaster, so we were not able to meet our colleagues as often as we had before. I searched for other ways to contact my colleagues to discuss the issues we encountered. (Interview II).

Analysis of the interviews revealed that Amy had to recognize the differences in the student population after she had to teach the students of one of the earthquake-affected universities in addition to her own students. Even if the sociocultural or educational backgrounds of the guest students seemed similar to those of Amy's existing students, she reported that those guest students had to adapt to the conventions of the host university, their new professors, and even virtual classroom software. Amy stated that she considered diversity in the classroom and promoted the inclusion of guest students in the learning environment. In one of the reflections, she noted that "I do not want my guest students to feel like foreigners themselves in the classroom. I am trying to engage them in classes to create an atmosphere of inclusivity in the classroom." (Teacher Reflection Form, Week 4).

Discussion

RQ 1. What type of adaptations did an EFL teacher make regarding her pedagogical and instructional practices during emergency remote teaching post-earthquake?

The first research question sought to explore the pedagogical and instructional adaptations that an EFL teacher incorporated into her ERT practices in the aftermath of the earthquakes. Analysis of the data indicated that Amy was compelled to modify her teaching materials, assessment techniques, and teaching strategies. Furthermore, she increasingly incorporated technology into her educational settings.

The adaptations Amy made during ERT after earthquakes highlight the dynamic nature of teaching in which teachers are required to promptly address the changing needs and difficulties experienced by their students and communities. Her proactive modifications illustrated a versatile and resourceful approach to instruction, as she strategically harnessed technology to facilitate remote learning and foster engagement in a disrupted educational landscape. By adjusting her teaching materials, Amy ensured that the instructional content was aligned with the unique circumstances of ERT, thus maintaining relevance and accessibility for her students amidst the upheaval. Additionally, her adaptation of assessment methods exhibited sensitivity to the diverse learning contexts and requirements of her students, as she utilized alternative means of evaluation to accommodate the limitations imposed by the aftermath of the earthquake. Overall, Amy's pedagogical adjustments exemplify the resilience and adaptability that teachers must possess in times of crisis, emphasizing their vital role in mitigating the consequences of emergencies on students' learning and well-being.

The effects of national and global crises on education are far-reaching and significant. As evidenced by the COVID-19 pandemic, which has been identified as the worst global education crisis on record (The World Bank, UNESCO, & UNICEF, 2021), these crises have had a profound impact on the education sector. To understand these implications better, extensive research has been conducted from a broader perspective. Although the shift to online education during the pandemic has provided some advantages, it has also presented numerous challenges and constraints. Teachers were forced to adapt, with alternative assessment and evaluation methods being among the most notable strategies employed (Bozkurt et al., 2020). However, this transition also raised concerns about the ethical issues and data privacy associated with

remote teaching. The findings of this study align with those of Bozkurt et al. (2020), highlighting the adaptations made to teaching in response to the unforeseen challenges posed by crises.

The present study, in line with the existing literature (Barron et al., 2021; Brereton, 2021; Cheung, 2023; Mavridi, 2022; Moser et al., 2021; Yi & Yang, 2021), which elucidates the significant consequences of ELT during the COVID-19 pandemic, discovered that EFL teachers exhibited exceptional versatility in their instructional strategies in response to the difficulties posed by the earthquake. This is evidenced by the adjustments made to the pedagogical and instructional approaches in light of the ERT context. Mavridi (2022) underscores the importance of developing a robust foundation for language education to effectively confront future crises. In summary, this study emphasizes the crucial need for educational stakeholders to prioritize the implementation of support systems that enable teachers to navigate unexpected disruptions in a proficient manner.

RQ 2. How did trauma-sensitive classroom contexts post-earthquake impact the teacher identity of an EFL teacher?

The second research question examined the potential impact of post-earthquake trauma-sensitive classroom contexts on EFL teachers' identities. The findings from the interviews and written teacher reflections emphasize the multifaceted nature of Amy's teacher identity and its complex relationship with the trauma-sensitive classroom environment that emerged following the earthquakes. After conducting a thorough analysis of the unprocessed data, a central theme emerged that highlighted the key influences shaping Amy's teacher identity amid the challenges resulting from the aftermath of the earthquake. An analysis of the data revealed that Amy's teacher identity was impacted by several aspects of the crisis. A significant aspect of Amy's teacher identity is empathy, which serves as a foundation for her pedagogical approach in navigating a trauma-sensitive classroom setting. Her extraordinary capacity to understand and address the emotional and psychological needs of her students, particularly in the aftermath of a crisis, exemplifies her compassionate and student-centered perspective. Through empathetic engagement, Amy not only fostered a supportive learning environment but also cultivated trust and rapport with her students, thereby facilitating their emotional healing and academic development. This finding aligns with the research of Gates and Curwood (2023), who stress the significance of empathy during global crises and its critical role in learning and teaching settings.

One of the key findings of this study is that Amy developed resilience, which had a positive impact on her teacher identity. This study reveals the significance of resilience in shaping Amy's teacher identity. Despite facing the daunting challenges posed by earthquakes, Amy exhibited remarkable resilience, demonstrating an unwavering commitment to her students' well-being. Her resilience played a crucial role in enabling her to navigate the complexities of trauma-sensitive teaching and instilled resilience in her students, empowering them to overcome obstacles and thrive during times of uncertainty. This conclusion is supported by several studies that investigated teacher resilience during the COVID-19 pandemic (Kaveri et al., 2022; Lu & Hua, 2022; Williams et al., 2022). These studies found that teachers developed resilience during times of crisis. Additionally, Day (2018) identified a critical link between teachers' professional identities and resilience. Therefore, it can be inferred that developing resilience through crises allows teachers to maintain a more positive and stable identity. This

study highlights the critical role of fostering a resilient teaching community, which ultimately leads to the cultivation of a thriving educational environment.

The results of this study showed that Amy sought ways to accommodate her needs in specific areas to develop crisis-responsive teaching. Professional development has become a critical factor in shaping Amy's teacher identity. Her dedication to continuous learning and advancement is evident in her proactive pursuit of opportunities to improve her pedagogical skills. By seeking resources and being informed about best practices in trauma-sensitive education, Amy was able to broaden her range of instructional strategies and enhance her overall effectiveness as an instructor. This commitment to professional development was not only for Amy's own growth and proficiency but also for the quality of education she was able to provide to her students, even in challenging circumstances. These results corroborate the findings of previous studies conducted during the COVID-19 pandemic. Previous studies (Eddy et al., 2021; Sadler et al., 2020; Trikoilis & Papanastasiou, 2020) have revealed that online programs play a pivotal role in systematically supporting the professional development of teachers in response to changes in crises. However, it is noteworthy that self-paced professional development programs and endeavors should also be encouraged since educational institutions may not be able to satisfy the specific needs and demands of teachers at any time.

The findings of this study corroborate those of previous studies (Ding et al., 2019; Li & Ni, 2011; Zhou et al., 2021) that emphasize the significance of professional development, integration of educational technology, and pedagogical beliefs in shaping EFL teachers' instructional practices during crisis situations. It is also important to highlight the necessity of providing continuous support and training to enhance teachers' technological pedagogical knowledge (TPK), thus enabling them to adapt their practices effectively to navigate challenging circumstances.

Moreover, collaborative efforts with colleagues and the ELT community played a key role in shaping teacher identity positively during times of uncertainty. According to these findings, collaboration and support play a vital role in the development of Amy's teacher identity in a trauma-sensitive classroom. Amy's interactions with her colleagues, administrators, and support staff underscored the shared responsibility and collaborative attitude necessary for a successful trauma-sensitive education. Through the use of collaborative networks and seeking advice from her peers, Amy not only enhanced her own resilience and teaching skills but also promoted a culture of mutual support and teamwork within the educational community.

Another key facet that emerged from the results was that Amy prioritized the need for administrative and peer support to foster a resilient teacher identity and navigate psychological, social, and pedagogical challenges in trauma-sensitive teaching contexts. The results of the current study support previous research linking teacher identity negotiation and teacher resilience (Day & Gu, 2010; O'Connor, 2008). Similarly, Johnson et al. (2010) pointed out the positive impact of collaborative practices on teachers' resilience. According to these authors, effectively navigating teacher identity is crucial to fostering resilience. This highlights the interdependent nature of teacher resilience and a strong teacher identity.

These results provide further support for the profound impact of classroom diversity on the negotiation of Amy's teacher identity. Amy strived to cultivate a sense of belonging and validation among students from diverse backgrounds by actively promoting diversity, challenging stereotypes, and establishing inclusive learning environments. She created an inclusive classroom climate in which all students felt esteemed, empowered, and capable of

achieving academic success. From these data, we can infer that it is important to promote diversity among students from all cultural backgrounds and foster an inclusive classroom atmosphere to build a resilient teacher identity. According to Gay (2018), cultural differences should be seen as an asset and culturally responsive teaching in multicultural contexts should be promoted for effective teaching. Amy's teacher identity was influenced by several factors in trauma-sensitive classroom settings after the earthquake. Amy successfully navigated the process of negotiating her teacher identity through her demonstration of empathy, resilience, and commitment to continuous professional development, as well as her efforts to foster collaboration and support and her dedication to promoting diversity. In summary, this research emphasizes the significance of negotiating teacher identity during ERT practices in the aftermath of the earthquakes.

Conclusion

This study examined the factors affecting an English teacher's identity and the instructional and pedagogical practices she had to implement in trauma-sensitive classroom contexts after the earthquakes that hit the 11 provinces of Türkiye on February 6, 2023. The findings revealed that Amy navigated a negotiation in her identity as an English teacher. In addition, the study sheds light on the adaptations she implemented in her instructional and pedagogical practice.

This case study, which was conducted in the Turkish EFL context and involved an EFL teacher, provides findings with implications that can be generalized to some extent. First, it emphasizes the importance of ongoing professional development for educators, particularly when it comes to trauma-sensitive teaching. To effectively navigate trauma-sensitive classroom environments, policymakers, administrators, and educators should consider implementing targeted training and support programs that equip teachers with the necessary knowledge, skills, and resources. Amy's teacher identity negotiation sheds light on the complex relationship between the personal and professional aspects of teachers' experiences with traumatic events. To promote teachers' well-being and resilience in the aftermath of a disaster, institutions may provide support mechanisms such as counseling services, peer mentorship programs, or mindfulness training. Finally, the modifications made by Amy in her instructional and pedagogical approaches have significant implications for the design of curricula and selection of instructional techniques in trauma-sensitive educational settings. Curriculum developers and instructional designers could potentially explore novel approaches, including the integration of culturally relevant content, the use of remote learning technology, and the adoption of trauma-informed teaching strategies to better cater to the needs of students affected by disasters.

These implications offer recommendations for all stakeholders in ELT, as is often the case in case studies (Stake, 1995) In light of the current environmental, humanitarian, and economic crises, it is essential that educational curricula incorporate training that will equip teachers to effectively cope with the challenges posed by these crises. To this end, institutions should prioritize the implementation of continuous professional development programs and reinforce in-service professional development opportunities. Moreover, the development and implementation of flexible teaching and assessment methods supported by technology should be encouraged to mitigate the impact of sudden transitions during crises.

This study had limitations in terms of the number of participants, as it included only one participant. Further studies are recommended to diversify sample size. The data could also be triangulated to increase the validity of the study. The results of this study were obtained from

the teachers' self-reports. In this respect, future studies should investigate the difficulties students experience during crises and their coping strategies.

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Appendix A

Main Questions for the First Semi-structured Interview

1. Can you describe your experiences with emergency remote teaching?

2. What challenges do you anticipate facing in transitioning to remote teaching in the aftermath of the earthquake?

3. How do you plan to approach adapting your pedagogical and instructional practices for remote teaching?

4. What factors do you think will influence your decision-making process in making adaptations to your teaching practices?

5. Can you describe your teacher identity?

6. Can you describe your understanding of trauma-sensitive teaching practices?

7. Have you had any prior experiences or training in addressing trauma-sensitive classroom contexts?

8. How do you perceive the role of teacher identity in the context of trauma-sensitive teaching?

9. What do you anticipate may be some of the challenges in maintaining your teacher identity in trauma-sensitive classroom contexts post-earthquake?

10. Do you think you will have to negotiate your teacher identity in trauma-sensitive classroom contexts post-earthquake?

Main Questions for the Second Semi-structured Interview

1. Reflecting on your experiences, can you describe some specific adaptations you made to your pedagogical and instructional practices during emergency remote teaching?

2. How did these adaptations address the challenges you faced in facilitating remote learning post-earthquake?

3. In hindsight, do you feel that the adaptations you implemented were effective in supporting student learning and engagement during emergency remote teaching?

4. What lessons did you learn from your experiences with emergency remote teaching that may inform your future pedagogical approaches in similar contexts?

5. Reflecting on your experiences, how do you feel the post-earthquake trauma-sensitive classroom contexts influenced your teacher identity?

6. Were there any specific moments or experiences that particularly impacted your sense of teacher identity in the aftermath of the earthquake?

7. How did your understanding of trauma-sensitive teaching practices evolve as a result of your experiences post-earthquake?

8. In what ways do you think your teacher identity may continue to evolve in response to trauma-sensitive classroom contexts in the future?

Appendix B

TEACHER REFLECTION FORM

Teacher's Name: **Submission Week/Date**: _____

Directions

You are kindly invited to reflect on your experiences as you transitioned to emergency remote teaching in the aftermath of the earthquake:

- Consider the obstacles you faced and the adjustments you made to your pedagogical and instructional approaches, including adjustments to teaching resources, assessment methods, and incorporation of technology.

- Reflect on how the trauma-sensitive classroom environment post-earthquake impacted your sense of teacher identity.

- Reflect on any modifications in your comprehension of trauma-sensitive teaching techniques and your interactions with your students and/or colleagues.

- Discuss any personal or professional development you have experienced and consider how your teacher identity may continue to progress in response to trauma-sensitive teaching practices in the future.

REFLECTION/ANNOTATIONS