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**IMMUNITY FROM EFL LECTURERS' PERSPECTIVES: CHALLENGES AND
OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT**

**THESIS BY
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APPROVAL

REPUBLIC OF TURKEY
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DEDICATION



To My Beloved Parents, Wife and Sons...

ETHICS DECLARATION

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

02/ 07/ 2021

Zekeriya DURMAZ

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Zekeriya DURMAZ

ABSTRACT**IMMUNITY FROM EFL LECTURERS' PERSPECTIVES: CHALLENGES AND OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT****Zekeriya DURMAZ****M.A. Thesis, Department of English Language Education****Supervisor: Dr. Semiha KAHYALAR GÜRSOY****July 2021, 135 Pages**

This study aims to investigate the psychological immunity level of Turkish EFL instructors, and find out the factors that may impact their productive or maladaptive psychological immunity. The study also aimed to shed light on the perceived teacher immunity of EFL instructors in terms of professional teacher development, and the challenges and opportunities they may experience in their career. To achieve the aims of this study, a mixed method research design was administered to collect data in two phases. The quantitative research data was collected in the first phase by applying a 6-point Likert-type scale with 39 items to university EFL teachers actively working in the public and foundation universities located in the southern part of Turkey. In the qualitative phase, we asked 15 open-ended questions to 11 participants selected in a convenience sampling approach among teachers working in the public and foundation universities. The quantitative data revealed that 117 participant instructors are somewhere in the mid-point of halfway immunity with a 3.76 average point. The MANOVA test results demonstrated a statistically significant difference between immunity level and gender, degree, and the university type instructors work at. In addition, the qualitative data indicated that participation to professional development events, pursuing to be a lifelong learner in challenging times, and collegiality in academic life positively impact teacher immunity.

Keywords: language teacher immunity, resilience, coping, teacher motivation, professional development

ÖZ

İNGİLİZCE ÖĞRETMENLERİNİN BAKIŞ AÇISINDAN ÖĞRETMEN BAĞIŞIKLIĞI: MESLEKİ GELİŞİM ÖNÜNDEKİ ZORLUKLAR VE FIRSATLAR

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Bu çalışmanın amacı, İngilizce dil öğretmenlerinin öğretmenlik bağışıklığına ilişkin bakış açısını incelemek ve kariyerlerinde karşılaşılabilecekleri zorluklar ve fırsatlara mesleki gelişim açısından ışık tutmaktır. Bu çalışmanın amacına ulaşmak için karma araştırma yöntemi benimsenmiştir. Bu nedenle iki aşamalı bir araştırma yapılmıştır: Çalışmanın ilk aşamasını nicel bir çalışma oluşturmaktadır. Bu aşamada Türkiye'nin Güneydoğu Anadolu ve Akdeniz Bölgelerinde belirlenen üniversitelerdeki İngiliz Dili Eğitimi bölümlerinde ve Yabancı Diller Yüksekokullarında görev yapmakta olan öğretim görevlilerine 39 maddelik 6'lı Likert tipi bir ölçek uygulanarak araştırma için veri toplanmıştır. İkinci, nitel, aşamasında ise uygun örnekleme yaklaşımıyla 11 katılımcıya iletilen 15 adet açık uçlu soruya verilen cevaplar incelenmiştir. Bu veri toplama yöntemi ile araştırmaya dair derinlemesine veri toplanması sağlanmıştır. Nicel veriler, 117 katılımcının, ortalama 3,76 puan ile yarı bağışıklığın orta noktasında bir yerde olduğunu ve MANOVA test sonuçları öğretmen bağışıklığı ile cinsiyet, akademik derece ve çalıştığı üniversite türü arasında anlamlı bir farklılığın olduğunu ortaya koymuştur. Diğer yandan nitel veriler, mesleki gelişim faaliyetlerine katılımın, zorlu dönemlerde dahi hayat boyu öğrenen bir birey olmanın ve akademik yaşamdaki işbirliğinin öğretmen bağışıklığı üzerinde olumlu etkisi olduğunu göstermiştir.

Anahtar kelimeler: İngilizce öğretmen bağışıklığı, akademik yılmazlık, baş etme, öğretmen motivasyonu, mesleki gelişim.

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ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
SPSS	: Statistical Package for Social Sciences
L2	: A Target Language
TI	: Teacher Immunity
LTI	: Language Teacher Immunity
LTIQ	: Language Teacher Immunity Questionnaire
CDS	: Complex Dynamic Systems
CT	: Complexity Theory



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1. INTRODUCTION

The present study attempts to investigate the language teacher immunity level of ELF instructors who work at the foundation and public universities in Turkey. Correspondingly, the study is targeted to shed light on the challenges and opportunities language teachers may experience in their career. This chapter consists of five sections, including the study background, problem statement, purpose of the study, research questions, and significance of the study.

Background of the Study

Teachers are individuals whose career journey starts with pre-service education till their career exit. Throughout their journey, they experience physical and psychological challenges like maintaining their career cycle, shouldering the emotional burdens of the teaching profession, meeting the institutional or parental expectations to the most. By the time, teachers seek for professional opportunities that they can benefit from in their career. At this point, teacher education reinforced by professional development activities provided alongside their career seems to be significant for well-educated teachers with high teaching motivation. This motivation is expected to have a positive impact on classroom practices. To assure this, teacher enhancement through internally and externally motivating practices is significant.

For this purpose, in this current research, the psychological immunity levels, teacher archetypes, and sources of teachers' motivation have been observed among English language teachers at the university level. Additionally, EFL teachers' perceptions, beliefs, emotions, and the factors that may have an impact on their immunity level have been investigated through this study. In light of this general background, the current research study focuses on exploring the sources of language teacher motivation and the level of language teacher immunity.

Motivation

For decades, prominent researchers have studied motivation, and they have approached this notion from different dimensions. The first studies of motivation conducted in the 1930s considered that the unconscious determinants of thought and action are essential to conceptualize motivation (Freud, 1936). In his study, Freud believed that human behaviour is composed of inner forces that reflect psychical energy. Additionally,

Rogers (1962) claimed that motivation arises from some need to achieve better standards, and he believed that motivation is a result of external forces, which is called *stimuli*. Skinner (1968) called those forces notions that move human behaviour, and Maslow (1954) theorised that eight needs trigger stimuli.

A ground-breaking study by Gardner and Lambert (1972) proposed two types of frameworks of motivation: integrative motivation and instrumental motivation. Quite similar to what Gardner and Lambert proposed, Noels (2001) applied self-determination theory. According to this theory, motivation appears in two general forms. One form is based on intrinsic interest (doing something for its own sake) in the activity. The other one is based on extrinsic desires (doing something for an external reason) to the activity itself. The former form of the motivation refers to motivation to partake in an activity because it is fun and rewarding to perform the activity intrinsically.

In contrast to intrinsic motivation, extrinsically motivated behaviours are performed to reach some instrumental end, such as receiving a reward or avoiding a punishment (Noels et al., 2000). Although they are given separate, these two forms of motivation are not categorically distinct, but they are parts of self-determination. Gardner (1985) was one of the prominent researchers who focused on the sociocultural theories of motivation. Stressing it from the learners' perspective, he showed that affective variables, such as attitude, orientations, anxiety, and motivation are not less important than language aptitude for predicting L2 achievement. From this point of view, Gardner defined motivation as a "combination of effort plus desire to achieve the goal of learning the language" (p. 10). The contemporary researcher, Dörnyei (1994), who is commonly accepted as the foremost language learning motivation researcher, identified the framework of motivational components, and many processes and approaches have been developed to create and sustain motivation. Also, Dörnyei and Ottó (1998) identify motivation as a complex and dynamic state of arousal for individuals who activate, direct, navigate, end, or analyse cognitive and motor skills. And thus, the ambitions or desires of individuals are chosen, organized, operationalized, and carried out. They illustrate how both learners and teachers can produce, sustain and act on motivation.

More recently, MacIntyre et al. (2015) stated that "motivation has adaptive and self-organizing properties, with feedback loops that continuously integrate internal and external contexts and act as reinforcing or counteracting forces, creating nonlinear

changes in levels of motivated behaviour” (p. 423). Contemporary researchers (Dörnyei, 2017; Hiver & Larsen-Freeman, 2020) have furthered these three motives, which can act separately as strong motivators, to another dimension by stressing the complexity of motivation. They advocate that motivation is complex, dynamic and adaptive.

All in all, in contemporary psychology, the term “motivation” has no such a fixed technical meaning. It is believed that motivation indicates the conscious roots of actions, and this term is used to refer to the conscious sense of desire and the entire complex of thoughts and emotions. Because of its complex nature, there appears to be no agreement on the perception of motivation. Therefore, it can be concluded that much of human behaviour is engendered by motivation.

Teacher Motivation

Not quite different from the global meaning, in language learning and teaching, Richards and Schmidt (2013) define motivation as a “driving force in any situation that leads to action” while students learn the language and teachers learn how to teach language and feel encouraged to participate in teacher development events. While research in the field on L2 learner motivation has long been paid attention and interest, only in recent years have studies into the emotions of language teachers and psychology, that is teachers’ motivation to sustain teaching, received growing attention. Therefore, research on teacher motivation is relatively scarce. The last two decades have witnessed rapid advances in exploring the theoretical frameworks and empirical designs of L2 teacher motivation (Dörnyei *et al.*, 2015). Therefore, an increasing number of scholars have studied teacher motivation, teacher well-being, that is, emotion-related topics thus far. They have focused on teachers’ positive and negative emotions and their role in teachers’ personal and professional development practices. Dörnyei and Ushioda (2011) highlighted the two dimensions of teacher motivation; the motivation to teach and the motivation to sustain the profession. They concluded it as four previewed components of teacher motivation; major extrinsic motivation, social contextual influences, temporal dimensions and demotivating factors coming from adverse impacts.

In common sense, teaching can be defined as an emotion-laden process through which each teacher experience various positive and negative emotions. These emotions fluctuate across particular settings and particular times of conducting this emotionally intense profession. King (2016) terms this intensity as “emotional labour”, meaning “the

forced management of one's emotions to conform to the social norms associated with a professional role" (p.1).

Similarly, Huberman and Vanderberghe (1999) pointed out that 'The quality of the relationship between teacher and pupils can be one of the most rewarding aspects of the teaching profession, but it can also be the source of emotionally draining and discouraging experiences' (p. 194). As supported by the social-cultural study (Osborn, 1996), emotions play a vital role to realize effective teaching and learning. Therefore, human interaction is inherently affective, and the consistency of teacher-learner interactions is essential to the learning process.

Furthermore, Eken (2011) points to the empowered and depowered motivation. She found that whilst many teachers indicate the competency building and enthusiasm stages in different stages of their career, some other teachers may experience career stagnation, frustration and wind-down phases throughout their career. Teachers may experience these phases because of both teaching and non-teaching reasons, and they are emotionally challenging for teachers because there is a general opinion that the teacher motivation is dynamic with personal, relational, experiential, affective and contextual interconnected structures (Hiver et al., 2018). Those challenges bear the potential to trigger the steps to growth and professional development. That is, it does not necessarily mean that challenges are entirely negative processes for teachers. On the contrary, they can provide teachers with opportunities to develop their coping strategies with negativity.

As component of teacher motivation, emotion can place itself in every human activity, and teaching English is no exception. Gkonou et al. (2020) claim that language teachers may feel like they are on a psychological rollercoaster going up and down among school and personal life issues, which influences their personal and professional well-being. In a connected manner, King et al. (2020) liken teachers' emotional experiences to a rollercoaster as follows:

"From joy to frustration, enthusiasm to boredom, fear to anger, emotional experiences shape not only their professional identities and classroom practices, but also ultimately help to determine their length of service, being as they are intimately to teacher stress, burnout and attrition." (p. 288).

Although there is still little understanding about the relationship, the waxed and waned emotions have the power to shape teachers' professional identities over time (Edwards& Burns, 2020). In this sense, McDonough (2007) defines motivation as a

remarkably complex concept that moves individuals to act in the language teaching context. This action is attributed to learning English, learning to teach English or teaching it. He also stresses that motivation is dynamic; teacher motivation is waxed and waned, so the level of motivation changes over time. For McDonough, motivation is also transitive; a motivated teacher can motivate their students by transferring their own motivation, which means the teacher's level of motivation impacts classroom practices and effective learning climate. As the major characters of the classroom, students can be both the source of teachers' positive motivation and the cause of negative motivation. Research by Kızıltepe (2008) reported students as the primary source of positive motivation and demotivation for university teachers. Low salaries and not having much opportunity for professional development were also reported as secondary factors to demotivation of teachers.

Therefore, L2 teacher motivation is shaped by the discussions questioning what motivates individuals to be a teacher, the source of teacher motivation in the classroom, the link between teacher motivation and teacher development, and how classroom practices are affected by teacher motivation. These discussions act as a roadmap to theoretical growth and empirical studies on L2 teacher motivation.

The source motivation to be a teacher varies. A recent study by Ayçiçek and Toraman (2020) concluded that individuals mainly chose this profession intrinsically, which is related to the individuals' emotions and self; and extrinsically, which is for pay, a reward or career status. Also, individuals choose to be a teacher for the altruistic nature of teaching; their passion and dedication to learners and the profession, the feeling of responsibility to the community they live in or the desire to reduce social inequalities (Richardson & Watt, 2014). Undeniably, the sociocultural context is another significant motive drawing individuals to the profession (Hiver et al., 2018). In terms of source of teacher motivation in the classroom, teachers' self-efficacy beliefs, capabilities of creating a learning climate for students and teachers' dynamic desires to overcome the challenges and constraints are some other important sources of teacher motivation.

Considering teacher well-being within teacher motivation context, 'well-being is not simply the absence of negative function, but rather more. That is, a lack of negative affect, depression, loneliness, insecurity, and illness is not the same as the presence of positive affect, happiness, social connection, trust, and wellness' (Butler & Kern, 2016, p. 2). In their recent study, Mercer and Gregersen (2020) asserted that ability of EFL

teachers is characterised by teacher wellbeing. The higher teachers enjoy well-being, the better they can exhibit their ability to teach. An opposite scenario with a high level of stress would lead teacher to a high level of burnout and finally to leaving the profession. Although the types of stressors would vary in different settings, the commonly accepted adversities affecting teacher well-being can be listed as heavy workload, undesired relationships with colleagues, disciplinary issues, low salary, student, parent and managerial expectations and finally, lack of teaching sources. Mercer and Gregersen also pointed out that teachers' coping strategy with stressors is another leading factor to teacher wellbeing. Well-being can be defined as the state of comfort, health and happiness, and it is better understood by two main frameworks. One is abbreviated as PERMA; Positive emotions, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2011). The other framework for understanding wellbeing was earlier proposed by Holmes (2005). This framework endorses four different well-being types for individuals: physical, emotional, mental or intellectual, and spiritual well-being. Concluding from the mentioned frameworks, well-being cannot be described as simply the opposite of stress as it includes not just positive emotions, but also negative emotions.

Teacher well-being may be revealed differently in various contexts and settings. For instance, researches by Mercer (2020), and Kızıltepe (2008) have revealed the difference between the wellbeing of teachers working in the foundation universities and of the ones working in the public universities. Although there is a difference in settings, the two studies listed below can highlight this difference. Mercer (2020) concluded from her study on teachers working at foundation universities that “for the teachers, this very often means precarity in terms of the job and future prospects” (p.1) as some schools focus on profit at the cost of teacher wellbeing. On the other hand, the research by Kızıltepe (2008) on the academic motivation of teachers at public universities concluded the demotivating factors as students, low salaries, lack of adequate opportunities to do research, large class size, poor physical and technological conditions of the classes; the motivation factors as students, flexible working hours, relationship and respect by students, and emotional quality of teaching at public universities are so listed. Therefore, teacher motivation is positively or negatively affected by the materialistic factors (i.e. institutional, personal, financial factors), mental factors (i.e. teacher psychology, emotions and wellbeing), or other factors specific to the profession.

Teacher Identity and Sense of Self

Second language motivation has been reframed in self and identity (Ushioda and Dörnyei, 2009). In this process, researchers (Zembylas, 2003; Mercer, 2011; Taylor, 2014) have seen ‘self’ in several theoretical, philosophical and analytical viewpoints. For example, one of the prominent researchers in ELT, Mercer (2011), stresses the multifaceted, complex and also dynamic aspects of self, which is a core system of our lives through which we can realize our position in life.

Referring to empiric knowledge more, in our social environment, our identity is composed of two selves (Baumeister, 2012). The first one is the public self, defined as the identity that individuals display in our social interactions. As a result, individuals get the idea about themselves via perceptions of others. The second one is the private self, which is the perceptions or beliefs about themselves, and they as individuals look inward in terms of our emotions, thoughts, beliefs, and feelings. Similarly, Kumaravadivelu (2012) suggested two types of beliefs, *core* and *peripheral beliefs*, which shape the teachers’ professional development. Also, for Taylor (2014), “the disclosure of a public self in social interaction is called *self- presentation*” (p.95). This concept includes three sets; actor, audience and a social situation. If teaching is metaphorically a scene, teachers, as actors are believed to be able to influence their audience’s (students) sense of self to get more effective outcomes in their social situation (classroom).

More specifically in ELT, a teacher’s sense of self is central in guiding their behaviours and approaches. It is believed that sense of self plays an important role in language learning and teaching because of the social nature of teaching. Although there is not a clear definition of teacher identity, Zembylas (2003) describes it as dynamic, that is, it tends to change over time in certain settings under internal and external factors. Teacher selves are adaptive, and they may be reshaped through experiences and teacher professional development processes that foster teacher self-knowledge. In line with this, to be able to understand teacher identity, he implies the requirement of the connection between emotion and self-knowledge. As a result, teacher emotions become a site of self-transformation regarding teacher self (Zembylas, 2003). Zembylas also identifies self-transformation as a way of struggle against fixity and normative discourses, but it encourages change, transforming teachers to an upper level in their profession by gaining strength from knowledge, history, power and improved agency. Through this transformation, teachers are prone to be more attentive to the relationship

between emotions, identity and power. As a result of this poststructural approach, teachers will feel more encouraged to think differently, and they will be brave enough to remove the shield before their desires to move forward.

In addition, teachers' goals and professional development processes, such as action research and teacher education programs, are taken as professional teacher identity development determinants. In line with this, van Lier (2008) states self as a concept including a future-oriented dimension. Accordingly, teachers can find an opportunity to reframe knowledge of learning and teaching and gain agency to shape their future teacher selves, transforming them to critical thinkers, committed and resilient teachers (Dikilitaş & Comoglu, 2020). In line with this idea, Goodnough (2010) argues that action research plays an essential role in identity formation and reformation. It positions the teacher in the centre, keeps them engaged, and endorses teacher to create knowledge.

Dikilitaş and Yaylı (2018) found in one of their action research studies that "self-reflection and self-evaluation become evident when teachers feel a need to change, and develop their classroom practices" (p. 418). They also found that participation in teacher development programs allows teachers to evaluate themselves as teachers, and revisit their professional identities, which is likely to change teacher identity. Aktekin and Çelebi (2020) also concluded that while the student teachers over time experienced a sense of diverse roles of teachers, they started to adopt new viewpoints on their teacher selves and shape feelings of comfort with their future teaching career. A recent study conducted by Goktepe and Kunt (2020) revealed that "exposure to the actual classroom and a community of teachers is key for teacher professional identity development. Imagined community and individual identity both play roles in the development of teacher professional identity." (p. 13). In this regard, Dörnyei (2005) explained that a very powerful motivational factor is people's image of the self they would like to become; our ideal self.

The next one is that when they think they have a quality that is appealing them; it gives them the strength to take the requisite steps to attain that condition or purpose. Therefore, self is not left alone; it is in continual interaction with the environment through experiences, social signs, reflected appraisals (Mercer, 2011). And as individuals and EFL teachers, they are all after possible selves, be it ideal self or ought self. Indeed, this is a source of motivation for teachers, which is interrelated with their identities.

All in all, the role of the teacher and the status of teaching as a discipline have changed significantly in recent years (Graham & Phelps, 2003). As Nias (1996) argues, this change has positioned teachers as self-sacrificing characters on the scene, the ones who give up their personal identities, and invest their personal identities in their jobs. She also argues that many teachers do not draw a clear boundary between their personal and professional lives; thus when societal, financial or political shifts are experienced, teachers produce a feeling of loss.

Language Teacher Immunity

Recently coined by Hiver and Dörnyei (2015), language teacher immunity refers to “a robust armouring system that emerges in response to high-intensity threats and allows teachers to maintain professional equilibrium and instructional effectiveness” (Hiver, 2017, p. 669). Subsequently, Language Teacher Immunity (LTI) has become increasingly important in the language education field in the last few years on. While several scholars have studied related topics like motivation, resilience and burnout, no studies had been done on teacher immunity before Hiver (2014) introduced the term “language teacher immunity” to the field. As a novel concept coined by Hiver and Dörnyei (2015), teacher immunity (TI) is conceptualized as a “robust armouring system” which challenges the threats and enhances instructional effectiveness of the teacher. The term “immunity” is originated from the Latin word *immunis* meaning “to make safe”, and it is borrowed from the field of medicine to be used education field metaphorically. Teacher immunity is likened to biological immunity, which protects the body from external hazards and shields against potentially harmful germs and pathogens to the body. Similarly, teacher immunity functions as a defence system against challenges teachers experience in the profession, and it reinforces the affordances to sustain the profession. The analogy between immunity as a defence system of the organism and immunity of language teachers is demonstrated in three aspects: defensive reaction to threats, evolving into parts of the organism (identity for teacher), and productive and maladaptive aspects. Teacher immunity emerges from experiences of coping with adversities and troubles in a stressful teaching environment. It serves as a crucial defensive armour that helps language teachers overcome the teaching profession’s inevitable problems in and out of the classroom practice.

Hiver (2015) found in his study that L2 teacher immunity manifests itself positively; productive immunity, and negatively; maladaptive immunity. It develops through a

dynamic process and finally, it may affect teachers in terms of professional identity, motivation, self-efficacy and persistence. Through a developed teacher immunity, language teachers are able to cope with instructional and managerial challenges and minimize their level of vulnerability to threats in their profession. It stands out as a protective shield against burnout, low motivation and unexpected changes which require an instant adaptation like the one all people in the world have been experiencing during the Covid-19 pandemic period. In that kind of challenging periods, positively immunised language teachers are able to sustain resilience and a high level of motivation thanks to their developed immunity to changes. Negatively immunised ones, on the other hand, reduce teaching effectiveness and demonstrate burnout. Therefore, they are vulnerable to developing maladaptive immunity because of a possible decrease in motivation, losing the sense of wonder and enthusiasm to go beyond the boundaries of routinized teacher responsibilities (Ordem, 2017). Besides its relationship with possible selves and motivation, Hiver (2018) states the difference between resilience and immunity in three aspects and positions language teacher immunity in a more global scheme as well as stressing its significant role in L2 teachers' professional identity. Despite the differences stated, neither teacher immunity nor resilience promotes resistance to change. To balance this, he prefers using language teacher immunity metaphorically (Hiver & Dörnyei, 2017).

To the researcher's knowledge, while studies on biological immunity have been widely abundant, psychological immunity has recently been introduced to the field within EFL context by a small number of contemporary researchers (Hiver, 2014; Hiver & Dörnyei, 2015; Hiver, 2016, 2017; Ordem, 2017; Gürsoy, 2018; Haseli & Ghonsooly, 2018; Saydam, 2019; Rahmati, 2019; Rahimpour et al., 2020).

Up until now, the majority of the researchers have dealt with psychological immunity of teachers. A relatively smaller number of researchers (Gürsoy, 2018; Attaran et al., 2018; Samavarchi et al., 2019), on the other hand, approached the psychological immunity in terms of students. In their comprehensive PhD study, Gürsoy (2018) intended to explore the factors that constitute "student immunity" through the lens of complexity theory. Through the self-organization process, Gürsoy designed a data-driven case study to understand students' sense of self and identity as predictors of student immunity. It was done on a 21-year old university student studying at a foundation university in Turkey. As the emergent outcome, the study unearthed the

concept of “student immunity” to function as a defence system assisting learners to overcome possible academic difficulties.

The other immunity-related study in the EFL context was conducted by Attaran et al., (2018) to introduce “language learner immunity” as a novel concept in EFL context. They represented language learner immunity (LLI) model and explained its working procedure as well as discussing the deficiencies in foreign/L2 language learners’ immune system. They also accommodated their criticism to the study done by Hiver and Dörnyei (2017) in two points. First, they criticized that Hiver and Dörnyei did not introduce the concept of immunity in the language education context. They implied that it needed to be redefined in language education with its ecological context. The second criticism was to the definition of teacher immunity as a defensive mechanism. Attaran et al. (2018) endorsed their criticism such that “immunity is not merely standing against threats; it even includes establishing tolerance to threats. This means that immunity involves the account of integrative and tolerant interactions which moves beyond its defensive function.” (p. 64).

Another study on learner immunity was done by Samavarchi et al. (2019) on Iranian language students at university level in a qualitative case study approach. The researchers introduced the term “language learner immunity” not with a different meaning from the “student immunity” concept of Gürsoy (2018). The study classified language learner immunity into five categories: Productive auto-immunity, Maladaptive auto-immunity, Productive adaptive (acquired) immunity, Maladaptive adaptive (acquired) immunity, and Non-immunity. It also indicated that learner immunity is positively or negatively formed by factors including teachers, peers and books.

As for teacher immunity which is the focus of this study, while many researchers have studied on the affecting factors on resilience, selves and motivation, teacher immunity has been studied by only a small number of researchers. Hiver (2015, 2016, 2017) is undeniably the prominent researcher who coined the term “*language teacher immunity*” and conducted studies on (language) teacher immunity. Since then, a small number of researchers have done studies on LTI or LTI-related studies. The first study on teacher immunity was done by Hiver and Dörnyei (2015). In the study, they introduced the novel term “teacher immunity” by comparing it with relatively familiar related psychological terms such as teacher resilience and teacher burnout. Hiver designed this study to explore why some teachers are motivated to sustain and thrive quite successfully and some others suffer from challenges of the profession. In his

multi-stage research study, he conducted an exploratory study with four committed Korean language teacher who successfully resisted negative teacher emotions like stress and burnout. As the theoretical framework, he adopted the self-organisation process which constitutes human cognitive behaviours. Hiver adopted Lewi's psychological model (2005) as the self-organisation model. This model outlines four main stages of the self-organization process teachers experience, including *triggering*, *linking/coupling*, *realignment* and *stabilization* stages (Hiver, 2015). Besides those four stages stated in the study, Hiver and Dörnyei (2016) also argued that teacher immunity is constructed by dimensions like teacher self-efficacy, teacher motivation, teacher emotion (positive and negative teacher affectivity), coping, hardiness, resilience, openness to change, attitudes to teaching, and burnout. I will also identify these constructs in the following steps of this study. They also likened teacher immunity to biological immunity in that both of them bear positive and negative aspects: it can be productive immunity which means teachers may adopt effective strategies against adversities and challenges in the profession, and maladaptive immunity, which refers to the rejection or resistance to change, to innovation in the profession ending with demotivation and burnout. However, Rahimpour et al. (2020) reported in their study that "there exists a gap on the factors which can predict LTI".

Following that study, believing that many questions, especially those related to maladaptive immunity, have been left empirically unanswered, Hiver (2017) conducted the second study on around 300 language teachers in Korea. His aim was mainly to validate LTI construct and to provide some more empirical data through Retrodictive Qualitative Modeling, including language teachers and teacher educators. To collect data, he conducted in-depth serial interviews with representative respondents. Results of the study showed that teacher immunity is connected to teachers' psychological, emotional, and cognitive functioning in the language classroom. Thus, Hiver concluded from the findings of the study that "teacher immunity has the potential to bridge individual and situative concerns in second language teacher education and the psychology of language teaching and learning." (p.669).

Another teacher immunity-related study was conducted by Ordem (2017) in Turkey. The idiographic and longitudinal case study aimed to focus on a teacher's conception and views regarding adaptive skill, self and motivation, and it dealt with problems in a certain foreign language classroom environment. Two different data collection tools were used to collect data: (1) diaries and semi-structured interviews with the

participants aged 40 and (2) students' feedback about the participant teacher. The findings of the study were analysed by taking four stages of the self-organization process (triggering, linking, realignment and stabilization stages) as it was in Gürsoy's earlier mentioned study. Ordem concluded from the findings that the participant "did not reach equilibrium and a stable state as a result of external factors that caused perturbation" and "developed maladaptive immunity because she refused to produce a new method or approach" (p.5).

The next study was conducted by Haseli & Ghonsooly (2018) in Iranian context. The study aimed to find out what type of language teacher immunity was dominant among Iranian English teachers and how these teachers might have developed their immunity type through a mixed-methods study approach. The quantitative phase was done on 230 EFL teachers, and the qualitative phase was with 13 EFL teachers. A two-step cluster analysis was conducted, and the findings revealed maladaptive immunity as the dominant type of immunity in that specific context. Also, not entirely different from the previously conducted studies, participants followed the four stages of self-organization (triggering, coupling, realignment, and stabilization) in forming teacher immunity.

Another study done in the Turkish university context was by Saydam (2018). The researcher targeted three interrelated goals in the study: to explore how LTI develops and functions, identify the motivational outcomes and consequences of LTI, and find out how to reshape maladaptive LTI by developing a new questionnaire based on Hiver's (2015) Language Teacher Immunity Questionnaire. The participants (n=187) were selected among EFL instructors at a public university in Turkey. The quantitative data analysis revealed that demographic characteristics have no major impact on immunity level of the participants; namely, immunity is not affected by total class hours, experience, degree teachers hold and age. They demonstrated two main types of LTI: productively immunised and maladaptively immunised teachers.

Additionally, studies by Rahmati et al. (2019) in the Iranian context revealed that immunity is triggered, and teachers develop coping strategies in a condition that they have a limited time for instruction, low income, high parental expectations as well as low self-confidence and demotivated students.

Finally, Rahimpour et al. (2020) executed a more recent study to develop a model on the predictors of LTI by collecting data from 483 EFL teachers in Iran. The study revealed indirect predictors (agreeableness, extroversion, and emotionality) and direct predictors (job insecurity and reflective teaching) of LTI. The study also highlighted

that job insecurity could have negative effects on both language teacher immunity and reflective teaching.

Theoretical Components of LTI

Teaching self-efficacy

As the first component of language teacher immunity, self-efficacy has an undeniable impact on teachers in teacher's professional life and teaching outcomes in the classroom. Self-efficacy was first proposed by Bandura (1994) as a psychological construct, which potentially influences how people think, feel, act, and regulate their behaviour through four basic processes: cognitive, motivational, affective, and selective. Bandura defines self-efficacy as follows:

“Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations... Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes” (p. 71). Research shows that teacher's self-efficacy is a major source of teacher motivation and commitment to teaching in all aspects of teaching (Eren, 2009).

Additionally, self-efficacy is an important concept based on Albert Bandura's Social Cognitive Theory (1994). According to this theory, the behaviours of individuals are explained through the idea that what people can do is more meaningful than their skills, and those behaviours are influenced by the individual's environment, mental abilities and self-efficacy. This influence in self-efficacy beliefs is faced to future conceptions of the self by supporting the four information sources: Mastery experiences, vicarious experiences, verbal persuasions and affective indicators (Bandura, 1994).

The strongest source of efficacy beliefs is *mastery experiences*, which is “the most influential source of efficacy information because it provides the most authentic evidence of whether one can muster whatever it takes to succeed” (Bandura, 1997a, p. 80). While efficacy beliefs are negatively affected by failures, they are empowered by successes and achievements. Namely, the degree of feeling the success or failure determines the degree of efficacy beliefs formation.

As the second source of efficacy beliefs, *vicarious experience* is based on individuals' observation of others. The similarity of the observed person empowers the vicarious experience as the observer takes actions of the observed one as a model

(Bandura, 1997a). If individuals relate themselves with the ones who are successful, they will probably have improved efficacy beliefs.

Verbal persuasions are the third source of efficacy beliefs of individuals. If individuals are persuaded verbally and receive positive feedback from others, they will struggle and try to master the issue of persuasion. Also, an individual's decision to comply is significant for the formation of verbal persuasion (Bandura, 1994).

Psychological factors appear to be the last source of self-efficacy beliefs. Human body reacts to certain situations physically and emotionally (Bandura, 1997a). Therefore, self-efficacy theories are based on physiological and psychological sources.

Zimmerman (2000) defines self-efficacy with a multidimensional structure and suggest that it should be treated at a specific level. In our context, academic self-efficacy refers to teacher beliefs regarding the abilities teachers need for teaching performance. In teaching self-efficacy context, pre-service and novice teachers demonstrate a higher sense of teaching efficacy compared to experienced teachers do (Tang et al., 2014), likely because novice teachers have not experienced the mismatch between their expected experience of classroom processes or teaching interactions and the reality of the experience. Tschannen-Moran et al. (1998) accept self-efficacy as one of the dimensions of empowerment. They claim that it “has to do with self-perception of competence rather than actual level of competence” (p. 211). They define teachers' self-efficacy as teacher beliefs regarding their ability to teach, manage classroom behaviour, and motivate students to learn better. Based on their proposed model, they claim that evaluation of teacher self-efficacy is best possible through three highlighted components: *instructional strategies*, concerning teachers' beliefs about their ability to use various teaching strategies effectively; *classroom management*, referring to beliefs concerning teacher's ability to regulate students' behaviour during class; and *student engagement*, reflecting teachers' beliefs in their ability to motivate students to value and actively participate in the learning process (Wang et al., 2015). Additionally, they found that teachers who have high levels of self-efficacy “could control, or at least strongly influence student achievement and motivation” (p. 202). So, teachers with high self-efficacy prefer challenging but achievable goals in their profession. As they make viable choices, they minimize to experience the negative effects of self-efficacy. Similarly, a recent study conducted by Pavlović & Pavlović (2020) suggests that teachers with a higher level of self-efficacy generally demonstrate more job satisfaction, which implies how teacher professional development activities are important for the

teaching profession. Therefore, the teachers with higher general and personal efficacy express greater teaching commitment (Coladarci, 1992).

On the other hand, perceived self-efficacy may have an impact on teacher emotions and motivation negatively. Low self-efficacy, which refers to inadequate and incompetent feelings, can end in teacher's feeling of demotivated (Skaalvik & Skaalvik, 2010). Due to questions about self-efficacy, formerly dedicated teachers frequently expel from their jobs, and teachers can also become ignorant, pessimistic or persuaded of their inefficacy (Hiver et al., 2018).

There are some other studies investigating teacher self-efficacy. A notable attempt to this end, for instance, was made by Yılmaz (2004) in Turkish context. The conducted study aimed to explore the relationship between novice and experienced teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management. After the analysis of the data, they concluded that novice and experienced teachers have different self-efficacy levels for their classroom management skills.

More recently, a study conducted by Yüner (2020) revealed that prospective female teachers indicated significantly higher academic motivation and their academic self-efficacy beliefs increased depending on the level of classroom they teach. It was also found that intrinsic academic motivation, external academic motivation levels and academic performance success are significantly related to teacher self-efficacy beliefs.

Therefore, as Pjares (2002) argues, the primary source in the formation of self-efficacy beliefs is the success or failure that an individual experience as a result of a certain action. People view the outcomes of their actions in their own way. They form a belief about themselves according to these outcomes and arrange their own activities in accordance with these beliefs. Positive outcomes, for instance, produce high beliefs in self-efficacy. Unsuccessful outcomes, on the other hand, cause low beliefs in self-efficacy. Pjares concludes while a person's perceptions are primary evidence, they can also be accepted as raw data in the formation of self-efficacy beliefs. The effect of these experiences on the individual is what really matters. In an earlier study, Pjares (1997) claimed that if teachers have a strong sense of efficacy, they will persevere more against the troubles and the wrong applications. To sum it up, besides having a sense of self-efficacy, teachers must feel psychologically and emotionally 'comfortable' to teach effectively, feel empowered in their profession, and feel confident to make a difference in the lives of their students.

Attitudes towards teaching

As the second component of LTI, in his comprehensive longitudinal study, Hiver (2016) identifies *attitudes to teaching* as teachers' sense of purpose and their commitment to the profession. In this sense, teachers' attitudes to teaching are highlighted in three dimensions. The first one is teachers' organisational attitudes, which refer to the commitment teachers reflect towards the school organisation they work for. It is defined as multidimensional: acceptance of organisation's goals and values, willingness to consider for organisation's good, and the desire to remain in the organisation.

The professional attitudes to teaching profession can be defined as the attachment to their work as a profession. This is related to extrinsic rewards such as awards and pay, and it is related to the intrinsic ones like student achievements, parental or collegial appreciation.

The final one is to students, which includes teachers' dedication to their students, disregarding students' diverse academic or social backgrounds (Dannetta, 2002). In a broader sense, teachers' commitment to the teaching profession refers to their devotion, as a psychological attachment, for their occupation (Somech & Bogler, 2002). Good teachers are expected to be experts in their subjects and caring figures to the students (Gao, 2008). This type of committing care helps students who are on the verge of giving up try harder to survive in their academic life (Kushman, 1992). Additionally, Day et al. (2007) proposed two groups of factors that help or hinder teachers' capacities to be effective: sustaining commitment, including good leadership, supportive colleagues and personal support from family; and declining commitment, including heavy workload, misbehaving students, and lack of support from management in terms of leadership.

As mentioned earlier, several reasons for teachers to stay in the profession can be listed. Stanford (2001) lists these reasons under two main motives: intrinsic reasons and extrinsic ones. What intrinsically keeps teachers in the profession can be inspiration by an excellent teacher they met in their learning journey, the desire to impact the society they live in positively, or simply their aptitude to teach. Coladarci (1992) advocates that what extrinsically motivates teachers to stay in the profession can be a regular pay or career status. On the other hand, there are a number of reasons that lead teachers to leave the profession. Not surprisingly, financial aspect would be the foremost reason to leave the profession. The study by Coladarci reported low salary as the most frequently

stated reason for leaving teaching. To sum up, physical and psychological conditions can influence teachers' attitudes towards teaching.

Coping

Teaching is classified as one of the most challenging jobs (Johnson et al. 2005), and becoming a language teacher causes its own special difficulties. Delongis and Preece (2000) define coping as teachers' strategic actions to come up with a remedy to a situation or decrease stress level in teaching which is accepted as one of the most stressful professions. For MacIntyre et al. (2020), "Coping is the process of responding to a stressor using one or more available techniques or strategies" claiming that "teacher stressors extend well beyond the teaching context" (p. 2). So, teacher stressors cannot be limited to teaching practices because they extend beyond. Teachers' multiple identities as parents, administrators, employees, and practitioners could all been interwoven in certain periods. For instance, during Covid-19 pandemic, teachers have been struggling to cope with multiple stressors simultaneously (Akour et al., 2020). In a positive case, they develop positive emotions like resilience and efficacy. Those positive emotions contribute to overall teacher wellbeing. The results of the research by MacIntyre et al. (2020) implied that research should not assume that stress, coping, and wellbeing are simply opposites. Instead, they advocate that the relationship between those variables is complex and adaptive. However, when teachers' coping strategies fail, teachers may feel stress, anxiety and negative emotions.

Carver and Scheier (1998) developed a new model called *multidimensional model* of coping strategies. Finally, Kyriacou (2001) conceptualised the strategies of teachers attempting to cope with stress in two types: *palliative (emotion-focused strategies)*, which aims at reducing the influence of stress on individuals; and *direct action (problem-focused strategies)*, which refers to eliminating the source of stress.

Classroom affectivity

As the positive emotional energy in the classroom, *classroom affectivity* was categorized by Hiver (2016) as the fourth component of LTI. The term *classroom affectivity* can be defined as the conscious emotion, attitudes and values that occur in reaction to a thought or experience in educational environment. It can be classified into two main categories: professional teacher affect, which refers to the emotions and values presented by the teacher; and student affect, which refers to the ones projected by

teacher and acquired by learners in learning environment. Given that language learning is primarily driven by emotions and affect, emotions and emotional intelligence, which Salovey and Mayer (1990) coined, appear to be significant to teachers and to students because the positive or negative emotion of teachers will somehow have influence on classroom affectivity.

Stressing that *affect* is the core motive of the language classrooms, Garrett and Young (2009) indicate that “affect and emotion are terms that have been in the shadows of discussions of foreign language learning classroom, where the primary focus has been on the development of knowledge and use of the new language” (p. 209). They imply that teachers must use the appropriate teaching techniques to foster language learning, develop positive attitudes of students towards language, increase learner motivation, and empower learner selves and eradicate negative emotions like reducing foreign language anxiety. Teachers have an undeniable role in this process: they are the ice-breakers, creators of a safe and comfortable environment for students to produce language and to demonstrate their language learner identity.

Regardless of their expertise, language teachers are after providing students with more academic success. Hiver (2016) claims that “to complement their strong positive effectiveness, teachers in the Spark Plug archetype have an openness to change which indicates that even though they are confident L2 practitioners, they are on the lookout for the new ideas” (p. 222) in order to practice them in their classroom application. Hiver also found in the research that overcompensator teachers might have moderately low classroom affectivity. Therefore, for a positive classroom affectivity, enhanced teacher motivation, and teacher commitment are worth extra reinforcement.

Burnout

Some teachers feel classroom is the place they were born for, still feel excited after years of teaching experience and keep their enthusiasm in depth. On the other hand, some others feel depressed, less fruitful in terms of classroom effectiveness, having less impact on their students' lives, and so feel burned out due to various personal or instructional reasons. The last group of teachers count on the days for retirement even if they are in the early years of their career.

The term “burnout” was first coined by Freudenberger (1974) in social sciences as “to fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources” (p. 159). Burnout is also defined as “a psychological syndrome

of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity” (Maslach, Jackson, & Leiter, 1986, p. 192).

Matheny et al. (2000) define burnout as a loss of idealism and enthusiasm. That is, teachers experiencing burnout may lose their energy, commitment, and enthusiasm to continue their work (Kyriacou, 2015) because, as the meaning-seekers, they feel they are unable to find a meaning through teaching in their lives. On the other hand, Hiver (2016) claims that teachers’ “high level of burnout notwithstanding, productively immunised language teachers would be expected to remain resilient, able to cope with setbacks, and efficacious” (p. 267).

The research conducted by Kazimlar and Dollar (2015) revealed that not being a part of the decision-making process, not being able to take part in planning of pacing, choosing teaching material, and being under pressure of strict standardization criteria causes high level of burnout. They also suggested that having the opportunity to develop language teaching skills, professional and emotional support by administration and colleagues contribute to reducing the level of burnout.

A variety of consequences of teacher burnout can be seen in teaching environment in terms of both teacher and students. In line with the categorisation by Maslach et al. (1986), burned-out teachers keep off their students and colleagues, accomplish less, feel emotionally drained, vulnerable and insecure in their profession because they do not believe that they are making a difference in the lives of their students, and they do not feel they are positively influencing their students’ lives through their teaching.

Resilience

Palmer (1998) identifies that “teaching is a daily exercise in vulnerability” (p.17). However, despite the hazardous conditions in teaching, teachers do not give up fighting against educational obstacles and the psychological burdens of teaching, they and challenge for the best. Bonanno (2004) states that resilience emerges as the ability to resist stress or bounce back from a traumatic event to recover previous levels of functioning along multiple pathways. More recently, MacIntyre et al. (2020) identify psychological resilience as a concept related to wellbeing. Similarly, Masten (2001) highlights resilience as a concept which reflects individual capacity to withstand and recover from psychological adversity or maintain effective functioning despite adverse conditions, in our context, of teaching. Although capacity seems to be personal,

resilience is a phenomenon beyond being personal. Benard (2004) identifies resilience as a complex construct resulting from a dynamic relationship between risk and protective factors.

In their contemporary study focusing on "what is going right" rather than focusing on "what is going wrong", Howard and Johnson (2004) aimed to see the experience of teachers coping with stressful circumstances well whether the concept of resilience was applicable. They included "significant relationships and a sense of connectedness, personal agency or efficacy, social and problem-solving skills, a sense of competence, a future orientation and a sense of achievement" (p. 403) as effective protective factors. They also pointed out universities, school authorities, and other educational stakeholders should feel responsible for avoiding the sources of stress and burnout so that teachers will feel more resilient.

A revive of research on teacher resilience conducted by Beltman et al. (2011) revealed that there have been a big number of studies on "psychological resilience", while "teacher resilience" is an emerging one, and what is meant by "teacher resilience" requires explanation in the literature. To this end, Dikilitaş and Comoglu (2020), has conducted a study to explore how exploratory action research (EAR) can contribute to teacher resilience. Their conceptions of teaching and being a teacher included mainly the qualities of critical reflection, commitment and resilience. To a certain extent, this categorisation helped scholars get what is meant by "teacher resilience" or "resilient teacher". In this regard, Hiver (2018) asserts that "research (...) has argued for the multidimensional situated nature of teacher resilience, very few designs are concerned with its dynamic, adaptive nature, nor have they fully addressed the question of how teacher resilience is developed" (p. 247).

Openness to change

Hiver (2016) defined teachers' *openness to change* as teachers' "receptivity towards change and novelty in their practice, teachers' capacity for dealing with ambiguity, flexibility and willingness to accept novelty, and attitudes towards risk-taking" (p. 152). Despite their confidence as L2 teachers, teachers who are open to change watch out for novelty. They are alert to apply new ideas in their practice because of their capacity, flexibility and risk-taking attitudes. Hiver speculated that teachers who are reluctant to change because they "entered the profession already hostile to newness, or that they

quickly settled into this pattern of apathy which neither their low levels of teaching self-efficacy, coping skills, or resilience could spur them to reject” (p. 223).

English language teachers constantly need to deal with new complexities and changes, which have potential for teacher enhancements. However, these complexities and unexpected changes may have an impact on their teaching motivation and position them at high risk of emotional discharge. Recently, to exemplify it, teacher motivation and wellbeing have negatively been affected by the immediate major stressor, i.e. Covid-19 pandemic, which caused an immediate transition from face-to-face education to online or remote teaching. For many language teachers this means a switch from teaching under familiar conditions to teach under unfamiliar challenging, uncomfortable conditions without having a professional training and preparation. This source of stress heightened the psychological stress of teachers (MacIntyre et al., 2020) and forced teachers to change.

The state of teachers’ being open to change depends on teachers’ attitudes, personality and the provided teaching opportunities such as educational technology equipment, professional and personal support. Research underlined the significance of using the modern teaching equipment to enhance classroom practices and its relation to teachers’ personal characteristics (Becker, 2000). These characteristics also include teachers’ openness to change (Blau & Peled, 2012). They hypothesized that openness to change would be higher among teachers having laptop computers compared to the ones working without technology. They found in their longitudinal study that “teachers who have a laptop reported a higher level of openness to professional changes, to online communication, and information search for both personal and professional purposes (p. 73).

Language Teacher Immunity Global Types

On an equal footing with biological immunity, teachers are either positively or maladaptively immunised. Hiver (2016) asserts that “Language teacher immunity...does not come built in to the system but emerges through a self-organised process” (p.270). This emergent immunity functions like a safeguard allowing teachers to survive in the profession. Therefore, it might not be possible for a teacher to maintain the profession without sort of protective armouring system, that is, teacher immunity. This armouring system not only keeps teachers stay in the profession, but also enhances classroom effectiveness.

Also, language teacher immunity, like biological immunity, is composed of organisms in itself. Here, in our context, professional teacher identity armours teachers against future threats that are possible to be experienced in teaching career. The two-step cluster analysis and the validation measures of Hiver's longitudinal study synthesised that language teacher immunity manifests itself in four global types. It indicates a core of six language teacher immunity archetypes allocated among four possible global teacher immunity types (see Table 1).

Table 1.

Global Teacher Immunity Types and Corroborated Teacher Sub-Types Based on Cluster Analysis.

Global Teacher Immunity Types	Teacher Sub-types
Productively Immunized Outcome	The Spark Plug
	The Visionary
	The Sell-out
Maladaptively Immunized Outcome	The Fossilized Teacher
Immunocompromised Outcome	The Overcompensator
Halfway Immunized Outcome	The Defeated Teacher

As given in Table 1, these six robust, core language teacher immunity types were distributed across the productive immunity type (i.e., Visionary and Spark Plug), the maladaptive immunity type (i.e., Fossilized and Sell-out), the halfway immunity type (i.e., Defeated), and the immunocompromised type (i.e., Overcompensator). Rather similar to biological immunity, teacher immunity manifests itself in two broad forms: *productive immunity* and *maladaptive immunity*. Hiver found that teacher immunity can emerge positively or negatively, and potentially it can affect almost all moments of teachers in their professional life.

Productive immunity

Language teachers in this group are with a robust yet healthy form of teacher immunity which stands up against persistent language teaching profession demands such as burdensome workloads, hostility and bullying in the professional environment, and emotionally draining expectations of teaching. In parallel to biological immunity, psychological immunity resists the adversities (i.e., stress, demotivation) and ensures

the system maintains (i.e., sustaining the profession). Additionally, it emerges in relation to conflicts specific to teaching environment. Language teacher immune system characteristically responds to the disturbances and vulnerabilities appropriately (specificity); anticipates the prospective disturbances depending on the prior experience (memory); evolves and adjusts changes constructively to ensure the resilience of language teacher despite all adversities (adaptability); finally sustains protective armouring against negative emotions like stress, failure and burnout, which are threats to overall teacher wellbeing and effectiveness (durability) (Hiver, 2016). In productive immunity, the psychological system strives to survive in complexities for a relatively long period of time. With experience, the coping strategies that teachers have developed assist them to respond to disturbances in a most appropriate way. According to Hiver, partially immunised teachers (halfway types) are included in this type. They are portrayed as “those who had developed particular elements of the flexible and beneficial form of teacher immunity” (p.186).

Maladaptive immunity

On the other hand, this type of teacher represents a rigid and counterproductive form of teacher immunity. Maladaptively immunised teachers tend to resist change or innovation and represent a low level of openness to change. Even if maladaptively, they are immunised. While this type of immunity protects teachers, it impedes further development. Therefore, maladaptive immunity shows itself as convenient because the stabilised system has chance to survive thanks to it.

Nevertheless, this stability prevents the system from further self-organisation. That is why Hiver (2016) argues that “although the attractor state of maladaptive immunity may appear synchronised and cohesive on the surface, and may afford the teacher a measure of protection, ... it can become a professional liability” (p.277), and it leads teachers to learned-helplessness. Hiver also argues that “this maladaptive strain of language teacher immunity manifests itself in distinct archetypes which may reconfigure around self-serving apathy, complacency, and a jaded indifference (*Sell out*); around resignedness, callousness, and cynicism (*Defeated*); or around conservatism in pedagogy, and aversion to change (*Fossilised*)” in the course of time (p.276).

Teacher Immunity Archetypes

Designing a validation phase, Hiver aimed to study how LTI archetypes are positioned in teachers' emotions and beliefs, effectiveness, and resistance to adverse teaching conditions. He also intended to find out the impact of TI on teacher identity, mindsets, and classroom practice. The data revealed that TI plays an essential part in forming teacher identity because TI is seen as a process of validating personal events and actions. Participation into the events enhances professional development identity formation of teachers. Regarding teachers' mindsets, maladaptively immunised teachers, the halfway types, and the immunocompromised types perceive uncertainties and unexpected changes as absolute obstacles.

Finally, data revealed that TI has an impact on classroom effectiveness in that productively immunised teachers learn from their past experiences to overcome their future disturbances. Therefore, teachers' emotions, motivation, and classroom affectivity depend on the type of language teacher immunity. The six archetypes are distributed across the productive immunity (*Visionary* and *Spark Plug*), the maladaptive immunity (*Sell-out* and *Fossilised*), the halfway immunity (*Defeated*), and finally, the immunocompromised (*Overcompensator*).

Productively immunised teacher types include the *Spark Plug* and *Visionary* subtypes.

Spark Plug

The *Spark Plug* teachers demonstrate a proper level of maturity, confidence, and flexibility. This group of teachers benefit from the experience, they are self-confident, are open to changes in their professional career and classroom practices. As role models among their colleagues, they are devoted to their profession, and resilient to any adversities. Willing to welcome adversities and challenges, they do not hesitate to take risks.

Visionary

Teachers in this prototype foresee the possible adversities believing that class management starts out of the classroom, so that they manage the living proactively. These teachers make a difference in their students' lives and the environment they work in, and they approach the problems occurred from a "big picture". Rather than a part of

the problem, they position themselves as a part of the solution collaborating with their colleagues in the case of problems.

Sell-out

This maladaptively immunised teacher prototype has already given up, indifferent to their students and their needs. Without leaving the profession and staying in their comfort zone, they have “thrown in the towels”, and they are on the verge of quitting the profession if they have the chance to do.

Fossilized Teacher

These teachers resist change as they utter no complaint about their present situation. They find their setting quite comfortable. They keep up with their professional life with old-fashioned and plateaued teaching techniques. The professional development is stagnated, and they indicate a very low level of growth. Despite changes around them, they stay unchanged and continue applying the “tried and true” applications. However, they feel hostility and jealousy to the others who exhibit openness to change. Believing that students are responsible for their own learning, they frequently complain about their students and the system they work in.

Defeated Teacher

This teacher prototype is described by Hiver “as the teaching equivalent of learned helplessness”. They are failed to overcome the adversities, teaching challenges, and emotional and mental burdens of the profession. They are frequently failed and frustrated so that they are deeply discouraged and feel defeated against the overall teaching requirements. Therefore, they give up struggling against adversities, and responding the professional expectations.

Overcompensator

Teachers in this prototype feel inadequate academically, inferior professionally, and sceptical about their classroom practices. Nevertheless, they have not given up, but they struggle to compensate for their inadequacy as a so-called perfectionist. Their work is quantitatively appreciated but qualitatively questioned. Despite their commitment, they reach no reward nor a professional stability in their profession. Teachers in this type demonstrate the teachers who have not developed immunity at all.

Self-Organisation Model

Hiver adopted Lewi's psychological model (2005) as the self-organisation model. This model outlines four main stages of the self-organization process teachers experience, including *triggering*, *linking*, *realignment* and *stabilization* stages.

In the *triggering stage*, disturbances lay an important role to destabilize the dynamic system of teachers. Only then teachers are provoked and activated to move further and to displace from their comfort zone. Hiver (2016) demonstrates this with the analogy of the ripples caused by a pebble thrown into the still water and system disturbance. Perturbations trigger the system similar to a pebble causing ripples, and teachers, similarly, raise awareness.

During the *linking stage*, a perturbation triggers the system. Individuals come up with a new strategy or a coping mechanism to absorb the disturbance because the traditional coping strategies do not function anymore, and a novel approach becomes necessary.

Realignment stage is the system's reconfiguration towards stability. In this stage, teachers develop the ability to compete against the disturbances. Thus, when they experience new adversities, they feel the ability to overcome them, and they consciously apply their strategies to control the challenges.

Finally, in the *stabilisation stage*, individuals have the experience to challenge the future disturbances since dealing with new disturbances becomes a part of their identity. This ability is thanks to their memory of the past, so that they will be able to guide their future actions accordingly.

Table 2 (Hiver, 2016) gives a summary of the main teacher archetypes. Each archetype is distributed according to the main stages of the development model.

Table 2.*Signature Dynamics of Language Teacher Immunity Archetypes*

	<i>The Spark Plug Archetype</i>	<i>The Visionary Archetype</i>	<i>The Fossilized Archetype</i>	<i>The Defeated Archetype</i>	<i>The Sell-out Archetype</i>	<i>The Over-compensator Archetype</i>
<i>Triggering Stage</i> (perturbation of initial conditions)	encounters high-intensity threats or disturbances that interrupt their stable functioning and send them into a state of instability and disillusionment					
<i>Linking Stage</i> (adaptive coping aspect)	cope through embracing conflict head-on and risk taking	cope by channeling frustration and anger into a grand search	cope through denial, avoidance, and rationalization	cope through withdrawal and self-handicapping	cope through dissociation and displacement	cope through self-blame and distortion
<i>Realignment Stage</i> (phase changes)	reconfigures around increased agency that builds self-efficacy	reconfigures around mechanisms of tenacity, self-actualization, and fulfillment	reconfigures around conservatism, illusions of self-efficacy, and aversion to change	reconfigures around powerlessness, resignedness, callousness, and cynicism	reconfigures around self-serving apathy, complacency, and a jaded indifference	reconfigures around guilt, an obsession with perfectionism, and an inferiority complex
<i>Stabilization Stage</i> (narrative aspect)	adopts a <i>generativity narrative</i>	adopts a <i>hero narrative</i>	adopts an <i>if-it-isn't broken-don't-fix-it narrative</i>	adopts a dual <i>inevitability-victimization narrative</i>	adopts a <i>sufficiency narrative</i>	adopts a <i>limitation narrative</i>
<i>Phenomenological Manifestation</i>	The Spark Plug has a passionate and contagious enthusiasm	The Visionary is a quixotic dreamer	The Fossilized Teacher has plateaued	The Defeated Teacher suffers from the teaching equivalent of learned-helplessness	The Sell-out is doing just the bare minimum to get by	The Over-compensator suffers from the impostor syndrome

Perception

As teachers' understanding or awareness of a situation, perception consists of teachers' views towards themselves, teaching (Boran & Gürkan, 2019), language, learning, their students, and overall teaching profession. Richards and Schmidt (2013) define perception as “the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.)” (p.427).

Perception, on the other hand, can influence teachers' emotions. While a positive teacher perception may function as a driving force and motivate teachers, a negative perception causes burnout and even career exit. Teachers' perceptions are such important that they can influence their behaviour (OECD, 2019), their decisions, classroom practices, and their steps regarding their future career planning.

Professional development

As a broad definition, “professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.” (OECD, 2009). The development could be provided both through in-service professional development facilities and through support from external stakeholders.

More specifically, teachers' professional development (PD) refers to “the opportunities and activities available for individual teachers” (Freeman, 2020, p. 13). In

such a professional learning environment, teachers can enhance their field knowledge, have a chance to contribute to their present professional competence, and take the opportunity to reshape their career plans. Also, Lange (1990) define it as “a process of continual intellectual, experiential, and attitudinal growth of teachers” (p. 245).

Teacher development is a multifaceted process, which includes skill learning, namely development of teaching skills, competencies and mastery. At this point, PD opportunities provide teachers with presenting and modelling skills as well as opportunities to master these skills. This multidimensional process also includes cognitive process, which stresses the complexity of cognitive activities and it focuses on the nature of teachers’ beliefs and perception. It emphasizes that “teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (Borg, 2003, p. 81).

The expectation of the society from teachers is very high. They are expected to simultaneously teach expertly, raise child passionately, manage the classroom devoutly, manage the school professionally, and meanwhile be resilient psychologically. Teachers are accepted as the main stakeholders in the education process and are the keys to be able to reform initiatives (Bedir, 2019). Without an established professional development environment, teachers would have difficulty to define their professional course on their own, and become incompetent to enhance classroom effectiveness, and sustain enthusiasm as a teacher. As a result, the indications of burnout, low level of motivation, and the emergence of negative teacher emotions like stress, low self-esteem, and low self-efficacy turn into inevitable.

Professional development bares institutional and individual perspectives. Achieving personal growth and improvement of the teacher performance within the department may go hand in hand. Teachers take part in professional development programs for personal growth in various areas and meet the institutional expectations to the highest. These personal growth areas can be identified as subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, curriculum and materials, and career advancement. Teachers are encouraged to take part in professional development programs with the aim to update their outdated field knowledge and teaching skills through staff development. It is also aimed to contribute to institutional development, career development, and enhanced levels of student learning (Richards & Farrell, 2005).

Eraldemir-Tuyan (2019) concludes that when the learner teachers are provided with opportunities to reflect and share their experience regarding their professional lives, it triggers teachers to be in a long-term personal and professional growth. In line with this, professional development initiatives foster teacher autonomy in their profession, and contribute to their growth mindsets. The higher teachers are fostered regarding teacher professional self-esteem, the more autonomous they are (Yoğun, 2020) with customising their curriculum, materials and methods, and they feel more intrinsically motivated for continuous professional development.

The findings of the contemporary study conducted by Yoğun (2020) revealed that peer-coaching process, within CPD framework, contributed to teachers in terms of personal skills development, continuous learning, keeping up-to-date, and emerging team-building process and self-leadership. From the institutional perspective, this PD initiative boosted collaboration and collegiality among the staff; in terms of classroom practices, it enhanced teachers' teaching abilities, which results in classroom effectiveness.

Willingness to participate in PD events holds a reciprocal relationship between teacher autonomy and teacher empowerment in that empowering teachers requires the development of teacher autonomy (Moran, 2015). Lamb (2008) defines teacher autonomy as the “extent to which teachers have the capacity to improve their own teaching through their own efforts”, so it can be pointed out that autonomy is the “freedom to be able to teach in the way that one wants to teach” (p. 275). Therefore, participating in a professional development process helps teachers to expertise in deciding the most proper way of teaching. Also, teachers' developing autonomous teaching skills through professional development initiatives support language learners' autonomous learning (Lamb & Reinders, 2008) because an autonomous teacher, as theorised by Little (1995), has ‘a strong sense of personal responsibility for their teaching’ (p. 179). Therefore, freedom and internal capacity come out as two basic characteristics of autonomous teachers. However, not all language teachers can sustain their profession within an institution where provides teachers with freedom of teaching and professional development.

Professional development opportunities are interpreted to have positive effect on teacher efficacy (Yoo, 2016), and participating in PD programs prevents teachers from becoming an “experienced non-expert” (Bereiter & Scardamalia, 1993). These opportunities also contribute to institutional development through collegiality, research,

site-specific information, curriculum initiatives, and finally instructional initiatives. For instance, the results of an action research program within Continuous Professional Development (CPD) framework revealed that instructors participating the study experienced professional growth, realised the importance of their roles in the lives of their students, started to develop interest in conducting research, and felt the importance of collaboration (Tuyan, 2018).

Another study (Şahinkarakaş, Ş. & Tokoz-Göktepe, F., 2018) pointed out that “doing action research in the practicum allowed student-teachers and mentors/supervisors to develop a sense of community and to understand each other by nurturing professional development in a supportive environment (p. 45). Therefore, it is important to reinforce the qualified teachers. In order to be able to train well-qualified teachers, effective implementation of the pre-service and in-service educational activities are necessary (Darling-Hammond & Bransford, 2005). Dewey (1934) concluded decades ago that teacher education programs are mis-educative unless pre-service teachers are equipped with the necessary knowledge and awareness regarding continuing professional development. Contemporary research has recently implied that the significance of professional development should be stressed during pre-service education of the prospective teachers, and they should be taught some teacher research strategies such as action research and teacher reflection (Boran, 2020) so that they can be reflective practitioners who lead their professional development process of a language teacher. Rather similarly, Burns (1999) argues that action research that is “integrated into school or organizational change becomes a powerful way of facilitating school curriculum renewal and ensuring that language teachers retain greater ownership of curriculum implementation.” (p. 209). The expertise teachers gain through action research and reflection can be promoted by similar professional development activities like peer-coaching. Also, social-emotional competencies of the prospective teachers were implied to be improved “as an instructive in teacher education programs, which may bring innovations to ELT teaching.” (Zaimoğlu, 2018. p. 95).

Mostly, PD programmes are traditionally conducted through in-service trainings. The programmes applied in the form of seminars and presentations in teachers’ place mostly aim to enhance teachers’ teaching abilities, knowledge, improving their classroom performance, and teachers’ motivation to sustain the profession productively. Most of those kinds of training concentrate on the theoretical aspect of professional development practices. The theoretical and practical blend of initiatives could contribute to teachers’ teaching skills and their identity formation as practitioners. The story is not quite different in Turkey. The importance of professional development facilities in Turkish

schools has been underlined for decades because well-qualified teachers have been highlighted as an indispensable element of education (Seferoğlu, 2004). These trainings have been mainly provided by Ministry of National Education, Council of Higher Education, individual researchers as well as publishing houses as the stakeholders of the educational institutions.

Furthermore, lifelong learning and teacher development notions are intertwined (Bosson & Eken, 2017). Teachers, consciously or not, continue learning and growing along with their career. However, they exist in such a process not through strengthening the weaknesses, but rather through building further on their existing strengths and experiences. When they invest in their professional growth, they feel better equipped and more willing to participate in professional development activities. Teachers' professional growth results in teacher empowerment because "involving district professional teachers in local professional development activities may have the impact of spotlighting specific skills while personalizing the process" (Hickey & Harris, 2005, p. 12). This willingness and fruitful participation fluctuate throughout their career cycle. A variety of environmental factors, including personal and professional ones, affect their career cycle in a dynamic movement. Such a dynamic professional movement in teachers' career cycle is obvious in Fessler's *Teacher Career Cycle*.

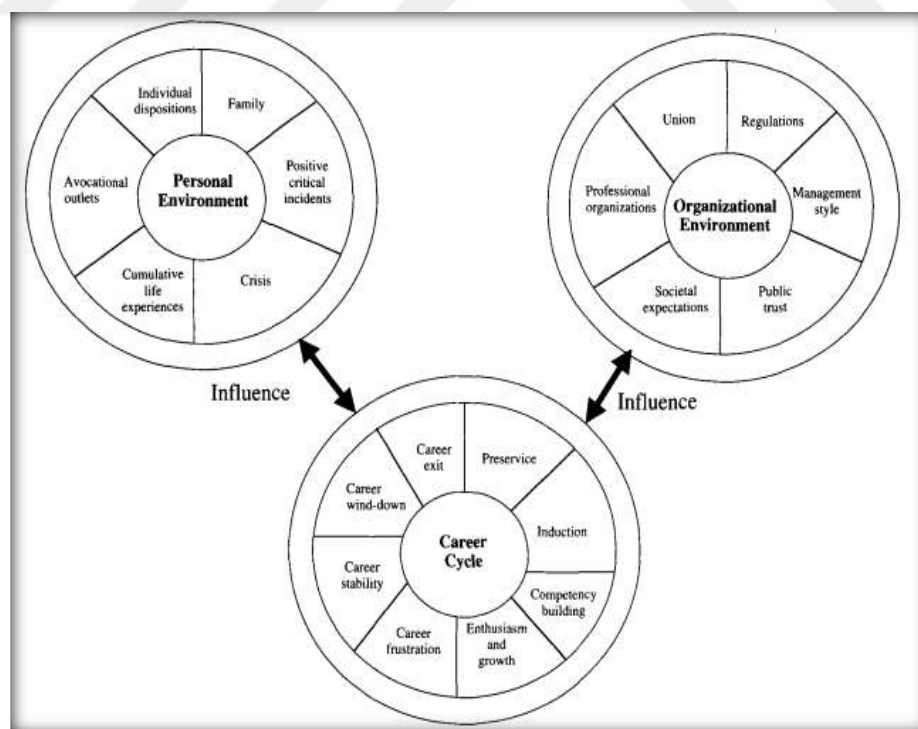


Figure 1. Model of the Career Cycle and Environmental Influences

Note. From "The winding path: Understanding the career cycle of teachers" by Lynn, S. K. (2002), *The Clearing House*, 75(4), 179-182.

Fessler's (1992) model suggests that a supportive personal or organisational environment can assist teachers in maintaining a positive career development, whereas a negative environment can have an adverse impact on teachers' career phase. According to Fessler, in each individual phase, teachers experience specific characteristics. To begin, *pre-service* career phase is repeated in changes. Each change is a new beginning in the career. Secondly, in *induction* phase, teachers are becoming familiar with themselves. They are more aware of their strengths and weaknesses. *Competency building* is expected in any career change. In this so crucial phase, teachers search for PD opportunities with the aim of skill development. When teachers experience the *enthusiasm and growth* phase, they enjoy their job, possess high level of competence, and feel intrinsically motivated. This positivity impacts the climate of the school community. Next, teachers question their profession choice in the *career frustration* phase so that a transformation change may occur at this stage. In the *career stability* phase, teachers do not feel imperative to engage in a teacher development activity. They display a competent but steady teacher profile. Finally, *career wind-down* phase represents one step before leaving the profession.

Complex Dynamic Systems Theory/Complexity Theory

Diane Larsen-Freeman first introduced The Complex Dynamic Systems Theory (CDST) in 1997. Larsen-Freeman became the first scientist to apply dynamic systems into the applied linguistics, second language acquisition specifically, with an analogy of physical world concentrating on how parts of the whole relate to each other. It is a term mainly used in physical sciences, but it has been used metaphorically in social sciences, including applied linguistics. CDST is a theory of change because the study of change is centralized in the theory. Complexity theorists mainly focus on understanding the relationship between the components of a complex system. Gardner's (2010) approach, which defines motivation as a complex construct, shows a similar view of motivation and how the human and social world function. Larsen-Freeman (2015) identifies that CDST is transdisciplinary. It has been used in a variety of disciplines to investigate incidents. More importantly, it is transdisciplinary in terms of redefining the structure of knowledge. Therefore, according to Larsen-Freeman, "change and emergence are central to any understanding of complex dynamic systems." (p.11). For her, CDST is nonlinear, unstable and unpredictable, so it is chaotic.

Metaphorically, human cognition, including language, could represent certain characteristics of a complex dynamic system. Therefore, according to CDST, the outcomes of an issue sometimes cannot be predicted. In this case, CDST provides researchers with data to study a research topic, language teacher immunity in our context. In this tradition, when the issues are too complex to comprehend as a whole, they can be divided into smaller parts in order to grasp it better. Hiver and Al-Hoorie (2019) claim that “Complexity Theory has ushered in a new way of thinking, challenging some basic conceptions about how scientific inquiry should be conducted” (p.1). As an ecological theory, CDST views language learning and language teaching as dynamic processes, and it can help us understand the source of teacher motivation and the outcomes of a motivated or demotivated teacher’s practices assuming that language teaching bares a complex and dynamic characteristic. We adopt complex dynamic system principles beyond an optional approach.

Larsen-Freeman (2012) enlists the characteristics of CDST:

1. Complex systems are open and dynamic.
2. They operate under conditions that are not in equilibrium.
3. Complex systems are systems because they comprise many elements or agents, which interact.
4. Change/dynamism is central. The systems adapt both through interaction with the environment and through internal reorganization/self-organization.
5. The strength of the interactions changes over time. Therefore, multiple routes are often possible between components, mediated in different ways.
6. The complexity of complex systems is emergent. It is not built into any one element or agent, but rather arises from their interaction.
7. Because the systems are open, what arises may be in nonlinear relation to its cause. In other words, an unexpected occurrence may take place at any time.
8. The structure of a complex system is maintained even though its components may change.
9. The environment in which they operate is part of a complex system.
10. Complex systems display behaviour over a range of timescales and at different levels of complexity – the latter are nested, one within another.
11. Complex systems sometimes display chaotic variation.

12. Complex systems iterate – they revisit the same territory again and again, which means that the present level of development is critically dependent on what preceded it.

Problem Statement

Teaching, in all fields, is undeniably a challenging profession. Teachers have been experiencing this challenging evolution more profoundly in the last decades. Be they novice or experienced, teachers are vulnerable to face a variety of difficulties throughout their career (Palmer, 1998; Mercer, 2020). They experience a significant relationship between possible selves and motivation. At this point, language teachers experience very similar challenges in their professional life, so they are not exceptional in this regard. As a result of the disruptions they undergo in their workplace, language teachers develop resilience and teachers begin to act as an instrument of protection against the daily material and emotional demands of the profession. As a professional self-concept, teacher immunity plays an important role on teachers' resilience, motivation and ultimately effectiveness in the classroom (Hiver, 2015; 2018). If that is the case, it emerges as necessary for teachers to develop productive psychological immunity in order to be able to stand against the challenges in their career. If teachers are not productively immunised, they may be more vulnerable to burnout and to low motivation. As long as their positive immunity is supported through professional development facilities that can improve teachers' contemporary teaching skills, maladaptively immunised teachers may turn into productively immunised ones. Nevertheless, according to an OECD (2009) report on the introduction and understanding of 21st century skills, Turkey is one of the countries among the members that have made learning and innovation skills relevant in national curricula in the 21st century, but there is a lack of professional development or training for teachers to be aware of these skills and to use them properly for the purpose of increasing the level of their teacher immunity. Therefore, this study aims to investigate the level of immunity EFL teachers have and the factors affecting their psychological immunity productively or maladaptively.

Purpose of the Study

In line with the research problem, this study aims to explore university level EFL teachers' teacher immunity level. In addition, the study intends to identify the relationship between affecting variables (i.e. age, gender, teaching experience etc.) of

teachers' teacher immunity and sources of EFL teachers' perceived teacher immunity. What may have an impact on teacher immunity is another concern of the present study.

Significance of the Study

As a novel concept, L2 teacher immunity has been studied by only a small number of scholars (Hiver & Dörnyei, 2015; Hiver, 2016; Rahmati, 2019; Saydam, 2019). Therefore, some more time is required to see whether it has gained a great deal of interest in the topic. The common point for the studies done so far is that none of those studies aimed to generalize the findings, and they were done with a limited number of participants, which can be a drawback of case studies by nature. Although an immense number of studies so far have been done on language teacher immunity-related topics (i.e. motivation, beliefs and emotions, burnout, resilience), there are quite few studies in the literature about language teacher immunity as a complex dynamic phenomenon. Therefore, we have chosen this topic to be studied and researched. In this respect, although the findings of the study may not be generalizable to a worldwide scale, they can be generalizable to the context in Turkey. Compared to previous studies in this field, the study is similar to exploring a similar construct, but in another context. Furthermore, the study is expected to shed some light on L2 teacher immunity as a new concept in the literature. With the help of this study, L2 teachers will be able to internalize teaching profession more, review their career cycle, and embrace the significance of collegiality, community of practice through engaging in professional development activities. Additionally, the results of this study will shed light on the way of teacher trainers and experts as well as school administration as a guide to (re)establish training and school principles for further research or implications. Finally, a different perspective with different points of view will presumably contribute to the EFL or L2 literature through this study.

Research Questions

The study intends to find grounded answers to the following research questions.

1. What level of immunity do EFL teachers have?
2. Is there a relationship between teachers' immunity level and demographic variables, such as age, gender, degree, department (workplace), university type, and teaching experience?
3. What are the factors that may have an impact on the level of teacher immunity?

Key Definitions

Language Teacher Immunity: Language teacher immunity has become increasingly important in the language education field. While several scholars have studied related topics like motivation, resilience and burnout, no studies had been done on teacher immunity before Hiver (2015) introduced the term “language teacher immunity” to the field. This term is originated from Latin word *immunis*. As a novel concept coined by Hiver (2015), teacher immunity was conceptualized by Hiver & Dörnyei (2015) as a “robust armouring system” which challenges the threats and enhances instructional effectiveness of the teacher. They also demonstrate the analogy between immunity as a defence system of the organism and immunity of language teachers in three aspects: (1) defensive reaction to threats, (2) evolving into parts of the organism-identity for teacher- and (3) productive and maladaptive aspects.

Resilience: It is defined as the ability to be strong, healthy or successful again after something bad happens. Teacher resilience is defined as the use of all available resources to maintain personal well-being as well as professional productivity in the face of adversity and harmful circumstances. This resilience has been defined as the capacity to escape from psychological distress experiences and to function effectively and adaptively grow while navigating these traumatic conditions (Masten, 2001).

Burnout: Burnout is defined as a syndrome characterized by emotional exhaustion, depersonalization, and decreased personal success. Burnout is seen as the accelerator of a number of serious problems in the teaching profession.

Motivation: Motivation has often been viewed as the energy or impulse that drives people to do something by nature. More specifically, teacher motivation determines what attracts individuals to teaching, how long they stay in initial teacher education courses, and the teaching profession. Dörnyei and Ushioda (2011) emphasized two dimensions of teacher motivation: teaching motivation and motivation to stay in the profession.

Professional Development: Professional development is defined as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher. This development can be provided formally and informally. This development can be achieved through collaboration between schools or between teachers (for example, observational visits to other schools or teacher networks) or through external expertise in the form of trainings, workshops or formal qualification programs in schools where teachers work. As a result, professional development can be achieved

through coaching / mentoring, collaborative planning and teaching and sharing of good practice. OECD (2009) defines professional development as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Bedir (2019) considers teachers as the primary stakeholder in the education process, and as the key to reform initiatives.

Professional development of teachers means "opportunities and activities available for teachers" (Freemen, 2020). In such educational activities, teachers can enrich their professional knowledge, improve their professional competence and expand the scope of their career. Therefore, their motivation to engage with different developmental models reflects their orientation towards professional in-service training.

Complexity Theory: This is a term mainly used in physical sciences, but the scholars like Larsen-Freeman (2015), Dörnyei (2017), and Hiver and Al-Hoorie (2019) used it metaphorically in applied linguistics. When applied to second language development, Complexity Theory (CT) and Complex Dynamic Systems Theory (CDST) are used interchangeably. The scholars identify that CDST is a theory of change and change is centralized in the theory. Complexity Theory has triggered a new way of thinking, and provided some basic conceptions about how scientific studies should be conducted.

Community of Practice: Lumpe (2007) defines community of practice to be a learning environment where teachers collaborate to improve their instruction skills. He claims that this helps to improve learning. According to Wenger (1998), mutual involvement, a common endeavour, and a shared repertory are three fundamental components of an efficient community of practice. If teachers share their training experiences and participate in a PD activity, they can achieve mutual engagement. Participation to PD activities directs to a shared goal. For Wenger, when teachers share knowledge, teaching and learning experience, and all other teaching PD resources, they can create a shared repertoire. Also, Bianchini and Cavazos (2007) defined community of practice as 'having common features such as meeting regularly over an extended period, sharing common values and goals, and engaging in collaboration and critique of each other's work'' (p. 588).

These definitions mentioned above represent the key definitions of the study.

2. METHODOLOGY

This chapter overviews the methodology, and the procedures followed in the study. The study intends to explore university-level EFL teachers' teacher immunity level, identify the relationship between affecting variables of language teachers' immunity, find out what may have an impact on the level of teacher immunity, and finally to determine teachers' perceptions towards affordances and challenges for teacher professional development. In this sense, this chapter includes research design, setting and participants, data collection procedures and tools, and data analysis.

2.1. Research Design of the Study

This study pursued a nonexperimental, descriptive research procedure: utilising the mixed methods approach to collect, analyse and interpret quantitative and qualitative data.

Table 3.

The Research Design Table of the Study

	Quantitative	Qualitative
Data Collection Tools	The Language Teacher Immunity Questionnaire, a 6-point scale with 39 items (Hiver, 2016)	15 Open-ended Questions (Hiver, 2016)
Setting & Participants	117 EFL Instructors at 6 Universities in Turkey	11 EFL Instructors at 6 Universities in Turkey
Data Analysis	SPSS 23.0	Atlas.ti 9
Test & Analyses	Box's M & MANOVA (Büyüköztürk, 2020)	Thematic analysis (Gibbs, 2007; Saldaña, 2012, Creswell, 2014; Elliott, 2018)

To reach the aims of the study and address the research questions, this study was conducted in two stages: the quantitative phase, including the application of Language Teacher Immunity Questionnaire (LTIQ); and the qualitative phase, including participants' responses to the open-ended questions I asked. Using the quantitative method provides an advanced and comprehensive statistical insight into the relationship of various variables, and it helps to understand the research problem more statistically

(Creswell, 2014). This method of research includes independent variables, namely outcomes, and dependent variables, namely predictors. The first phase was targeted to answer the first two research questions:

1. What level of immunity do EFL teachers have?
2. Is there a relationship between teachers' immunity level and demographic variables, such as age, gender, degree, department workplace, university type, and teaching experience?

Additionally, in order to determine inferable reasoning and generalization, qualitative research was operated (Burns and Grove, 2005). The main aim, at this point, was to triangulate quantitative results with qualitative ones. It was also intended that this point could contribute to the teacher development processes. According to Fraenkel and Wallen (2006), if researchers want to get a complete overview of teaching, deeper insight into issues and learning, and to know more than "to what extent" and "how well" something is done, qualitative research is preferred. In line with this idea, using the qualitative tools allowed us to collect data related to the views and opinions of the participating teachers, the rationale behind their perceptions, and a more holistic impression of language teachers on teacher immunity phenomena. Including these two conceptions, Dörnyei (2007) defines mixed methods design as "the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches" (p. 164). To promote the mixed method, Dörnyei points out that the generalisations originated from barely qualitative approach can be "overly simplistic, decontextualized and reductionist". A quantitative phase followed by a qualitative one allows to add "depth to the quantitative results and thereby putting flesh on the bones." (p. 45). The second phase of the study aimed to answer the third research question:

3. What are the factors that may have an impact on the level of teacher immunity?

Therefore, within a descriptive approach, we were able to get statistical information through a quantitative research design and in-depth information through a qualitative one. According to Fraenkel and Wallen (2006), mixed-methods research can help to clarify and explain the existing relationships between variables by comparing

quantitative and qualitative methods to see whether they merge on one interpretation of a phenomenon. In line with this, the purpose of this research is to find out how and to what extent university level EFL teachers are immunised and the relations between dependent and independent variables of the study.

Multiple sources, including a questionnaire and open-ended questions, were administered to collect the data. Language Teacher Immunity Scale (Appendix B), a 6-point Likert scale (1- Strongly disagree to 6- Strongly agree), with 39 items, was used to collect quantitative data. The rationale behind the preference is that this scale is believed to best suit this study because one of the aims of the study is to find out whether there is a relationship between and among variables (Gay & Mills, 2019). For the second phase of the study, 15 open-ended questions were asked to the EFL teachers who had participated in the quantitative phase of the study. The participants for the second phase were selected in a convenience sampling approach because it was not easy to select a random or a systematic non-random sample for the study (Fraenkel and Wallen, 2006). Therefore, a group of instructors (n=11) who were conveniently available for my study were selected.

2.2. Research Setting and Participants

The target population in this study constituted English language instructors at public and foundation universities located in the Sought East and Mediterranean Regions of Turkey. The selected universities are located in the neighbouring cities of the researcher. Easy accessibility, geographical proximity, availability at a given time, and the willingness to participate were criteria for the preference (Dörnyei, 2007). The participants were selected among actively working teachers in the Fall and Spring term of 2020-21 academic year at English Language Preparation Schools and English Language Teaching departments of the conveniently selected universities. Their demographic characteristics varied in terms of variables such as title, age, gender, and all others stated on the questionnaire (Appendix B). The sample size was 117 for the quantitative phase and 11 for the qualitative phase. It included Turkish native and non-native English language instructors. The nationality of teachers was disregarded. The complete demographic information is given in Table 4.

Table 4.

The Frequency and Percentage Distributions of the Demographic Characteristics of the Participants

Descriptors	Sub-descriptors	Frequency (N=117)	Percentage
Age	21-30	41	35.0
	31-40	57	48.7
	41-50	13	11.1
	51-60	5	4.3
	+60	1	.9
Gender	Female	85	72.6
	Male	31	26.5
	N/A	1	.9
Degree	BA	22	18.8
	MA(or doing)	66	56.4
	PhD(or doing)	29	24.8
Department Working at	English Language Teaching	31	26.5
	School of Foreign Languages	85	72.6
	Other	1	.9
University Working at	State University	43	36.8
	Foundation University	74	63.2
Teaching Experience	Less than a year	1	.9
	1-3	19	16.2
	4-6	28	23.9
	7-10	21	17.9
	More than 10 years	48	41.0

Demographic information regarding the participants revealed that the majority of the participating instructors (48,7%) are between the ages of 31 and 40 years (N=57). The demographic information also revealed that 85 female, 31 male and 1 N/A instructors participated in the study. Therefore, the majority (72,6%) of the participants are female (N=85).

As for their degree, it is clearly seen that the majority of the participants (56,4%) have completed or have been doing a Master's Degree.

When the departments are examined, instructors (N=85) currently working at the School of Foreign Languages are represented mostly (72,6%) in the study, and 26,5% of the instructors are working in an English Language Teaching department (N=31).

As for the university type that the participants work for, it is seen that the majority of the participants (63,2%) work for a foundation university (N=74) and the rest (36,8%) of the participants are working for a state university (N=43) in Turkey.

Besides all demographic information stated, the study examined the teaching experience of the participants as well. It can be seen that 41% of the participants have experience of teaching EFL with more than 10 years (N=48). On the other hand, the data revealed that 1 participant joined the study with less than 1-year experience.

2.3. Data Collection Procedure of the Study

In the first phase, the quantitative data were collected using a web-based survey, Google Forms. Rather than a paper or face-to-face method, a web-based survey was used for two main reasons. The first reason was that the data for the study were collected in the Covid-19 pandemic period, when universities ended face-to-face education and continued with online education, and government-imposed periodical nationwide Covid-19 curfews. Therefore, we did not have the chance for personal contact with instructors. The second reason was that web-based tool allowed us to reach a more reasonable number of respondents. Also, it was less costly, and the data were collected directly in electronic format so that it was relatively easier to organize, transform and analyse the data on SPSS.

The questionnaire, which included the consent part for the participants, was uploaded on the registered the web-based tool *Google Forms*. The link to the survey was shared with the target population through e-mails and the multiplatform messaging app WhatsApp, which allowed us to include targeted number of participants into the study.

In the second phase of the study, open-ended questions were asked to triangulate and complement quantitative data, and get deeper insight. The participants for this phase were selected conveniently from different universities and departments in order to get varied data. As the data were collected during Covid-19 pandemic period, respecting the social distancing, we personally contacted some of the participants on campus, and we contacted some others through their emails or mobile phones in this phase. Due date was set for the participants to submit their answers to the questions through emails. Finally, the received raw data were organized and saved to be used for the analysis.

2.4. Data Collection Instruments

2.4.1. The Language Teacher Immunity Questionnaire (LTIQ)

The questionnaire utilized in this study was developed by Hiver (2016) to measure LTI. It consisted of 39 items under seven factors with a 6-point scale (strongly disagree=1 to strongly agree=6). As identified earlier in this study, the factors included teaching self-efficacy, measured with seven items; burnout, measured with five items; resilience, measured with five items; attitudes toward teaching, measured with five items; openness to experience, measured with six items; classroom affectivity, measured with six items; and coping, measured with five items. To the researcher's knowledge, this questionnaire has so far been used in one Turkish context and in one Iranian context. In Turkish context, in 2019, Saydam adapted Hiver's LTI questionnaire. Based on Hiver's LTIQ scale, she developed a 22-items scale for her study, and she calculated it with Cronbach's Alpha coefficient. Saydam ensured the content validity of the questionnaire with the aim of revealing whether the items in a devised questionnaire were quantitatively appropriate or enough to explore the construct in question (Büyüköztürk, 2020). Depending on the analysis, she found the total reliability of the scale to be total=.88. In a more recent study conducted in Iranian context by Rahimpour et al. (2020), Cronbach Alpha of .81 was obtained by measuring the psychometric characteristics of the same questionnaire (LTIQ with 39 items) in a pilot study. We also used the LTIQ scale with 39 items. For our study, the Cronbach Alpha coefficient was calculated to evaluate the reliability of the scale (LTIQ) with the aim of showing the internal consistency of the variables of the scale. A reliability coefficient of .70 or higher for a test is considered sufficient for the reliability of test scores (Fraenkel & Wallen, 2006; Büyüköztürk, 2020). However, the reliability coefficient was first calculated below of the recommended value. When the item 19, "*Teaching is my life and I can't imagine giving it up*", was recoded, Cronbach's Alpha got the value of .70, which is considered to be sufficient for the study. Therefore, the tool Language Teacher Immunity Questionnaire proved to be reliable with Cronbach's Alpha value of .70 (Fraenkel and Wallen, 2006).

The questionnaire was designed in two sections. The first section of the questionnaire was designed to collect data related to participants' demographic characteristics such as age, gender, employment, etc. The second section constitutes a 6-point scale with 39 items that enable to identify the factors related to language teacher immunity. As emerged in studies by Hiver and Saydam, the items of the scale provided us with the

intended data in terms of teachers' teaching self-efficacy, burnout, resilience, attitudes toward teaching, openness to change, classroom affectivity, and coping factors.

Regarding the language of the scale, it was translated into Turkish, and it was uploaded on Google Forms both in English and Turkish. Although all participants were highly proficient in English, we opted for translating the questionnaire into Turkish so that the respondents could understand the items easily and not be puzzled by the terminology. To do so, we also aimed to contribute to the willingness to participate in the survey. The translation was reviewed and proofread by two experts; one had completed PhD in ELT and the other with an ongoing PhD in ELT. Both experts were with more than ten years of teaching EFL experience.

2.4.2. Open-ended Questions

As the qualitative data collection tool, 15 open-ended questions were asked in order to obtain in-depth information about the level of teachers' immunity. Dörnyei (2003) argues that, the best items are those that "include phrases and sentences that have indeed been said by real informants" (p.52). In line with this argument, the open-ended questions (Appendix C) adapted from Hiver's (2016) study were used as the second tool of the study.

2.5. Data Analysis

To answer the first two research questions, the collected quantitative data were analysed with the help of Statistical Package for Social Sciences software (SPSS). All data collected in the first phase were quantifiable because they were coded with numerical values. Based on the quantifiable data, the descriptive measures of the study were highlighted, and the mean scores and standard deviations were calculated in order to define the demographic information of the study. In addition, in order to see the equality of multiple covariance matrices, Box's M test was applied. Box's M statistic results indicated that the covariance matrices were equal (Box's M = 63.521, F = .955, $p = .570 > .05$). As a result, we could conduct the MANOVA test. Consequently, Multivariate Analysis of Variance (MANOVA) was performed to investigate if a possible statistical difference between demographic variables and EFL teacher immunity existed. Using MANOVA, the relationship between one independent variable and multiple dependent variables were investigated (Büyüköztürk, 2020).

The data gathered through the open-ended questions (Appendix C) constituted answers to the last research question. As for the open-ended questions, a set of questions adopted from Hiver's (2016) study were discussed and revised with the researcher's thesis advisor in order to ensure the relevance and validity of the items by making them more concise. A thematic analysis was conducted for analysing the answers to the open-ended questions. In order to analyse the dense text data and make sense of them (Creswell, 2014), Atlas.ti software program was used for categories and coding. To enhance the reliability of the study's results, coding and categorizing procedures were followed appropriately (Gibbs, 2007). In this regard, Elliott (2018) claims that the most pragmatic researchers use both a priori codes and the ones emerging during the analysis of a project. Therefore, while identifying the code categories, we adopted a hybrid approach (Saldaña, 2021) of coding: we used both the emerged codes (Stemler, 2000) and those already existing in the literature. To ensure the reliability of coding, I coded the text data first, then I discussed the codes and code categories with my thesis advisor and a PhD student with 12 years of teaching experience. We ultimately combined the overlapping codes, removed redundant ones, and renamed some for the sake of a clear meaning.

Finally, to ensure the ethical considerations:

1. Respect for the dignity of participants was prioritized.
2. Full consent was obtained from the participants before taking part in the both phases of the study.
3. Confidentiality of the research data and anonymity of the participants were ensured.
4. Participants were informed of their rights to withdraw from the study at any stage.
5. The necessary permissions to administer an online questionnaire and to proceed open-ended questions at the universities were taken from the institute and the related universities (see Appendix F).

3. FINDINGS

This chapter presents the results of the quantitative data collected through an online questionnaire and the qualitative data collected through answers to open-ended questions. In order to present the descriptive statistics, the quantitative data analysis was conducted using SPSS, and the analysis of the qualitative data was conducted using Atlas.ti. In addition, this chapter includes findings obtained in two phases of the study in line with the research questions. Firstly, the demographic information results are presented. Subsequently, findings of Language Teacher Immunity Questionnaire (LTIQ) are presented. Lastly, findings obtained as a result of the analysis of open-ended questions are displayed in this chapter.

Interpretation of the Quantitative Data

Descriptive Statistics: Distribution of the Teachers across the Teacher Immunity Types.

One of the aims of the study was to identify the level of immunity EFL teachers have and the distribution of the participating instructors across teacher immunity global types as well as the corroborated teacher sub-types stated in the literature review part of this study. Hiver (2016) reported on four specific profiles of language teacher immunity: immunocompromised outcome, maladaptively immunized outcome, halfway immunized outcome, and productively immunized outcome. Accordingly, we adopted Hiver's four outcomes to exhibit our language teacher immunity global types and the corroborated sub-types. In terms of mean scores, we accepted that points 0-0.99 indicate immunocompromised outcome (the Overcompensator teacher), 1-1.99 indicate maladaptively immunized outcome (the sell-out and the fossilized teacher), 2-3.99 halfway immunized outcome (the defeated teacher) and finally 4+ productively immunized outcome (the spark plug and the visionary).

Table 5 indicates mean score, standard deviation and total group mean scores of language teacher immunity questionnaire. Mean scores and standard deviation of each item are given based on the responses of the participating EFL instructors working at universities in the southern region of Turkey (N=117). Item 3 "*I have confidence in my professional ability to help students learn.*" has the highest mean score (M=5.41, SD=0.80), and Item 30 "*While teaching I regularly feel depressed.*" has the lowest mean score (M=1.91, SD=0.95). The statistical findings indicate that 117 participating instructors clustered around 3.76 mean score on the 6-point Likert scale (1=Strongly

disagree to 6=Strongly agree). Therefore, we can say that 117 participating instructors are somewhere in the mid-point of half way immunity with 3.76 average point.

Table 5.

Mean Score, Standard Deviation and Total Group Mean Scores of Language Teacher Immunity Questionnaire (LTIQ).

Subscales	Item Description	M	SD	Group Mean
Teaching Self-efficacy	1. If I really try hard, I can get through to even the most difficult or unmotivated students.	4.93	0.98	4.70
	2. When all factors are considered, I am a powerful influence on my students' success in the classroom.	5.00	0.64	
	3. I have confidence in my professional ability to help students learn.	5.41	0.80	
	4. I have enough training and experience to deal with almost any learning problem in the classroom.	4.89	1.00	
	5. I am not certain that I am making a difference in the lives of my students.	2.28	1.26	
	6. I deal effectively with the problems of my students	5.03	0.74	
	7. I feel I am positively influencing my students' lives through my teaching.	5.39	0.60	
Burnout	8. At school I feel burned out from my work.	2.65	1.4	3.12
	9. I feel that teaching is hardening me emotionally.	4.66	1.23	
	10. There are days at school when I feel vulnerable.	3.03	1.34	
	11. I am emotionally drained by teaching.	2.35	1.32	
	12. There are days when I feel insecure at school.	2.90	1.54	
Resilience	13. I can get through difficult times because I've experienced difficulty before.	4.85	1.06	3.08
	14. I hardly ever expect things to go my way at work.	2.63	1.05	
	15. I have a hard time making it through stressful events.	2.70	1.16	
	16. I tend to bounce back quickly after hard times.	2.70	1.28	
	17. It is hard for me to recover when something bad happens.	2.53	1.27	
Attitudes towards	18. I enjoy working as a teacher because it brings me pleasure.	5.01	1.00	3.28
	19. Teaching is my life and I can't imagine giving it up.	4.39	1.27	

Teaching	20. Teaching brings me very little satisfaction.	2.23	1.24	
	21. If I could choose an occupation today, I would not choose to be a teacher.	2.63	1.41	
	22. I am tempted to leave the teaching profession.	2.12	1.22	
	23. As a teacher, I prefer the familiar to the unknown.	3.91	1.32	
	24. I get impatient when there are no clear answers or solutions to my problems as a teacher.	4.40	1.18	
Openness to Change	25. I get frustrated when my work is unfamiliar and outside my comfort zone as a teacher.	3.37	1.33	3.52
	26. I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful.	3.02	1.17	
	27. The “tried and true” ways of teaching are the best.	3.80	1.30	
	28. As a teacher, I like it when things are uncertain or unpredictable.	2.61	1.28	
	29. At school or in the classroom I often feel upset.	1.94	1.16	
Classroom Affectivity	30. While teaching I regularly feel depressed.	1.91	0.95	
	31. I regularly feel inspired at school or in the classroom.	4.95	0.93	3.89
	32. Overall, I expect more good things to happen to me in the classroom than bad.	5.00	0.94	
	33. Trying my best in the classroom really pays off in the end	4.84	0.86	
	34. In my teaching I always look on the bright side of things.	4.70	0.99	
Coping	35. When problems arise at work, I accept what has happened and learn to live with it.	3.99	1.39	
	36. When I am under a lot of stress, I just avoid thinking or doing anything about the situation.	3.03	1.38	4.36
	37. When things get really stressful, I try to come up with a strategy about what to do.	5.32	0.59	
	38. When I encounter a bad situation at school, I look for something good in what is happening.	4.68	0.78	
	39. I feel that I can deal with whatever comes my way.	4.76	0.95	
Total		3.76	1.06	

Descriptive Analysis Results of LTIQ Subscales

This section presents arithmetic information (frequency, percentage, mean, and standard deviation scores) of LTIQ subscales: teaching self-efficacy, burnout, resilience, attitudes toward teaching, openness to change, classroom affectivity, and coping within Research Question 1 “*What level of immunity do EFL teachers have?*”.

Table 6.

The Descriptive Information of LTIQ Subscales.

Subscales	N	Range	Min.	Max.	Sum	Mean	s.d.
Teaching Self-efficacy	117	2.14	3.57	5.71	551.00	4.70	0.43
Coping	117	3.00	2.80	5.80	510.20	4.36	0.56
Classroom Affectivity	117	2.00	2.83	4.83	455.67	3.89	0.39
Openness to Change	117	3.00	1.83	4.83	412.17	3.52	0.59
Attitudes towards Teaching	117	3.00	2.00	5.00	383.80	3.28	0.53
Burnout	117	4.60	1.20	5.80	365.20	3.12	0.89
Resilience	117	3.00	2.00	5.00	361.20	3.08	0.63
Total						3.76	1.06

Descriptive Analysis Results of LTIQ Teaching Self-Efficacy Subscale

The first subscale exemplifies teaching self-efficacy ($M=4.70$). Teaching self-efficacy subscale received the highest mean score (4.70) among all subscales of the study. This subscale aims to explore teachers’ personal beliefs about their effectiveness to completely perform their jobs, and empowerment in their profession. Table 5 shows the questionnaire results gathered through the study. The analysed results for Item 2 “*When all factors are considered, I am a powerful influence on my students’ success in the classroom.*” show that 60.7% of the participants ($F=71$, $M=5.00$, $SD=0.64$) agreed, while only .9% of them slightly disagreed with the item ($F=1$). On the other hand, within the scope of Item 5 “*I am not certain that I am making a difference in the lives of my students.*” 41.9% of the participants disagreed and 28.2 % strongly disagreed, and only 3.4% strongly agreed with the item ($M=2.28$, $SD=1.26$). Overall, a considerable number of the participating instructors think that they are efficacious in dealing with their students’ academic achievement and making a difference in their students’ lives. Results (Appendix F) show the detailed descriptive results of the items in the *Self-efficacy* construct.

Descriptive Analysis Results of LTIQ Burnout Subscale

Burnout subscale ($M=3.12$) examines teachers' psychological erosion that results from cumulative chronic stress instructors experience in their profession. The data analysis of the burnout subscale is given in Appendix F. As shown in the table of *Burnout*, only Item 9 *"I feel that teaching is hardening me emotionally."* generated a mean score above 4 ($M=4.66$). The other four items were around and below 3. Considering Item 8 *"At school I feel burned out from my work."*, 40.2% of the participants disagreed and 21.4% of them strongly disagreed the idea of feeling burnt out at school, and 11.9% of instructors agreed or strongly agreed with it. In addition, 62.4% of the participants agreed or strongly agreed that teaching has positive contribution to teachers emotions ($N=77$). Similarly, 68.4% of the participating instructors stated that they are not emotionally drained by teaching ($N=80$). Finally, more than half of the instructors (56.4%) feel secured at school. To sum up, the data show that a good number of the participating instructors feel refreshment, but only a small number of them feel burned out in their profession. These results also indicate that some instructors can show differences in their feelings towards teaching, vulnerability, and the emotional burden of teaching profession. The detailed descriptive results regarding *Burnout* subscale are given in Appendix F.

Descriptive Analysis Results of LTIQ Resilience Subscale

The findings of the resilience subscale ($M=3.08$), which investigates teachers' capacity to bounce back from traumatic experiences in teaching and the ability to maintain productive functioning despite risks and threats specific to teaching profession, are given in Appendix F. In the scope of Item 13 *"I can get through difficult times because I've experienced difficulty before."*, majority of the respondents (89.7%, $N=105$) slightly agreed, agreed or strongly agreed (16,2 %, 45,3 %, 28,2 % respectively) with the highest mean score of 4.85. Similarly, 53% of the participating instructors disagreed with Item 17 *"It is hard for me to recover when something bad happens."*. In summary, a distinctive number of the instructors trust their experience to recover from bad times and they feel resilient to adversities. The table in Appendix F demonstrates detailed analyses of *Resilience* subscale.

Descriptive Analysis Results of LTIQ Attitudes towards Teaching Subscale

Attitudes towards Teaching subscale ($M=3.28$) of the study aims to explore EF teachers' sense of purpose, and commitment to the profession. The total group mean value of the subscale is $M=3.28$ (3: Slightly Disagree, 4: Slightly agree, 5: Agree, 6: Strongly Agree). This mean score indicates that the sample group of the study moderately agree that they enjoy teaching, teaching is an important part of their life, and they are moderately satisfied with their teaching practice. However, Item 22 "*I am tempted to leave the teaching profession.*" follows with the lowest mean score ($M=2.12$, $SD=1.22$) of the items in the group. The mean scores of this item point out that some EFL instructors who participated in the study show differences in maintaining the profession. In the light of all these findings, which demonstrate instructors' attitudes towards teaching, we can conclude that instructors moderately agree with the idea of enjoying the teaching profession and maintaining it as the profession of their life. The detailed analyses of the *Attitudes towards Teaching* subscale are given in Appendix F.

Descriptive Analysis Results of LTIQ Openness to Change Subscale

Openness to change subscale aims to explore teachers' receptivity towards change and novelty in their practice. The total mean value of this subscale is $M=3.52$ (3: Slightly Disagree, 4: Slightly Agree, 5: Agree, 6: Strongly Agree). Item 26 "*I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful.*" ($M=3.02$, $SD=1.17$), and Item 28 "*As a teacher, I like it when things are uncertain or unpredictable.*" ($M=2.61$, $SD=1.28$) have lower mean scores below the group mean score of *Openness to Change* subscale ($M=3.52$). This indicates that some instructors are tempted to continue teaching with their past implementations in teaching as they do not want to face uncertain or unpredictable incidents, so they prefer not to give up on the familiar implementations. These items indicate that teachers are unwilling to experience a change. In addition, Item 23 "*As a teacher, I prefer the familiar to the unknown.*" ($M=3.91$, $SD=1.32$), Item 24 "*I get impatient when there are no clear answers or solutions to my problems as a teacher.*" ($M=4.40$, $SD=1.18$), and Item 27 "*The tried and true ways of teaching are the best.*" ($M=3.80$, $SD=1.30$) indicate that instructors are not tempted to experience novelty in their profession; rather, they are inclined to sustain the familiar practices, respect to the clear policies, and avoid a new try in their professional life. In the light of

these findings, it can be concluded that the participating instructors are slightly open to changes. So, Appendix F demonstrates the detailed analyses of the items related to *Openness to Change* subscale.

Descriptive Analysis Results of LTIQ Classroom Affectivity Subscale

This subscale ($M=3.89$) is about teachers' positive emotional energy in the classroom. According to the results presented in Appendix F, Item 29 "*At school or in the classroom I often feel upset.*" and Item 30 "*While teaching I regularly feel depressed.*", indicate lower mean scores than 4.00 (4: Slightly Agree, 5: Agree, 6: Strongly Agree) these instructors are found to feel highly affective to the classroom considering the group mean score $M=3.89$. Item 30 has the lowest mean score ($M=1.91$, $SD=0.95$) among all 39 items of the LTIQ. Results for Item 29 and Item 30 mean that a small number of instructors feel disturbed and time to time depressed at school. Furthermore, 85.4% of participants opted for *Disagree* or *Strongly Disagree* for Item 30 ($M=1.91$, $SD=0.95$), which illustrates that EFL instructors mostly do not feel depressed at school. In addition, Item 31 "*I regularly feel inspired at school or in the classroom.*" ($M=4.95$, $SD=0.93$) and Item 32 "*Overall, I expect more good things to happen to me in the classroom than bad.*" ($M=5.00$, $SD=0.94$) indicate that instructors feel inspired in the teaching environment, and they expect positive incidents and outcomes during teaching. All in all, EFL instructors mostly feel affectional towards teaching, and they think they get their reward in return for their commitment. The results considering the descriptive analyses of *Classroom Affectivity* subscale are provided in Appendix F.

Descriptive Analysis Results of LTIQ Coping Subscale

Lastly, the coping subscale ($M=4.36$) intends to find out instructors' strategic action to remedy a situation or eliminate stress. Based on the results of the coping subscale given in Appendix F, Item 37 "*When things get really stressful, I try to come up with a strategy about what to do.*" has the highest mean score ($M=5.32$, $SD=0.59$), which depicts that even in really stressful situations, EFL teachers tend to find out a solution to overcome. Secondly, results of Item 38 "*When I encounter a bad situation at school, I look for something good in what is happening.*" ($M=4.68$, $SD=0.78$) and Item 39 "*I feel that I can deal with whatever comes my way.*" ($M=4.76$, $SD=0.95$) have a closer mean score. The results represent that instructors feel confident to

overcome the adversities and they opt for looking for something good in bad situations. However, Item 36 “*When I am under a lot of stress, I just avoid thinking or doing anything about the situation.*” (M=3.03, SD=1.38) illustrates that stress moderately affects the instructors when they are under too much effect. In the light of these findings, it can be concluded that the participating instructors mostly agree with the five items of the coping subscale (M=4.36). These results also indicate that instructors highly agree that they can cope with adversities and stressful situations at school. The findings received from the analyses are given in Appendix F.

To conclude, when analysing Table 5, it can be seen that Item 3 “*I have confidence in my professional ability to help students learn.*” has the highest mean score (M=5.41, SD=0.80), and Item 30 “*While teaching I regularly feel depressed.*”, has the lowest mean score (M=1.91, SD=0.95), which means that some instructors can show differences in language teacher immunity level. The total mean of LTIQ score indicated in Table 5 (M=3.76) illustrates that those language teacher instructors who have participated in the study have a medium level of language teacher immunity.

The Inferential Statistics of Teachers’ Immunity Levels

This chapter presents the results of the statistical analyses of the data collected through the Language Teacher Immunity Questionnaire (LTIQ). Based on the inferential statistics used to make inferences from the data, this section aims to address the Research Question 2 “*Is there a relationship between teachers’ immunity level and demographic variables: age, gender, degree, department workplace, university type, and teaching experience?*”. To determine the relationship between teacher immunity and demographic variables (age, gender, degree, department workplace, university type, and teaching experience), we used one-way MANOVA analysis since we took into account only one independent variable and multiple continuous dependent variables for the analysis.

Teachers’ Immunity Levels and Age

The results of MANOVA test was employed to see whether there is a statistical difference between the participating instructors’ age and teacher immunity. As a result, there is no statistical significance between instructors’ age and their teacher immunity levels (Wilks’ Lambda = .847 F= .726, $p>.05$). Therefore, we can say that no matter how old the instructors are, age has no impact on their immunity level.

Teachers' Immunity Levels and Gender

As shown in Table 7, the results of the MANOVA test are used to see if there is a statistical significance between the participating instructors' gender and teacher immunity. Based on participants' gender, the test revealed that female and male instructors differ in Teaching Self-Efficacy dimension (Wilks' Lambda = .045 F= 1.770, $p < .05$). To put it another way, the fact that the instructors are female or male has some impact on their immunity level, and the female instructors demonstrate relatively higher teaching self-efficacy compared to male and other instructors. Concerning other dimensions, no statistical significance was observed between male and female EFL instructors. The analysis results are given in Table 7.

Table 7.

MANOVA Results regarding Teachers' Immunity Levels Based on their Gender

Independent Variable	Dependent Variables	Gender	N	Mean	SS	Wilks' Lambda	F	p	Eta ²
Gender	Teaching Self-efficacy	Female	85	4.75					
		Male	31	4.55	1.117		.098	.051	.051
		N/A	1	5.14					
	Burnout	Female	85	3.01					
		Male	31	3.43	4.246		1.225	.068	.046
		N/A	1	2.60					
	Resilience	Female	85	3.02					
		Male	31	3.27	1.425		.181	.174	.030
		N/A	1	3.00					
	Attitudes towards Teaching	Female	85	3.23					
		Male	31	3.38	1.349	.045	2.802	.095	.041
		N/A	1	3.20					
	Openness to Change	Female	85	3.55					
		Male	31	3.43	.371		9.358	.594	.009
		N/A	1	3.33					
	Classroom Affectivity	Female	85	3.88					
		Male	31	3.92	.060		1.223	.687	.007
		N/A	1	3.16					
	Coping	Female	85	4.43					
		Male	31	4.16	1.678		.545	.072	.045
		N/A	1	4.40					

Teachers' Immunity Levels and Degree (Instructors Hold)

In order to see the relationship between instructors' academic degree and their teacher immunity level, the MANOVA test was conducted, and statistical significance was observed between degree instructors have and instructors' immunity levels (Wilks' Lambda = .003 F= 2.479, $p < .05$). Field of study differences were significant for *Openness to Change* subscale [F (9, 358), $p < .000$, partial $\eta^2 = .141$]. The detailed MANOVA results are given in Table 8.

Table 8.

MANOVA Results Regarding Teachers' Immunity Levels Based on Their Degree

Independent Variable	Dependent Variables	Degree	N	Mean	SS	Wilks' Lambda	F	p	Eta ²
Degree	Teaching efficacy	Self BA	22	4.74	.381		.098	.907	.002
		MA (or doing)	66	4.69					
		PhD(or doing)	19	4.71					
	Burnout	BA	22	3.06	.748		1.225	.298	.021
		MA (or doing)	66	3.22					
		PhD(or doing)	19	2.92					
	Resilience	BA	22	3.12	2.196		.181	.835	.003
		MA (or doing)	66	3.10					
		PhD(or doing)	19	3.02					
	Attitudes towards Teaching	BA	22	3.14	.897	.003	2.802	.065	.047
		MA (or doing)	66	3.38					
		PhD(or doing)	19	3.15					
	Openness to Change	BA	22	3.81	.581		9.358	.000	.141
		MA (or doing)	66	3.58					
		PhD(or doing)	19	3.16					
	Classroom Affectivity	BA	22	3.82	.522		1.223	.298	.021
		MA (or doing)	56	3.87					
		PhD(or doing)	19	3.98					
	Coping	BA	22	4.34	1.16		.545	.581	.009
		MA (or doing)	66	4.32					
		PhD(or doing)	19	4.45					

Aiming to see which degree creates a change, Tukey post hoc analysis was carried out, and it revealed that people with a PhD degree significantly differed from other categories based on openness to change dimension. Now that more than 80% of the participants hold an MA or PhD degree in the field, it can be pointed out that the instructors' expertise in the field determine their teacher immunity level significantly in

terms of openness to change. To conclude, encouraging the instructors to hold a higher degree in their profession, and supporting them with professional development opportunities would contribute to their immunity level. The Tukey's test results are given in Table 9.

Table 9.

The Tukey's Post-hoc Test Results Based on Degree

Dependent Variable	(I) Degree	(J) Degree	Mean Difference (I-J)	Std. Error	Sig.	95% Interval	Confidence
						Lower Bound	Upper Bound
Openness to Change	BA	MA(or doing)	.2273	.13636	.222	-.0965	.5511
		PhD(or doing)	.6439*	.15660	.000	.2721	1.0158
	MA(or doing)	BA	-.2273	.13636	.222	-.5511	.0965
		PhD(or doing)	.4167*	.12340	.003	.1236	.7097
	PhD(or doing)	BA	-.6439*	.15660	.000	-1.0158	-.2721
		MA(or doing)	-.4167*	.12340	.003	-.7097	-.1236

Teachers' Immunity Levels and Department (Instructors Work at)

As a result, the MANOVA test was conducted to test whether there is a statistical difference between instructors' department they work at and their immunity levels. The results revealed no statistical significance (Wilks' Lambda = .684 F= .685, $p > .05$). In other words, whether the instructors work at an English Language Teaching department of a Faculty of Education or at a School of Foreign Languages does not have impact on the instructors' teacher immunity level.

Teachers' Immunity Levels and University Type (Instructors Work for)

A one-way multivariate analysis of variance (MANOVA) was conducted to determine differences in field of study on teacher immunity. MANOVA results revealed significant differences among the university type, state or foundation (Wilks' Lambda = .027, F = .533, $p < .05$). Depending on the mean scores, language teacher immunity level differs in terms of whether teachers work for a state university or foundation university. The results show that teaching self-efficacy level of the foundation university EFL instructors (M=4.80) seems to be a little higher compared to the ones

working for the state universities ($M=4.55$). This difference could be a consequence of the fact that the state of collegiality, the opportunities provided, or the administrative mindset of the foundation universities is different from the ones at the state universities. Table 10 demonstrates the MANOVA test results.

Table 10.

MANOVA Results Regarding Teachers' Immunity Levels Based on Their University Type

Independent Variable	Dependent Variables	University Type	N	Mean	SS	Wilks' Lambda	F	p	Eta ²
University Type	Teaching	State	43	4.55	.695		9.602	.002	.077
	Self-efficacy	Foundation	74	4.80					
	Burnout	State	43	3.03	.482		.603	.439	.005
		Foundation	74	3.17					
	Resilience	State	43	3.20	.938		2.331	.130	.020
		Foundation	74	3.01					
	Attitudes towards Teaching	State	43	3.29	.011		.038	.846	.000
		Foundation	74	3.27		.027			
	Openness to Change	State	43	3.63	.866		2.499	.117	.021
		Foundation	74	3.45					
	Classroom Affectivity	State	43	3.82	.324		2.083	.152	.018
		Foundation	74	3.93					
	Coping	State	43	4.33	.063		.196	.659	.002
		Foundation	74	4.37					

Teachers' Immunity Levels and Total Teaching Experience

The MANOVA test was conducted to test whether the relationship between teaching experience and instructors' immunity levels was statistically significant. The results have proven that there was no statistical significance (Wilks' Lambda = .341, $F = .999$, $p > .05$). According to the demographic information of the study, 41% of the participants have experience of teaching EFL with more than 10 years ($N=48$). The rest of the participants' teaching experience is below 10 years ($N=69$). Now that this range of experience does not have impact on teacher immunity, the possible factors that determine the level of instructors' immunity level require investigation.

Qualitative Data Results

This chapter includes the analysis of the answers to the open-ended questions in accordance with the last research question: “*What are the factors that may have an impact on the level of teacher immunity?*”. In this phase, we asked 15 open-ended questions (Appendix C) to the participants who were selected in a convenience sampling approach among teachers working in the public and foundation universities. The participants for this phase were EFL teachers who had also participated in the quantitative phase of the study. As stated earlier, the answers to the questions were collected through emails with participants’ real names. In order not to be biased, I renamed the participants’ file name as P1, P2... P11 before reading their answers to the open-ended questions.

Consequently, I applied content analysis and started the coding process of the documents. Richards and Morse (2013) define coding as “the strategy that moves data from diffuse and messy text to organized ideas about what is going on” (p. 167). Data analysis was performed using Atlas.ti qualitative data analysis software to organise ideas in the texts.

As a result of the content analysis of the answers to the open-ended questions, the codes were identified, and they were categorised as a total of 10 categories. Also, this phase of the study aimed to find out the possible factors that may have impact on the participating teachers’ immunity level. So, the emerged categories were also given as the factors influencing the language teacher immunity level. These factors are listed as stated in Table 11. Also, the size of the sub-codes attributed to each category are given in Table 11.

Table 11.

Codes of the Qualitative Phase

Theme	Language Teacher Immunity	Size		Size
Code Categories	Classroom Affectivity	15	Community of Practice	8
	Openness to Change	13	Teaching Self-Efficacy	8
	Positive Attitudes towards Teaching	11	Teacher well-being	7
	Professional Development	10	Coping	6
	Personality Trait	9	Profession Choice	6

Besides the codes list, to draw a picture of the words driven from all responses of the 11 participants to the open-ended questions, the software program provided us with a visual word cloud as shown below (Figure 2). Not surprisingly, the words “*teacher*” (205 tokens) and “*students*” (125 tokens) existed to be the mostly uttered words by the participants as our study is focused on teachers, students and the classroom practices. The participants frequently pointed teacher-related issues, shared their relations with their students, and the reflection of this in the classroom. Therefore, we received the words illustrated in Figure 2.

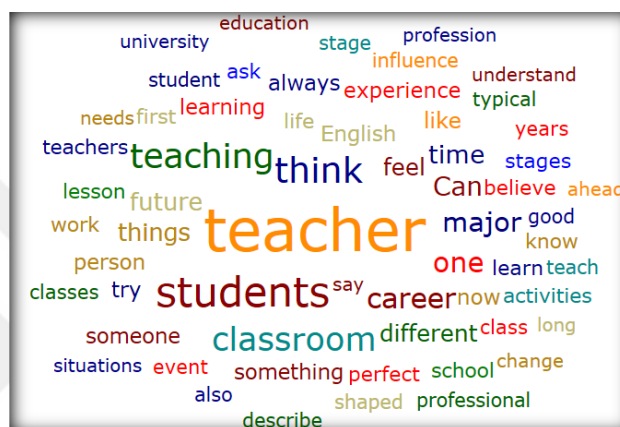


Figure 2. The Visual Word Cloud Driven from Whole Qualitative Data.

Results Related with Classroom Affectivity

The term *classroom affectivity* can be defined as the conscious emotion, attitudes and values that occur in reaction to an idea or experience in educational environment (Garrett & Young, 2009). Also, it can be classified in two main categories: professional teacher affect, which refers to the emotions and values presented by the teacher; and student affect, which refers to the ones projected by teacher and acquired by learners in learning environment. In line with this, some respondents' answers showed that even though teaching is a tiring process for teachers, the classroom is a place to get recharged. This state indicates the positive classroom perception of teachers. For example, *P1* finds the classroom as a place where teacher gets recharged and accepts it as the source of motivation.

P1: I enjoy organizational aspects such as the preparation of lesson plans, the preparation of classroom activities...at the end of the day, I enjoy going to my classroom, it's energizing me, I'm mentally and emotionally pretty exhausted, but that's okay with me.

In addition, Garrett and Young (2009) stress that *affect* is the core motive of the language classrooms. They discuss the focus in foreign language learning has been on the development of knowledge and use of the target language, but the significance of affect and emotion is disregarded. Therefore, we can conclude that they imply that teachers must use the appropriate teaching techniques to foster language learning motivation, and develop positive attitudes of students towards language. *P6* and *P7* can be given as good advocate of this approach.

P7: I definitely begin my lessons with the check of my students' well-being. This check may require me to forget about the lesson for a while and focus on my students' motivation level. Also, laughter is a key component of my lessons. I always try to make them smile, or even burst into laughter, in order to provide them with a comfortable and an appropriate environment to learn better.

P6: I usually try to open my students and make them feel comfortable in my class to be able to participate.

Similarly, responses from *P2* and *P3* show that teachers have an undeniable role in fostering motivation process: they are the ice-breakers, creators of a safe and comfortable environment for students to produce language.

P2: A joke that comes in the moment when they feel unsecured makes them feel relaxed and sends a message to their minds, 'in fact, there is no situation to be anxious, stressful, everyone here is like me and I'm not behind them'. This feeling makes the student feel confident at that moment, eliminating language learning anxiety and even speaking anxiety.

P3: I believe a perfect classroom is the environment in which students feel comfortable while learning something new, they enjoy taking part in the activities and they are well-aware of their responsibilities and duties.

Hiver (2016) claims that to complement teachers' effectiveness, they have an openness to change, indicating that even though they are confident L2 practitioners, they are on the lookout for new ideas and learning. *P7* demonstrated a quite similar effectiveness through self-awareness, and *P2* is aware that teachers can learn from their students when they mind their perspectives. This approach indicates that they are productively immunized.

P7: I am an effective "motivation provider" who manages his students' perceptions of what is good and what is bad, and what they can't do and what they should do.

P2: *We have to look at the student's perspective and learn something from them. They are a very fast evolving generation and they may even have subjects to teach us.*

In line with Hiver's (2016) findings, instructors position themselves as a part of the solution collaborating with their colleagues in the case of problems. So, teachers stated that they are ready to embrace the challenges of the profession. To them, challenges mean an opportunity to change positively. The more responsibility they shoulder, the more productively immunized they become. P3, P5 and P8 shared similar ideas in this point.

P5: *I promised myself that I would never give up working hard.*

P3: *Taking responsibility gave a valuable chance to show my real abilities and vision.*

P8: *I had some classes because of which I wanted to resign and give up being a teacher. I felt that I could not deal with students who were really problems for me and their friends. They were making everything difficult and preventing me to teach. In time, I learned how to deal with them by applying different strategies to those naughty students.*

Hiver (2016) outlined four main stages of the self-organization process (Lewi, 2005) teachers experience, including *triggering*, *linking*, *realignment* and *stabilization* stages, and he found that the teachers passing through these four stages are immunised. In line with this, the qualitative results regarding *Classroom Affectivity* category revealed that the instructors demonstrate the *Visionary Archetype* (see Table 2) of teacher immunity through these four stages. Therefore, it can be concluded from the quotations related to *Classroom Affectivity* that classroom perception of teachers, their struggle to establish a comfortable and productive classroom through effective teaching practices, challenging the difficulties and learning from challenges and students appear to be the factors contributing to teachers' productive immunity level.

Results Related with Openness to Change

Hiver (2016) defined teachers' *openness to change* as their "receptivity towards change and novelty in their practice, teachers' capacity for dealing with ambiguity, flexibility and willingness to accept novelty, and attitudes towards risk-taking" (p. 152). Considering this definition in the literature, the data analysis of the qualitative part revealed that while seeking for a change, willingness to novelty, and embracing the challenge notions are associated with each other. Denying change contradicts the idea of

embracing the challenge and willingness to change, and teaching as the way you were taught contradicts self-improvement. The data related with this category also revealed that the majority of teachers demonstrated clear openness to change. They seem to be aware of the need to deal with new complexities and changes, watch out for novelty, and they are alert to apply new ideas in their practice because of their capacity, flexibility and risk-taking attitudes. For instance, *P3* accepts online teaching as a contemporary complexity, and is open to adapt to this modern need without any fear.

P3: Well, through experience and communication with the stakeholders, we will always change. I hope I will not be afraid of changing for a better future. I believe we will make use of online platforms more than we did in the past.

As stated earlier in the methodology part of the study, the data for the study was collected during Covid-19 pandemic period. Therefore, the immediate major stressor, i.e. Covid-19 pandemic had negatively affected teacher motivation and wellbeing, which caused an immediate transition from face-to-face education to online or remote teaching. This source of stress heightened psychological stress of teachers (MacIntyre et al., 2020), and forced teachers to change. Accordingly, the following extraction from *P7* revealed how this process led the teacher to an immediate necessary change.

P7: “I will get directed into more online and/or flipped learning in the future. It was a good chance to start it during Covid-19, and I believe my teaching career will sooner or later evolve into this new stage”.

It can be clearly seen that the need to change is accepted as “a chance to start”. This shows how open to change they are, and it suggests that *openness to change* can be seen as a factor influencing language teacher immunity positively.

Similarly, another participant (*P8*) shared similar opinions with *P7*, who stressed readiness to change.

P8: I think I need to be more engaged to distance learning process. In the future, technology and digital world will play a great role in teaching process as it has been doing for few years.

In addition, two participants, *P9* and *P10*, stated similar opinions. For example, *P9* used to adopt a fixed and presumably ideal teaching approach. However, the real life experiences in teaching showed that real teaching life is different from the ideal one. Therefore, *P9* sought for an equilibrium without resisting to change. *P10* demonstrated a similar openness to change. They both pointed out their awareness to change, and flexibility in their practice.

P9: *When I started teaching, I used to consider only what is ideal and try to implement it in every circumstance. However, as time passed, I have realized that there is a huge gap between ideal and reality, and it is better to find a compromise between the two.*

P10: *I was not as confident, practical and autonomous as I am now. I was more cautious and prejudged.*

Furthermore, reflection played a role in being open to change through self-criticism and self-improvement. One of the participants define this change as follows:

P5: *I participated two training programs, which helped me learn reflection and its importance in a teacher's life. Before these trainings on reflection, I severely and cruelly criticized myself thinking that that was how it should be. However, reflection requires praise in itself as well as criticism and after internalizing this fact, I felt better.*

Finally, most of the participants demonstrated willingness to novelty, as a sub-category of *openness to change*, and they stressed the importance of keeping up-to-date.

P2: *The secret to having long-term success is to follow trends and be open to development. It is very important to be an educator who will not lag behind the millennium.*

P9: *I like to share new things, I do not want to repeat the same things again and again.*

P11: *In my opinion, a teacher should be a lifelong learner, so he or she can keep up with the innovations.*

As these quotations illustrate, no participants denied change nor indicated any unwillingness to change. On the contrary, the data revealed that they were aware of the need to change when necessary, and they sought for a change in their professional life or in their classroom practices. This state of openness can be accepted as the indication of productive immunity.

Results Related with Positive Attitudes towards Teaching

As a component of LTI, this category is about teachers' sense of purpose and their commitment to the profession in terms of teachers' organisational attitudes, their professional attitudes to teaching profession, and the dedication to their students (Hiver, 2016). *Attitudes towards teaching* includes teachers' dedication to their students (Dannetta, 2002), and teachers' commitment to the teaching profession, which refers to their devotion, as a psychological attachment, for their occupation (Somech & Bogler,

2002). Accordingly, the answers to the open-ended questions illustrated that teachers' love and interest of teaching indicated their positive attitudes towards teaching. For instance, participants *P1*, *P2*, *P4*, and *P11* uttered their positive attitudes and internal factors of choosing teaching as their profession in very similar sentences.

P1: I love my job and I am happy with the decision I made.

P2: I have never regretted studying this department and doing this job.

P4: I have always had interest on languages and enjoyed teaching, particularly teaching English.

P11: I have always been interested in English and wanted to turn this interest into a profession.

In addition, it seems that although some teachers were not planning to be a teacher at first, their love and interest of languages directed them to choose teaching profession.

P9: Actually, I wasn't planning to be a teacher. I like learning languages and interest in different languages and cultures has steered me towards teaching department.

Also, as depicted by *P7*, efforts to bring real life into the classroom can be pointed out as an indication of positive attitudes towards teaching.

P7: I regard my classroom as a part of real life, so I always try to be in the classroom as I am in my real life. This brings sincerity to the classroom.

Furthermore, as a professional self-concept, teacher immunity plays an important role on teachers' motivation and effectiveness in the classroom. At this point, instructors *P1* and *P7* showed positive attitudes through effectiveness and motivation in teaching as a teacher.

P1: I want to see myself in classrooms where I feel as efficient and helpful as possible.

P7: I would call it "nobody cares what you teach unless you motivate them... My students made me feel that motivation is the key to become a perfect teacher. Since the very moment I realized this, I have not only shared my knowledge with them but motivated them about learning English. This stage makes me feel that "Now, I can say I am a real teacher".

Besides, considering responses of *P3*, *P4* and *P10*, getting positive feedback and job satisfaction appeared to be another indicator of the positive attitudes towards teaching. This state of teachers can be accepted as a factor that has influence on teachers' immunity level.

P3: *When I see that they can produce something, I feel satisfied (job satisfaction) and excited for the upcoming activities. It motivates me.*

P4: *I think getting positive feedback from my students has always been the major event at different stages of my life which actually makes me think that I have chosen the right profession.*

P10: *I was so happy and I thought that I was in the right way when I was told by some of my students that they took me as a model.*

Furthermore, teacher identity also appears to have a contributing effect on the factor of attitudes towards teaching.

P1: *As a teacher, I believe I am someone who can always find the strength to continue, be polite, true to her words, accepting truth and own mistakes, sensitive and able to build healthy personal distances.*

Finally, respondents' overall answers indicated that when teachers create a comfortable and productive classroom atmosphere, student participation to the lessons increases. In addition, the fact that teachers teach effectively, which is also related to teacher-self-efficacy, and get positive feedback from their students about classroom practices, it is clear that this state contributes to job satisfaction. Also, data revealed association between, teacher identity and being a proactive teacher, who can foresee the possible threats and take necessary action.

In summary, considering participant instructors' professional attitudes to teaching profession and students, they demonstrated positive attitudes towards teaching which can be accepted as an indicator of high level teacher immunity.

Results Related with Personality Trait

Data related with *Personality Trait* category illustrated that being a proactive teacher appeared to be associated with teacher identity. Proactive teachers get prepared for the possible undesired incidents, can foresee the possible threats, and decide on the classroom practices accordingly. When participants were asked about their characteristics as a teacher and about the key things describing them, their answers were mostly similar to each other. They frequently stressed the importance of patience, dedication and touching students' life, which indicates that their positive personality traits help them be productively immunised. For instance, P1, P7 and P8 stress that patience is the prominent trait of a teacher.

P1: *I think a teacher should be absolutely, absolutely patient. I can say that since I started this profession, I have definitely felt this.*

P7: *I am patient while waiting for my students to build up a step-by-step understanding of English.*

P8: *I think that the most important characteristic is being patient and know how to deal with something.*

Besides, P3, P5 and P6 describe a teacher's personality trait with adjectives like patience, caring, kindness, knowledgeable, dedicated, adaptive, lifelong learner, initiator and responsible.

P3: *Considering my personal traits and passion for touching people's lives, I believe being a teacher is the best thing I can do. Teachers should have the ability to develop relationships with their students, patient, caring, and kind personality, knowledge of learners, dedication to teaching, engaging students in learning, being adaptable and strong communicators, showing empathy and being lifelong learners, etc.*

P5: *There are some teachers who do the job because s/he is paid and there are others who believe they are making a difference. I always try to do my best, hoping that might create a ripple effect.*

P6: *I think teaching is to put effort to what you are responsible for, I always try to give this message; if it's your job, then do it without any excuse.*

While some participant teachers, such as P1 and P11, believe that flexibility is the key thing describing their characteristic as a teacher, some others, such as P6 and P9 think that being strict and disciplined is required for drawing students' attention.

P1: *Students can work on their particular goals and lesson objectives. The classroom environment or class culture should be present so that students will not force themselves to do things in the most perfect way. This is where the creation of a simple set of rules to be followed falls in the same direction... Flexibility should also be an element of an efficient classroom environment.*

P11: *I believe that as time passes and I get more experienced, I can be more flexible on certain topics in the future.*

P6: *I think I may need to be more disciplined and stricter to get students' full attention.*

P9: *In my ideal classroom, students listen to the teacher silently and do not try to oppose to anything contradicting with their established opinions.*

Additionally, P1 reported positive impressions related to teacher identity. It can be concluded that the stated positive teacher characteristics contribute to teacher's productive teacher immunity.

P1: As a teacher, I believe I am someone who can always find the strength to continue, be polite, true to her words, accepting truth and own mistakes, sensitive and able to building healthy personal distances.

Results Related with Teaching Self-Efficacy

The analysed data revealed *Teaching Self-Efficacy* as another factor that may have influence on instructors' immunity level. Tschannen-Moran et al. (1998) define teachers' self-efficacy as teacher beliefs regarding their ability to teach, manage classroom behaviour, and motivate students to learn better. Similarly, in this context, teaching self-efficacy refers to teacher beliefs regarding the abilities they need for teaching performance. Connected to our context, Hiver and Dörnyei (2016) argued that teacher immunity is constructed by teacher self-efficacy. Additionally, in terms of source of teacher motivation in the classroom, teachers' self-efficacy beliefs are important sources for their motivation. Referring back to the literature more, Day et al. (2007) proposed the *sustaining commitment* as one of the factors that help teachers' capacities to be effective, including good leadership, supportive colleagues and personal support from family. In addition, Fessler (1992) acclaimed that teachers, in *induction* phase, become familiar with themselves, and they are more aware of their strengths and weaknesses in any career change. In *Competency building* phase, teachers search for PD opportunities with the aim of skill development. When teachers experience the *enthusiasm and growth* phase, they enjoy their job, possess high level of competence, and feel intrinsically motivated. To this end, the data driven from the answers to the open-ended questions revealed the participant instructors' responses support Fessler's career cycle model and arguments of Day et al. (2007). For example, respondent P1 stated the capacity and aimed to be effective in their teaching practices as follows:

P1: I want to see myself in classrooms where I feel as efficient and helpful as possible.

Similarly, when they were asked to write about one major event in their career, P7's response showed how effective teaching and efficient teaching skills can influence a learner, and how the teacher feels positive in return.

P7: It was four or five years ago. I met one of my students at the campus. She was then in her third grade in the department. To my surprise, she could still remember her

days at the prep school where I was teaching English her. She listed a lot of positive points that she thought helped her a lot. All these points were about the way I taught, motivated, and communicated with my students.

Additionally, P9 expressed the desire to go beyond the classroom borders, which can be interpreted as self-efficacy belief exists as an important source for teacher motivation.

P9: I think my teaching will become more like lecturing on a specific topic to wider audience independent of classroom borders.

Tschannen-Moran et al. (1998) accept self-efficacy as one of the dimensions of empowerment. In line with this, it can be said that *P1* feels empowered, namely, efficacious.

P1: I believe I am someone who can always find the strength to continue.

Hiver adopted Lewi's psychological model (2005) as the self-organisation model. In this model, the *linking stage* is one of the stages of the self-organization process teachers experience. Like ripples caused by a pebble thrown into the still water, during *linking stage*, a perturbation triggers the system, and individuals come up with a new strategy or a coping mechanism. In line with the literature, some respondents reported a similar low level of self-efficacy in the linking stage of their career, but teaching practice they had conducted in years made them more efficacious and immunized. *P3*, *P10* and *P11* highlight this as follows:

P3: The first phase (of my teaching experience) would be the first year in my career in which I spent most of my time to get used to the situations in an educational setting such as communication with colleagues, management, parents and students, trying to find the most suitable method for teaching, and feeling a bit nervous in terms of my identity as a teacher.

P10: The first stage is when I was teaching in School of Foreign Languages for 5 years. I was teaching English to young adults, and those years helped me shape myself as a teacher. I learned how to become a professional there. Those years helped me learn professional ethics, realize my weaknesses and strengths as a person and a teacher.

P11: First year, it was the most challenging year in my life. I was younger than other teachers. For this reason, many students tried to test my knowledge and experience... My students liked to question my knowledge due to my young age. That's why I always took a look at the topics I was going to teach, before the lesson... Now, it is like a habit

to me. No matter what, I always check the topics, activities on the book, and look for additional activities. It affected me and my teaching positively.

Finally, being a proactive and efficacious teacher is accompanied by effectiveness in classroom applications because they foresee the possible problems and feel confident about the teaching practice. In this regard, Bandura (2006) asserts that self-efficacious teachers are proactive and resourceful, willing to reshape the classroom with innovative teaching and learning methods. P7 wrote about this situation as follows:

P7: I can foresee possible problems in the lesson, so I can take necessary precautions...I believe I am not the best teacher in the world, but one who can teach most effectively in the way my students can easily grasp.

To sum up, the recent study conducted by Pavlović & Pavlović (2020) suggests that teachers with a higher level of self-efficacy generally demonstrate more job satisfaction. In line with this, it can be seen that the participant instructors demonstrated a high level of self-efficacy. So we can conclude that teaching self-efficacy has a positive impact on teacher immunity.

Results Related with Teacher Well-being

Considering teacher wellbeing within teacher motivation context, it can be concluded that ability of EFL teachers is characterised by teacher wellbeing. The higher teachers enjoy wellbeing, the better they can put their ability to teach into practice. Similarly, Mercer and Gregersen (2020) advocate that what makes teacher wellbeing so important is that if teachers are mentally and physically healthy, it appears to be easier to cope with the regular challenges of teaching language. The data analysis of the answers to the open-ended questions revealed that teachers' emotions are associated with their stress management techniques and skills. Also, students were put forth to be the source of teachers' both positive motivation and the cause of negative motivation. Research by Kızıltepe (2008) reported students as the primary source of positive motivation and demotivation for university teachers. In line with Kızıltepe's findings, demotivating students seem to be a part of teachers' emotion construction. The final relation illustrates the contradiction between students as the source of motivation and the ones as the source of demotivation for teachers.

Although the types of stressors would vary in different settings, the commonly accepted adversities affecting teacher wellbeing were listed in the literature review part of the study as heavy workload, undesired relationships with colleagues, disciplinary

issues, low salary, student, parent and managerial expectations and finally lack of teaching sources (Day et al., 2007). Rather than stressing the adversities, Butler and Kern (2016) define well-being as not simply the absence of negative function, but rather they suggest that wellbeing is the presence of positive affect, happiness, social connection, trust, and wellness. In such a way as suggested by Butler and Kern, in our study, none of the participant instructors uttered low salary, parents or lack of teaching resources as the stressors, but rather they pointed to the positivity. For example, *P1* points out the benefits, the job security, the opportunities teaching provides as well as the satisfactory income.

P1: I enjoy organizational aspects such as the preparation of lesson plans, the preparation of classroom activities, etc. It sometimes puts me under pressure, but it also challenges me in ways I never thought I would be challenged.

P1 also points out the benefits, the job security, the opportunities teaching provides as well as the satisfactory income.

P1: "Becoming a teacher provides great benefits, job security and stability, the opportunity to work with people from diverse backgrounds, and a somewhat satisfactory salary."

Some teachers may enjoy the organisational aspect of teaching although it evokes pressure and challenge, and brings adversities. Commonly accepted adversities effecting teacher wellbeing were listed as heavy workload, undesired relationships with colleagues, and managerial expectations. *P5* seems experienced those adversities and they resulted in empowerment and realization.

P5: Sometimes you may get frustrated with your students, with the administration or with your workload... One of my colleagues has told me that I should work this hard because we were earning the same amount of money. This experience with him made me realize there are some teachers who do the job because s/he is paid and there are others who believe they are making a difference.

King et al. (2020) liken teachers' emotional experiences to a rollercoaster. As they claim, teachers feel joy, or enthusiasm; frustration, boredom, or anger, which shape their professional identities and classroom practices. Therefore, language teachers may feel like they are on a psychological rollercoaster going up and down among school and private life issues, and this state may influence their personal and professional wellbeing. Having multiple equivalent choices in the private and professional life also may result in feeling of overchoice. One of the participant instructors *P1* does not let the

state of choice overloaded and negative emotional experiences, which are stated by King et al., effect the tacher's classroom practices and the overall state of wellness.

P1: *To be honest, I wouldn't like my career to overwhelm my life by overchoice. I want to see myself in classrooms where I feel as efficient and helpful as possible.*

In addition, P3 states the wellness evoked as a result of students' academic production. Namely, the more students produce, the more motivated teachers feel.

P3: *Each lesson involving their invaluable products is memorable for me. When I see that they can produce something, I feel satisfied (job satisfaction) and excited for the upcoming activities. It motivates me.*

Furthermore, wellbeing cannot be described as simply the opposite of stress as it includes not just positive emotions (Seligman, 2011), it also includes negative emotions (Kızıltepe, 2008). Therefore, while students appeared to be the source of motivation for P2, P4 and P6, they were reported to be source of demotivation for P8. That is, by some means, students appeared to have effect on teachers' wellbeing.

P2: *I had a class which motivated me so much that when I gave an assignment, the whole class was doing their homework consciously without exception. (...) We continued our education with the motivation of what I can give and teach more, school lessons as well as what knowledge and skills I can teach to those students.*

P4: *At the end of the term, my students in my online class wrote their feelings on a paper and showed them to me at the same time which was a very emotional moment for me.*

P6: *It was like two years ago and I had a pre-int 1 class. The communication between students and students, and teacher and students was amazing there. Everybody was happy to be in the class and the lessons were quite fun. After some certain classes, I was feeling recharged in that class.*

P8: *When I was teaching in a high school, I had some classes because of which I wanted to resign and give up being a teacher. I felt that I could not deal with students who were really problems for me and their friends. They were making everything difficult and preventing me to teach. In time, I learned how to deal with them by applying different strategies to those naughty students.*

Participant teachers' responses about wellbeing indicate that the majority of the participant teachers had mostly positive emotions, they felt empowered in the classroom, demonstrated job satisfacton, were good at stress management, and finally accepted students as the source of motivation or demotivation although demotivation

was represented by only one instructors who managed to deal with it in time. As it can be seen, all these points contribute to teachers' wellbeing, and teacher wellbeing exists as a significant factor that has influence on teacher immunity level.

Results Related with Coping

For MacIntyre et al. (2020), "Coping is the process of responding to a stressor using one or more available techniques or strategies" (p. 2). They implied that research should not assume that stress, coping, and wellbeing are simply opposites, they claimed that successful coping strategies contribute to overall teacher wellbeing. The overall coping-related data revealed that stress management, namely coping, is associated with teacher emotions, effective decision making, techniques to overcome the adversities and embracing the challenges when faced. In our study, when teachers were asked about their ways to deal with stressful situations in their profession, effective decision-making and stress management skills were reported by P2, P5 and P7 as the ways to cope up with adversities.

P7: I guess the secret to survive such situations is effective decision making. With these effective decisions teachers are able to manage the problematic processes.

P2: When faced with a difficult situation, a wrong decision has the potential to bring different wrong decisions and results. Therefore, making decisions in favor of students and educators is an important issue, considering every possible situation.

P5: When there is a stressful situation at work – either inside or outside the classroom – I do not react immediately. I try to take time if I have a chance. Also, if the situation allows me to get support from my colleagues, I almost always exchange ideas with the colleagues whom I trust and who have high common sense.

Similarly, coping appeared to be a factor of fostering language teacher immunity through sustaining positivity and being optimistic to stand against adversities.

P5: Sometimes you may get frustrated with your students, with the administration or with your workload, but if you know deep inside you are born to teach, keep going. Some good will find you.

P9: In my opinion, it is important to stay calm and not lose temper in every situation, that is a difficult skill, and easy to say but as teachers we have to be patient and try to figure out the underlying reasons for the stressful situation.

In addition, without taking the adversities personal, P11 approaches to stressful situations and adversities in a more professional way.

P11: *“I never take things personally in my working environment. This is my secret to be satisfied as a teacher. In this way, I cope up with issues smoothly and forget sad situations promptly.”*

Data also showed that teachers are demotivated because of students, and the uttered demotivation exists as the property of teachers' emotions. In addition, positive or negative emotions are associated with teachers' way of stress management. Overcoming the adversities in the profession and teachers' decision making strategies are also associated with stress management. In addition, the relation between overcoming the adversities and embracing the challenge appeared to be the components of coping strategies.

In brief, the data related to coping factor suggest that the way instructors make decisions, embrace challenges in teaching, manage their emotions while overcoming the adversities and the stress management techniques of teachers contribute to their productive immunity level.

Results Related with Profession Choice

The second factor *Profession Choice* emerged as a factor indicating a high-level of immunity. L2 teacher motivation, which can be accepted as one of the sources of teacher immunity, is shaped by the discussions questioning what motivates individuals to be a teacher. The source motivation to be a teacher varies. So, individuals mainly chose this profession intrinsically and/or extrinsically. What extrinsically leads teachers to choose the profession can be inspiration by an excellent teacher they met in their learning journey. Accordingly, the participating teachers stated internal and external factors influencing teacher immunity level. They reported their own teachers as the external factor leading them to choose this profession. To exemplify this, P6, P8 and P9 address a great teacher to be the source of motivation to decide to be a teacher and sustain this profession.

P6: *I had a teacher at university, a woman from Croatia, and I can say that she was an amazing person and academician. Apart from her success and reputation in her field, she was so friendly, social, disciplined and angry when necessary. She was the latest person who had an influence on me.*

P8: *I had a professor at the university who influenced me a lot in my career with his help and knowledge. He was so dedicated to his job and became a role model for me to go on my academic career.*

P9: *I feel myself quite lucky because I have met great teachers so far. I do not think it will be appropriate to talk about one specific person but in my opinion, if God wants to help you, he includes great teachers in your life in one way or the other.*

Dörnyei and Ushioda (2011) highlighted two dimensions of teacher motivation; the motivation to teach and the motivation to sustain the profession. In line with this, P1 reported the internal motivation to choose this job and the passion for sustaining it.

P1: *I believe being a teacher is the best thing I can do...I hope I will continue to do my profession with the excitement of the first day and give education to my students with this desire.*

Also, individuals choose to be a teacher for the altruistic nature of teaching, which is their passion and dedication to learners and to the profession and the feeling of responsibility to the community they live in (Richardson & Watt, 2014). P3 advocates this idea as follows.

P3: *I guess being a teacher means being the source of inspiration and motivation. Teaching, touching students' hearts, helping them out when they need help, guiding them, and feeding them with the knowledge they need are quite important points.*

Besides, they enter this profession as they are confident with their language learning and teaching aptitude. Accordingly, the following extraction from P1 shows how their interest and aptitude shapes teachers' choice and immunity level. For example, P1 finds teaching as a field to fulfil the language skills.

P1: *At the end of my high school years, I had different goals, but I always wanted to get a profession in a field where I could use my interests and skills with languages.*

In brief, the majority of the teachers stated that their teaching-related emotions, that is the external and internal factors such as their teachers, language aptitude and the desire to make a positive impact on the society they live in directed their choice to be a teacher. Therefore, it can be concluded that these reasons to choose teaching profession contribute to their immunity level.

By asking open-ended question 12: *“Do you participate in professional development activities? If yes, what kind? How often? Were they fruitful? If no, why not?”*, question 14: *“If I ask you to think or project ahead into the future, what are some major stages you see in your future career?”*, and question 15: *“Thinking ahead, how do you think you will change in the future as a teacher?”*, we wanted to investigate participants' beliefs about professional development, and its possible impact on language teacher immunity. As a result, we could collect data related to the views and opinions of the

participating teachers, we had chance to understand the rationale behind their perceptions, and we got a more holistic impression of language teachers on teacher immunity phenomena. Ultimately, two categories emerged as a result of analysis of the answers to the open-ended questions: *Community of Practice*, and *Professional Development*.

Results Related with Community of Practice

Community of Practice was termed by Wenger (2002) to identify “groups of people who share a concern, a set of problems, or a passion, about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (p.4). When the participants were asked about how they think they will change in the future, the majority of them expressed positive projection on being a community. They commented that they will change for the better through collaboration, investment in teaching profession, taking the responsibility of self-development for a better classroom practice despite obstacles in the profession. In line with this, Yoğun’s (2020) study revealed that PD initiatives boost collaboration and collegiality among the staff. Similarly, referring to the career cycle model, Fessler (1992) argues that teachers search for PD opportunities in the *competency building* phase with the aim of skill development. According to Fessler, teachers experience the *enthusiasm and growth* phase in their career, they exhibit job satisfaction, possess high level of competence, and feel intrinsically motivated. This positivity impacts the climate of the school community.

In line with the research (Fessler, 1992; Yoğun, 2020), in our context, there was a sense of collegiality, exchange of ideas and willingness to novelty amongst respondents when they shared their thought about their future career as a teacher. For example, P3 stressed the importance of teamwork, and believed the change as a contemporary requirement. P3 also seems determined to contribute to other teachers in the community.

P3: *Well, through experience and communication with the stakeholders, we will always change. I hope I will not be afraid of changing for a better future. I believe we will make use of online platforms more than we did in the past... I will also go on investing on teachers’ professional development process.*

P3 also stressed the importance of taking responsibility and its reflection on the colleagues and students. This participant feels honoured to shoulder the responsibility to help the the stakeholders in the community.

Considering the importance of the responsibility I shoulder, I feel quite honored as I have a chance to help not only my students but also my colleagues. Since that time I have been trying to enhance my colleagues' professional development processes with the intent of maximizing my students' academic progress.

Similarly, P5 and P8 give importance to the collaboration in teaching not only by getting support from other team members, but also by helping them be better educators, and to overcome the adversities in teaching.

P5: If the situation allows me to get support from my colleagues, I almost always exchange ideas with the colleagues whom I trust and who have high common sense. What we are doing is not a one-person job – it requires teamwork; either with the students or the instructors or with the other members of the administration.... I hope I will keep on evolving and learning. Maybe, I will help my colleagues as they help me to become a better teacher and trainer.

P8: I have the idea that the workplace and colleagues contribute to you a lot about coping with difficult situations.

To conclude, the collaboration and being the member of a community among the staff boost classroom practices, and enhance teachers' teaching abilities, which results in classroom effectiveness (Yoğun, 2020), job satisfaction, intrinsic motivation and collegiality (Fessler, 1992). Therefore, it can be concluded that the notion of community of practice has positive impact on teachers' immunity.

Results Related with Professional Development

Finally, when instructors were asked “*Do you participate in professional development activities? If yes, what kind? How often? Were they fruitful? If no, why not?*”, most of the participants stated that they do participate in PD activities in a varied frequency. The overall response to this question was mostly positive. They stated that they participate in PD activities very often and make most of them. They also stated that they were somehow engaged in PD activities. However, they did not display career stability (Fessler, 1992) because they stated they feel intrinsically imperative to engage in teacher development activities.

The data driven from the answers to the open-ended questions emerged that if institutions invest in teacher development, teachers will do more research thanks to the expertise they get. Subsequently, doing research will result in production of academic works, which will lead to teachers' contribution to the society, and teachers' future

career development. Furthermore, the codes relations showed that participation to professional development activities is associated with teachers' desire to learn more, and a result of self-improvement, which is associated with being a lifelong learner.

Freeman, (2020) defined teachers' professional development (PD) as "the opportunities and activities available for individual teachers" (p. 13). In addition, Eraldemir-Tuyan (2019) and Yoğun (2020) concluded in their studies that when teachers are fostered, provided with professional development opportunities, and experience the enthusiasm and growth in their career cycle (Fessler, 1992), they feel more intrinsically motivated, and it triggers teachers to be motivated in the long-term personal and professional growth. In line with this, *P1*, *P2*, *P4*, *P5*, and *P8* reported that they participate in the provided professional development activities very often, and some of them shared their desire to seek for more. For example, *P1* participated in institutional PD activities, but they were not all fruitful. Alternatively, *P1* preferred to make use of the PD activities held out of the institution.

P1: I have participated in institutional PD activities and workshops, however I must say not all of them were fruitful for me. The activities I attended did not have much of an impact, as most of them were compulsory and most of them were about topics I already knew. That's why I participate in MOOCs, watch online conferences, join webinars and certificate programs whenever I have the opportunity.

Similarly, *P2*, *P4*, *P5*, and *P8* stated that they participated in PD activities as much as time allowed, and they believe these activities were fruitful for their development.

P2: Of course I attend trainings and workshops. I wish I could have more time, I could participate in more, or if I had the opportunity to upload all the down-loads and up-to-date trainings to my brain, like a hard disk (laughing).

P4: I try to join them as much as possible particularly to follow new developments on language teaching.

P5: I frequently do participate in such activities. The frequency may depend on the nature of the activity. However, I can say that every year, I join a professional development activity either online or face-to-face – I can say I have more than 20 certificates.

P8: I participated in many different professional development activities about teaching about different skills, classroom management and assessment of teaching process. They were all fruitful and efficient for my development.

As stated earlier, the data were collected during lockdown because of the Covid-19 pandemic. Therefore, the answers of the participants also included that they took the advantage of curfew whenever time allowed although online teaching brought psychological burdens on teachers' shoulders, and university teachers have exhibited various levels of psychological distress and challenges during pandemic (Akour et al., 2020).

P6: Especially during the pandemic period, I participated a number online seminars and workshops, some of them were good and some were not.

P11: It became easier to have an access to professional development trainings since it is the pandemic period. I often participate in online trainings. Most of the time, I attend trainings related to online education. It contributed me a lot.

P3: I take part in the professional development activities when I have time. Generally, because of the pandemic, I try to take advantage of online seminars or conferences. Additionally, I read lots of articles and books to enhance my own learning.

P9: I used to join a lot but since I am a teacher trainer, I try to develop myself through reading.

When teachers invest in their professional growth, they feel better equipped and more willing to participate in professional development activities (Bosson & Eken, 2017). So, it can be concluded that participation to trainings, reading to enhance personal learning as a way of engaging in the PD activities even in challenging periods have positive impact on teacher immunity.

Additionally, lifelong learning and teacher development notions are intertwined. Teachers, consciously or not, continue learning and growing along with their career (Bosson & Eken, 2017). When teachers were asked to write about the major stages they see in their future career and how they think they will change as a teacher in the future, we received the following responses. They, as lifelong learners, desire to learn more, they want to participate in actual PD initiatives to update and improve themselves, and they are willing to produce more academic works that may contribute to the field and society.

P2: In the future, I want to focus a little bit on the research dimension of education...The research dimension is a concept that lies both before and after the education progress. Examining this in detail will gain different perspectives.

P3: I hope and believe that I will be writing articles and books to make a great contribution to the field.

P7: *I guess my passion is to be a teacher trainer in the future. I have 13 years of “learning” experience right now, and I desire to have “more learning” experience... I will get directed into more online and/or flipped learning in the future. It was a good chance to start it during Covid-19, and I believe my teaching career will sooner or later evolve into this new stage.*

P10: *I will complete my PhD study and work to be better... I think I have to keep up with the times, try to understand people, not stop learning and improving myself.*

P11: *I want to improve myself academically. I am currently writing my master's thesis. Then I plan to start my PhD right away. I also have article and project ideas. I want to bring them to life.*

In brief, as long as instructors are supported through professional development facilities, even maladaptively immunised teachers may turn into productively immunised ones. Therefore, it can be concluded that participation to PD activities has an impact on teacher immunity considering the participant instructors demonstrate a possible increase in motivation, and they sustain sense of wonder and enthusiasm to go beyond the boundaries of routinized teacher responsibilities (Ordem, 2017).

4. DISCUSSION AND CONCLUSION

Introduction

In this part of the study, I will discuss and draw conclusions from the findings that I presented in the previous chapter in reference to the research questions that I formulated to guide the study. Consequently, I will touch upon the limitations and suggestions for further research.

Overview of the Study

This study set out to find out the psychological immunity level of Turkish EFL instructors and the factors that may impact their productive or maladaptive psychological immunity. Therefore, the study intended to identify the relationship between instructors' teacher immunity and the affecting variables (i.e. age, gender, degree, department workplace, university type, and teaching experience).

Within the stated aims of the study in reference to the research questions, this study was conducted in two stages. Employing a mixed-method research design, we first included the Language Teacher Immunity Questionnaire (LTIQ) application for the quantitative phase. The adopted scale was developed by Hiver (2016) to measure LTI. It consisted of 39 items under 7 factors with a 6-point scale (strongly disagree=1 to strongly agree=6). Second, for internal validity, we calculated the Cronbach's Alpha coefficient for LTIQ, and we found the result to be .70. The questionnaire was designed in two sections. The first section of it was about collecting data related to participants' demographic information. The second section enabled to identify the factors related to language teacher immunity and the perceptions of the instructors in terms of professional teacher development. In this first phase, the quantitative data were collected using a web-based survey tool, Google Forms. The participants of the study were English language instructors at public (n=43) and foundation (n=74) universities located in the southern part of Turkey. We contacted 117 instructors in total.

As for the qualitative phase, 15 open-ended questions adopted from Hiver's (2016) study were asked to the conveniently selected 11 instructors who participated in the first phase of the study. The research was conducted in the Fall and Spring terms of 2020-21 academic year. For both phases, the participants were selected among teachers working at English Language Preparation Schools and English Language Teaching departments of the conveniently selected universities. In the following section, information related to

the immunity level of the participants, the descriptive statistical findings, the relationship between teachers' immunity level and demographic variables, and the factors that impact teacher immunity will be discussed in reference to the research questions.

Research Question 1: What level of immunity do EFL teachers have?

This research question of the study aimed to identify what level of immunity EFL teachers have and to detect the distribution of the participating instructors across teacher immunity global types as well as the corroborated teacher sub-types (Hiver, 2016). As stated earlier, Hiver's Language Teacher Immunity Questionnaire (LTIQ) was administered to find answers to the Research Questions 1 and 2. The questionnaire data were analysed descriptively by the help of Statistical Package for Social Sciences Software (SPSS). The results show that Item 3 "*I have confidence in my professional ability to help students learn*" has the highest mean score, and Item 30 "*While teaching I regularly feel depressed*" has the lowest mean score. These mean scores shows that instructors demonstrate a positive, effective, and active teacher profile. This can be a result of their motivation to choose teaching profession, the working conditions in their current institutions, or their engagement in professional development activities, which enhances their motivation to sustain and avoids the depressive situations in teaching. This positive state of instructors is significant because well-educated, motivated, resilient and refreshed instructors contribute to personal success and to the student success which is the ultimate aim of all teaching facilities. These results might also contribute to the literature through stressing the importance of teacher education during pre-service and in-service teacher education. Teacher trainers, experts and decision-makers might be encouraged to invest in teacher education and consider teachers' professional and emotional needs more. As specified by Hiver, we accepted four profiles of language teacher immunity. Therefore, we concluded that the participants of our study were somewhere in the end-point of halfway immunity with a 3.76 average point. Compared to Saydam's (2019) study, which was conducted in a very similar context but through a different research design, we received the mean score at a lower level. Despite that, our finding supports Saydam's study that was calculated with an average point of 4.7. Saydam interpreted the results such that the instructors in her study were somewhere between the end point of halfway immunity and the starting point of productive immunity. Contrary to our findings, the findings of another study, which was

conducted as a case study with one teacher by Ordem (2017), revealed that “the teacher showed maladaptive behaviours with low motivation” (p. 1).

Furthermore, the arithmetic information (frequency, percentage, mean, and standard deviation scores) of LTIQ subscales (teaching self-efficacy, burnout, resilience, attitudes toward teaching, openness to change, classroom affectivity, and coping) provided more detailed information related to the answer to the Research Question 1 “*What level of immunity do EFL teachers have?*”. The first subscale, *Teaching Self-efficacy*, aimed to explore teachers’ personal beliefs about their effectiveness to perform teaching profession. The results showed that a considerable number of the participant instructors think they are efficacious in dealing with their students’ academic achievement and making a difference in their students’ lives. It can be concluded that the higher the teaching performance turns into accomplishment, the higher sense of efficacy teachers get. In order to foster mastery experience, internally or externally provided professional development opportunities play a significant role. In line with this, school-embedded professional development activities have been reported to have a more significant influence on teachers’ self-efficacy (Organisation for Economic Co-operation and Development [OECD], 2016). Therefore, the professional development events require more focus for the sake of instructors’ self-efficacy because language aptitude and effective teaching skills boost self-efficacy, therefore, teachers provide students with a more qualitative teaching service. Secondly, *Burnout* subscale intended to examine teachers’ psychological erosion that results from cumulative chronic stress that they experience in their profession. The data showed that a good number of the instructors feel refreshment, but only a small number of them feel burned out in their profession. This overall positive result might be a result of the fact that instructors are working places are surrounded with collegiality and professional development events, which is believed to avoid the state of burnout. The results also indicated that some instructors feel differently considering their feelings towards teaching, vulnerability, and the emotional burden of teaching profession. In addition, *Resilience* subscale investigated instructors’ capacity to bounce back from traumatic experiences in teaching. A distinctive number of the instructors indicated that they trust their experience to recover from bad times and they feel resilient to adversities. This might be a result of the adverse nature of teaching because teachers seem to have been experiencing various adversities in the last few decades. Additionally, *Attitudes towards Teaching* subscale of the study aimed to explore

EFL teachers' sense of purpose, and commitment to the profession. Through the findings regarding this subscale we concluded that instructors moderately agree with the idea of enjoying the teaching profession and maintaining it as the profession of their life. Also, *Openness to Change* subscale investigated teachers' receptivity towards change and novelty in their teaching practice. This subscale revealed that while some instructors are tempted to continue teaching with their past implementations in teaching as they do not want to face uncertain or unpredictable incidents, most of them reported that they were highly open to changes in their profession. So, we concluded that the participant instructors are moderately open to changes. The following subscale, *Classroom Affectivity*, is about teachers' positive emotional energy in the classroom. Data revealed that instructors feel highly affective to the classroom. Instructors reported that they mostly do not feel depressed at school. Contrarily, they feel inspired in the teaching environment, whereas some instructors feel disturbed and sometimes depressed at school. In brief, EFL instructors were found to feel mostly affectional towards teaching practice, and they think they get their reward in return for their commitment. And lastly, *Coping* subscale explored instructors' strategic actions to repair a situation or eradicate stress. The results depicted that EFL instructors confidently look after a solution to overcome even in really stressful situations. On the other hand, *Coping* subscale illustrated that stress may have impact on instructors when they are under too much effect of it. Therefore, we concluded from the mean scores that instructors can cope up with adversities and stressful situations at school.

All in all, including all subscales, the total mean score of LTIQ showed that the participant EFL instructors demonstrated a medium level of language teacher immunity, which may mean that although EFL instructors' immunity level is not demonstrated at a low level, it still can be moved to a higher level through some refinements within the institutions, and psychological or professional reinforcement, which is believed to contribute to instructors' immunity level. Through this support, instructors might feel more efficacious, demonstrate more positive attitudes towards teaching, be more open to possible sudden changes in the profession, feel more affective, and develop more effective coping strategies in adversities.

Research Question 2: Is there a relationship between teachers' immunity level and demographic variables: age, gender, degree, department workplace, university type, and teaching experience?"

It was revealed through statistical analysis that gender, degree and the university type variables seem to have an impact on the language teacher immunity level, while age, departments instructors work at and their total teaching experience has no impact.

The analysis of MANOVA illustrate that there is no statistical significance between instructors' age and their teacher immunity levels. This is in line with Saydam's (2019) findings. In her study, she found that "age does not affect teachers' immunity levels overall". In conclusion, age cannot be seen as a variable that has impact on language teacher immunity.

In addition to age, MANOVA results regarding teachers' immunity levels based on their gender show a statistical difference between gender and instructors' teacher immunity levels. This result is highlighted by *p* values of *Teaching Self-efficacy* ($p=0.51$), *Burnout* ($p=0.68$) and *Coping* ($p=0.72$) variables. Details of the results show that female EFL instructors feel more efficacious in teaching, more refreshment, and have more developed coping skills compared to male EFL instructors. Therefore, it can be concluded that the level of immunity may differ depending on the gender. We are unable to compare or contrast our results with the ones in the literature because of a lack of research on this point.

Considering the academic degree that instructors hold, results revealed a statistically significant difference between degree instructors have and their immunity levels. The results contradict the findings of the study by Saydam (2019) who found no overall impact of degree on teacher immunity. Given that certain contexts display specific results, this relationship may be triggering for scholars to look for the details and the factors, and for institutions to be initiative to provide PD facilities and career development opportunities for their instructors. Also, initiatives and encouragements regarding career development seems crucial as the higher instructors have a degree, the more they are open to changes, which is significant in the dynamic nature of teaching profession.

In our study, the participant teachers were instructors working at English Language Teaching (ELT) department and the ones working at School of Foreign Languages (SFL) of the selected universities. As for instructors' immunity levels and department they work at, we found no statistical significance. In other words, the fact that they work

at ELT or SFL has no impact on their language teacher immunity level. This may indicate that instructors working at ELT and SFL departments shoulder similar responsibilities, conduct teaching facility with similar student profile. Our results agree with Saydam's (2019) findings. She also found no significant difference between the instructors working at Department of Modern languages and the ones working at Department of Basic English at Middle East Technical University. Analysis of different departments may provide the researchers with different results.

The present study attempted to investigate language teacher immunity perspective of ELF teachers who work at foundation and public universities in Turkey. Referring back to the literature, the studies conducted by Kızıltepe (2008) and Mercer (2020) have revealed the difference between the wellbeing of teachers working in the foundation universities and of the ones working in the public universities. They suggested that teacher motivation is positively or negatively affected by the materialistic factors (i.e. institutional, personal, financial factors), by mental factors (i.e. teacher psychology, emotions and wellbeing), or other factors specific to the profession. Similarly, the MANOVA test results of our study revealed that the difference between the means are statistically significant. As it can be seen in Table 9, instructors working at foundation universities seem to feel more efficacious. This difference might have a relation to the student profile, physical conditions and opportunities of the university, working conditions, financial factors, or collegiality.

Furthermore, the study collected data related to the teaching experience of the participants. No statically significant difference between teaching experience and instructors' immunity levels was identified by the results of the MANOVA test conducted to test whether the relationship is significant. This result is in line with Saydam's (2019) findings. Saydam found that only the self-efficacy dimension of immunity seemed to be affected by years of experience.

To conclude, persistence of motivation and assuring productive immunity all along with their career can be quite challenging for teachers because the relationship among the components of language teaching is complex and dynamic (Larsen-freeman, 2015). However, motivated teachers are able to persist the instructional efforts, go for professional development facilities, show leadership motives and are satisfied with their career although teaching includes complex and psychologically demanding work. Also, the classroom effectiveness is characterized by the premise of whether a teacher is motivated by intrinsic values or extrinsic ones. The more motivated the teachers are in

the classroom, the more efficiently they shape their students' perceptions and behaviours as they feel enthusiastic for teaching and are more autonomous (Little, 1995). Therefore, a rapid decline in self-efficacy and career satisfaction is experienced by the novice teachers, most of whom own an idealistic motivational character (Yılmaz, 2004). This relation again endorses the reality that teaching is a cognitive activity that reflects the facilitator (teacher) and the audience (students). If teaching is metaphorically a scene, teachers (actors) could influence their audience's (students) sense of self to get more effective outcomes in their social situation (classroom) as long as teachers persist motivation, and are productively immunised.

To draw attention to the relationship between language teacher immunity and preference of being teachers, intrinsic and extrinsic factors seem equally play roles. They choose to be a teacher intrinsically Ayçiçek and Toraman (2020) because they desire to meet professional and emotional needs and interests, realize the personal growth and fulfil intellectually. Also, they enter this profession as they are confident with their language learning and teaching aptitude. On the other hand, extrinsic motives like social status attributed to teaching and language teachers, job security and material opportunities drive individuals to enter the language teacher profession (Richardson & Watt, 2014).

The classroom dynamics, the school atmosphere can also influence L2 teacher motivation. If the teachers find themselves in a class with students who are eager to learn, willing to speak, have high-level language aptitude and if they are a member of a school where colleagues and management demonstrate supportive and friendly relationships, language teachers will have high-level of motivation to carry on the preferred profession. If the story is just the opposite and the occupational expectations mismatch the service delivered by teachers, it will lead language teachers to feel demotivated. In both cases teachers develop productive immunity to overcome the mismatch. All in all, the multifaceted, complex, dynamic and transitive qualities of teacher motivation and teacher immunity require to be boosted and refreshed in time by individual instructors and by all other professional development service providers.

Research Question 3: What are the factors that may have an impact on the level of teacher immunity?

The last aim of this study was to find out the possible factors that may have an impact on the participant instructors' psychological immunity level. To this end, in the

second phase of the study, we asked 15 open-ended questions (Appendix C) to the participants who were selected in a convenience sampling approach among teachers working in the public and foundation universities. The participants for this phase were EFL teachers who had also participated in the quantitative phase of the study. As a result of the content analysis of the answers to the open-ended questions, the codes were identified. They were listed as a total of 10 categories: Instructors' *Positive Attitudes towards Teaching*, their *Openness to Change*, the motivation of *Profession Choice*, instructors' *Personality Trait*, *Classroom Affectivity*, their participation in *Professional Development*, being a member of *Community of Practice*, the state of instructors' *Teacher well-being*, practical *Coping* skills, and *Teaching Self-Efficacy*. Therefore, those ten factors are accepted to be the factors that may have an impact on instructors' language teacher immunity level.

The analysis of data in this phase revealed that instructors demonstrated overall positive attitudes towards teaching. They reported that they loved and were interested in teaching English. This state was defined to be the motivating factor to choose this profession. They also demonstrated positive attitudes through effectiveness in their classroom practices, motivation, and job satisfaction in teaching as a teacher. In line with our findings, Pavlović & Pavlović (2020) claimed that teachers with a higher level of self-efficacy generally demonstrate more job satisfaction. In addition, the participants of this study reported that classroom is a place to get recharged no matter how tiring the teaching process for the practitioners is. For instructors, challenges meant the opportunity to change positively, and they developed ways to deal with stressful situations in their profession thanks to effective decision making and stress management skills. Therefore, it is vital for teachers to develop effective teaching and coping skills in order to be able to deal with the adversities of teaching profession, and enhance teacher motivation.

In addition, the data related to coping factor suggest that the way instructors make decisions, embrace challenges in teaching, manage their emotions while overcoming the adversities, and the stress management techniques of teachers contribute to their productive immunity level. Moreover, the quantitative data illustrate that stress affects the instructors' coping skills negatively when they are under too much stress, but it also strengthens their capacity to deal with the adversities. Language teachers experience unique challenges, including teachers' doubts about language aptitude, dealing with learners' emotional anxiety, managing mixed level learners in the

same classroom, concerns related to teachers' selves, identities and beliefs, and hazardous working conditions (MacIntyre et al. 2020). Therefore, learning to cope with stress successfully, and developing coping strategies in language teaching would contribute to developing teachers' sense of well-being, and classroom affectivity, and what makes teacher well-being so important is that if teachers are mentally and physically healthy, it appears to be easier to cope with the regular challenges of teaching language.

Regarding the state of openness to change, the qualitative results contradict the quantitative ones. The quantitative data indicated that instructors are tempted to continue teaching with their past teaching habits as they do not want to face uncertain or unpredictable incidents, which leads them to prefer the tried and familiar implementations. The quantitative data also showed that instructors resist experiencing novelty in their profession; rather, they are inclined to sustain the familiar practices, respect to the clearly stated policies. In short, they demonstrated that a weak openness to changes. Similarly, in a study conducted by Haseli et al. (2018) in Iranian context, all participants demonstrated low openness to change. The researcher commented this level of reluctance to be natural in Iranian context. Contrary to these findings, the qualitative data showed that no participants denied change in our study nor indicated any unwillingness to change. The qualitative data suggest that teachers' capacity for dealing with ambiguity, flexibility and willingness to accept novelty, and attitudes towards risk-taking demonstrated clear openness to change, and the instructors pointed out their awareness to change, and flexibility in their practice by stressing the importance of keeping up-to-date. This state of openness to change seems to be another factor contributing to their teacher immunity. While trying to be more open to changes may position instructors as vulnerable individuals to the adversities of the profession because the role of the teacher and the status of teaching as a discipline have changed significantly in recent years (Graham & Phelps, 2003). As Nias (1996) argues, this change has positioned teachers as self-sacrificing characters on the scene, the ones who give up their personal identities, and invest their personal identities in their jobs. She also argues that many teachers do not draw a clear boundary between their personal and professional lives; thus when societal, financial or political shifts are experienced, teachers produce a feeling of loss.

Openness to change is significant because Dikilitaş and Yaylı (2018) found in one of their action research studies that "self-reflection and self-evaluation become evident when teachers feel a need to change, and develop their classroom practices" (p. 418).

Also, the personality traits of the instructors in terms of patience, dedication and touching students' life, indicated their positive personality traits, which depicts the impact of teacher qualities on productive immunity.

Finally, we investigated participants' beliefs about professional development, and the possible impact of PD on language teacher immunity. As a result, the analysis of the responses to the related open-ended questions emerged two categories: *Community of Practice*, and *Professional Development*. Referring back to the literature, Dikilitaş and Yaylı (2018) found that participation in teacher development programs allows teachers to evaluate themselves as teachers, and revisit their professional identities. A more recent study conducted by Goktepe and Kunt (2020) supports this as "exposure to the actual classroom and a community of teachers is key for teacher professional identity development." (p. 13). Stressing the importance of being a part of a community of practice, they also claim that imagined community plays roles in the development of teacher professional identity. Revisiting the respondents of our study, they commented that they would change for the better through collaboration, collegiality, investment in teaching profession, and taking the responsibility of self-development for a better classroom practice despite obstacles in the face of teaching profession. In our context, a sense of collegiality, exchange of ideas and willingness to novelty amongst respondents can be seen in their shared thoughts about their future career as teachers. Therefore, it can be concluded that the notions of *Community of Practice* and *Professional Development* have a positive impact on teachers' immunity considering the overall positive responses of the participants. Community of Practice is also significant because as stated in a recent study conducted by Goktepe and Kunt (2020), "exposure to the actual classroom and a community of teachers is key for teacher professional identity development. Imagined community and individual identity both play roles in the development of teacher professional identity." (p. 13).

Furthermore, every school is a learning organisation sustaining professional development applications for their teachers through external support or through in-service initiatives. A good example of learning organisation requires motivated teachers for producing professional knowledge, teachers who are provided with opportunities to participate in novelty actively, institutional skills and mechanisms validating

innovation, and all other stakeholders are responsible for the establishment of change: school administrative team, teachers themselves, and the school environment including parents are in a position to lead the change, support and enhance the change. All these stakeholders play a significant role in teachers' openness to change.

The reciprocal relationship between effective teachers and effective school programs is undeniable. Teachers benefit from the professional development opportunities provided, and in turn school can learn from effective teachers' experiences to step further.

In brief, it can be concluded that participation to trainings, pursuing to be a lifelong learner even in challenging periods, and collegiality in academic life have positive impact on teacher immunity.

Implications of the Study

The findings of this study revealed that language teacher immunity of the instructors is at a medium level. Recently coined by Hiver and Dörnyei (2015), language teacher immunity refers to “a robust armoring system that emerges in response to high-intensity threats and allows teachers to maintain professional equilibrium and instructional effectiveness” (Hiver, 2017, p. 669). In order to empower this armoring system, language teachers can be reinforced by internally or externally provided professional development activities during pre-service education of the prospective teachers (Boran, 2020), and by school-embedded professional development opportunities such as mentor-mentee or peer-coaching (Yoğun, 2020) initiatives within a CPD framework throughout in-service process. These PD initiatives and a sense of community (Şahinkarakaş, Ş. & Tokoz-Göktepe, F., 2018) would go hand in hand. As a result of creating a community of practice, teacher motivation, namely teacher immunity, can be enhanced. Furthermore, through a developed teacher immunity, language teachers will also be able to cope with instructional and managerial challenges and minimize their level of vulnerability to threats in their profession. To this end, to ensure a protective shield against burnout, low motivation and unanticipated changes, school authorities at universities, and all educational stakeholders should feel responsible for avoiding the sources of stress, burnout, and low motivation, so that teachers will feel more resilient and productively immunized.

Classroom affectivity emerged as another factor contributing to teacher immunity. In line with our findings, Garrett and Young (2009) advocate that *affect* is the core motive

of the language classrooms, so they suggest that classroom affect and emotions should be the primary focus. It is implied that teachers must use the appropriate motivating teaching techniques and develop coping strategies against adversities. Instructors should also be provided with opportunities to develop their language teaching skills because teaching self-efficacy can be a major source of teacher motivation. Therefore, enhanced teacher motivation, and teacher commitment are worth extra reinforcement for a positive classroom affectivity. If teachers have deep and varied emotions, what teachers need to do is to manage their emotions. They are suggested to form their identity and emotions within certain school arrangements considering student and administrative expectations and working conditions. Being professional and evaluating happenings objectively require teachers to leave their emotions outside the classroom in line with the identity shift approach. Also, teacher wellbeing includes both positive emotions (Seligman, 2011) and negative emotions (Kızıltepe (2008)). If students are the source of motivation for some teachers, and they are the source of demotivation for others, the professional and emotional support by administration, colleagues and all other stakeholders is invaluable to have teachers equipped with effective teaching skills. Therefore, teachers' physical, emotional, mental or intellectual, and spiritual well-being needs (Seligman, 2011) should be ensured.

Besides, openness to change factor showed that all other stakeholders are responsible for the establishment of change: school administrative team, teachers themselves, and the school environment. Therefore, all these stakeholders play a significant role in teachers' openness to change.

Also, as Foucault (1983) suggests, researchers should study teachers in their classrooms because teachers form identities in the classroom through emotional engagement. Besides, investment in professional development facilities requires to be highlighted; the more teachers invest in their personal development, the more they are likely to emerge their sense of personal and professional identity.

To sum up, if teacher immunity is manifested through motivated behaviour, English language teachers should be motivated to develop positive attitudes towards teaching, be equipped with productive personality traits and teaching skills to feel efficacious in teaching, and produce successful coping strategies. They should also be encouraged to be open to changes through professional development opportunities and create a community of practice in their teaching environment or they can prefer to be a part of an existing community. Finally, it is clear that language teaching has a complex and

dynamic system (Larsen-Freeman, 2012, 2015; McDonough, 2007). Therefore, we should highlight that teachers' academic, psychological, and personal needs are blended and they change over time. To fulfil these complex and dynamic needs, and raise awareness of 21st century learning and innovation skills (OECD, 2009), professional development or training opportunities for teachers need to be increased, and teachers' psychological, emotional; academic and societal needs should be taken into account during pre-service and in-service practices.

Limitations

Price and Murnan, (2004) define the limitations of a study as the “characteristics of design or methodology that impacted or influenced the interpretation of the findings from your research” (p. 66). It should be acknowledged that a few limitations may influence the results of this mixed-method research. Firstly, the sampling of respondents is one of the main limitations of our research. The target population is limited to EFL instructors from public and foundation universities located in the southern part of Turkey. Although the data has been recruited from a quite good number of participants in total (n=117), the number of participants in each group is not balanced, which may be a drawback. As the number of universities and participants is limited to one part of the county, the generalizability of the findings is not high. It could be done with more EFL instructors from diverse universities located in the other parts of the country to provide high generalizability.

Second limitation can be the period of data collection. The data collection period, both for the quantitative and qualitative phases, of the research coincided with the Covid-19 pandemic period. The participants were already busy with the requirements of the transformation of teaching in Covid-19 pandemic period. The distant communication may have affected the time the attendees spared for detailed answers. Also, this was a time when they were going through a psychologically intensive period (Akour et al., 2020). So, rather than reflecting on their overall thoughts, they might have been influenced by the intensity of the period while responding. This state can be seen as another shortcoming.

A final limitation to the study may be the scale and open-ended questions opted for the research. The Language Teacher Immunity Questionnaire is a newly-developed scale by Hiver (2016), and it has been used as a data collection tool in a limited number of studies so far. This study is predicted to be one of them that has used the selected

scale with some fine tuning. So, both the scale and the open-ended questions could be used as data collection tools in more studies.

Further Research

This study investigated the psychological immunity level of Turkish EFL instructors working at SFL and ELT departments of public and foundation universities located in one region of the country. The study also explored the possible factors that may have an impact on the participant instructors' psychological immunity level. To the researcher's knowledge, the studies on language teacher immunity have so far been done only in a few countries such as South Korea, Iran, and Turkey. Similar studies in different contexts can be done in different countries to provide the literature with diverse data on language teacher immunity.

Moreover, future studies can include primary, secondary or high school EFL teachers to receive a more general picture. As stated earlier, this study is limited to EFL teachers in Turkey. An online questionnaire conducted with all EFL or L2 teachers worldwide may provide a broader picture.

Finally, it is also possible to investigate the immunity of teachers from other subjects like maths history and all others. Reviewing the literature, it is obvious that few studies have investigated language teacher immunity. Therefore, this novel concept needs more investigation for a deeper understanding, which will help teachers, teacher trainer, decision-makers and educational system administrative managers initiate implementations that will contribute to teachers' overall productive psychological immunity.

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APPENDICES

Appendix A: Ethic Committee of Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Zekeriya DURMAZ
ÖĞRENCİ NO	20198009
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020/ 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizce Öğretmenlerinin Öğretmen Bağımsızlığı Üzerine bir Çalışma: Mesleki Gelişim Önündeki Zorluklar Ve Fırsatlar
TEZİN AMACI	Bu çalışmanın amacı, İngilizce dil öğretmenlerinin öğretmenlik bağımsızlığına ilişkin bakış açısını incelemek ve kariyerlerinde karşılaşılabilecekleri zorluklar ve fırsatlara mesleki gelişim açısından ışık tutmaktır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın amacına ulaşmak için birden çok veri toplama yöntemi kullanılması planlanmaktadır. Bu nedenle iki aşamalı bir araştırma yapılacaktır: Çalışmanın ilk aşamanın nicel bir çalışma olması planlanmaktadır. Bu aşamada Türkiye'nin Güneydoğu Anadolu ve Akdeniz Bölgelerinde belirlenen üniversitelerdeki İngiliz Dili Eğitimi bölümlerinde ve Yabancı Diller Yüksekokullarında görev yapan öğretim görevlilerine 39 maddelik 6'lı Likert tipi bir ölçek uygulanarak araştırma için veri toplanacaktır. İkinci, nitel, aşamada ise uygun bir örneklem yaklaşımıyla katılımcılarla mülakat yapılması planlanmaktadır. Araştırmada bir mülakat aşaması ile araştırmaya dair derinlemesine veri sağlanması hedeflenmektedir. Elde edilecek veri, nicel aşamanın bulgularını destekler nitelikte olabilir veya bunlarla çelişebilir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Türkiye Cumhuriyeti Yükseköğretim Kurulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Hasan Kalyoncu Üniversitesi, Havaalanı Yolu Üzeri 8. km. Şahinbey / GAZİANTEP, Çağ Üniversitesi, Arıklı, Karayolu Üzeri, Adana - Mersin Otoyolu, 33800 Tarsus/Mersin, Gaziantep Üniversitesi: Üniversite Bulvarı 27310 Şehitkamil – Gaziantep, Hatay Mustafa Kemal Üniversitesi, Tayfur Sökmen Kampüsü (31060) Alahan-Antakya/HATAY, Mersin Üniversitesi, Çiftlikköy Kampüsü, 33343, Yenişehir / MERSİN
YAPILMAK İSTENEN ÇALIŞMANIN İZİN	Türkiye Cumhuriyeti Yüksek Öğretim Kurumuna bağlı belirlenen devlet ve vakıf üniversitelerindeki Eğitim fakültelerinde ve aynı üniversitelerin Yabancı Diller

ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Yüksekokulları, Hazırlık Okulları, Dil Okulları birimlerinde görev yapan İngiliz Dili Eğitimi öğretim görevlileri bu çalışmanın evrenini oluşturacaktır
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1) İngilizce Öğretmeni Bağışıklık Ölçeği/Language Teacher Immunity Scale 2) İngilizce Öğretmeni Bağışıklık Anketi
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Ek-1 (4) Sayfa; İngilizce Öğretmeni Bağışıklık Ölçeği. 2) Ek-2 (3) Sayfa; İngilizce Öğretmeni Bağışıklık Anketi. 3) Ek-3 (2) Sayfa; Anket Kullanma İzni

ÖĞRENCİNİN ADI - SOYADI: Zekeriya DURMAZ		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 28/ 11/ 2020		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu eğitim faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı - Soyadı: Semiha KAHYALAR GÜRSOY	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Dr.Öğr.Üyesi	Unvanı:	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e- posta ile alınmıştır	
/ / 20	/ / 20	/ / 20	/ / 20	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Prof. Dr. Yücel ERTEKİN (Yerine Dr. Öğr. Üyesi Sami DOĞRU)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tefrik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır		
/ / 20	/ / 20	/ / 20	/ / 20	/ / 20
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 28 / 11/ 2020 - 25 / 01/ 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE				
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

Appendix B: Language Teacher Immunity Questionnaire (LTIQ)

LANGUAGE TEACHER IMMUNITY QUESTIONNAIRE

Dear colleague,

Thank you for taking part in my MA dissertation study. The purpose of the study is to explore language teachers' immunity level, their ability to overcome the adversities they are faced with at work and to shed light on the challenges and opportunities they may face in their career in terms of professional development.

Your answers will be kept completely anonymous and strictly confidential and will be used only for research purposes. If you decide you would prefer not to participate in this survey, you are free to withdraw at any stage.

The questionnaire consists 39 items. It will take approximately 10 minutes to complete it. There are no right or wrong answers, so please be kind to give truthful and straightforward answers in order to get accurate results. If you have any questions or comments about this questionnaire, you can contact the researcher Zekeriya Durmaz.

Your contributions are greatly appreciated.

Değerli meslektaşım,

Yüksek Lisans tez çalışmamda yer aldığınız için teşekkür ederim. Bu çalışmanın amacı, İngilizce dil öğretmenlerinin dil öğretmeni bağışıklığına ilişkin bakış açısını incelemek ve kariyerlerinde karşılaşılabilecekleri zorluklar ve fırsatlara mesleki gelişim açısından ışık tutmaktır.

Cevaplarınız tamamen isimsiz ve gizli tutulacak ve sadece araştırma amacıyla kullanılacaktır. Bu ankete katılmamayı tercih ettiğiniz herhangi bir aşamada çekilmekte özgürsünüz.

Bu anket 39 maddeden oluşmaktadır. Doğru veya yanlış cevap yoktur. Cevaplarınızı içtenlikle vermeniz çalışmanın güvenilir sonuçlar vermesi açısından önemlidir. Bu anket ile ilgili herhangi bir sorunuz veya yorumunuz olduğu takdirde, araştırmacı Öğr. Gör. Zekeriya Durmaz ile iletişime geçebilirsiniz.

Zaman ayırdığınız ve desteğiniz için teşekkür ederim.

PART I

Please provide the following demographic information for analysis purposes.

Age: 21-30 31-40 41-50 51-60 more than 60

Gender: ☐ Female ☐ Male ☐ N/A

Degree: ☐ BA ☐ MA ☐ PhD

Your department:

University Type: ☐ State University ☐ Foundation University

How long have you been teaching in an English medium instruction (EMI) context?

Less than a year 1-3 4-6 7-10 more than 10

Total teaching hours a week:

Extra work load : ☐ Yes ☐ No

How often do you participate in Professional Development activities (seminars, conferences, trainings etc.):

☐ Often ☐ Sometimes ☐ Rarely ☐ Never

10	When things get really stressful, I try to come up with a strategy about what to do. İşler gerçekten stresli ve zor olmaya başladığında ne yapmam gerektiği konusunda bazı stratejiler geliştirmeye çalışırım.	1 2 3 4 5 6
11	At school or in the classroom I often feel upset. Okulda veya sınıfta kendimi sıklıkla mutsuz hissedirim.	1 2 3 4 5 6
12	I am emotionally drained by teaching. Duygusal olarak öğretmenlikten soğudum.	1 2 3 4 5 6
13	Overall, I expect more good things to happen to me in the classroom than bad. Genel olarak, sınıfta başıma kötü şeylerden çok iyi şeylerin gelmesini beklerim.	1 2 3 4 5 6
14	Teaching brings me very little satisfaction. Öğretmenlik bana çok az doyum/memnuniyet veriyor.	1 2 3 4 5 6
15	There are days when I feel insecure at school. Bazı günler okulda kendimi güvende hissetmiyorum.	1 2 3 4 5 6
16	If I really try hard, I can get through to even the most difficult or unmotivated students. Eğer gerçekten uğraşırsam, en zor ve motivasyonu en düşük öğrenci ile bile baş edebilirim.	1 2 3 4 5 6
17	I am tempted to leave the teaching profession. Öğretmenlik mesleğini bırakma eğilimindeyim.	1 2 3 4 5 6
18	While teaching I regularly feel depressed. Dersteysen genelde kendimi bunalmış hissedirim.	1 2 3 4 5 6
19	Teaching is my life and I can't imagine giving it up. Öğretmenlik benim hayatımdır ve bırakmayı düşünemiyorum.	1 2 3 4 5 6
20	I am not certain that I am making a difference in the lives of my students. Öğrencilerimin hayatlarına dokunduğumdan emin değilim.	1 2 3 4 5 6
21	I feel that I can deal with whatever comes my way. Yoluma çıkan her sorunla baş edebileceğimi düşünüyorum.	1 2 3 4 5 6
22	At school I feel burned out from my work. Okulda kendimi tükenmiş hissediyorum.	1 2 3 4 5 6
23	I always look on the bright side of things. Her zaman olayların olumlu yönlerine bakarım.	1 2 3 4 5 6
24	I get frustrated when my work is unfamiliar and outside my comfort zone as a teacher. Bir öğretmen olarak yaptığım iş bilindik değilse ve konfor alanımın dışında ise gerilirim.	1 2 3 4 5 6
25	Trying my best in the classroom really pays off in the end. Sınıftaki gayretim sonunda hep karşılık bulur.	1 2 3 4 5 6
26	I deal effectively with the problems of my students. Öğrencilerimin sorunlarıyla etkili bir şekilde baş ederim.	1 2 3 4 5 6
27	I get impatient when there are no clear answers or solutions to my problems as a teacher. Bir öğretmen olarak sorunlarıma net bir çözüm veya cevap alamadığımda huzursuz olurum.	1 2 3 4 5 6

28	I can get through difficult times because I've experienced difficulty before. Zor durumlar ile baş edebilecek kadar tecrübem var.	1 2 3 4 5 6
29	If I could choose an occupation today, I would not choose to be a teacher. Eğer bugün bir meslek seçseydim öğretmenliği seçmezdim.	1 2 3 4 5 6
30	When all factors are considered, I am a powerful influence on my students' success in the classroom. Tüm etkenler düşünüldüğünde, öğrencilerimin sınıf başarısı üzerinde güçlü bir etkim var.	1 2 3 4 5 6
31	I have a hard time making it through stressful events. Stresli olayların üstesinden gelmekte zorlanıyorum.	1 2 3 4 5 6
32	I like it when things are uncertain or unpredictable. Bir şeylerin belirsiz ve tahmin edilemez olmasından hoşlanırım.	1 2 3 4 5 6
33	I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful. Artık çok fazla etkisi olmasa da, geçmişte benim açımdan işe yaramış bir yöntemden vazgeçmekte zorlanırım.	1 2 3 4 5 6
34	I feel that teaching is hardening me emotionally. Öğretmenlik beni duygusal olarak güçlü hissettiriyor.	1 2 3 4 5 6
35	I hardly ever expect things to go my way at work. Okulda işlerin istediğim gibi gitmesini çok nadiren beklerim.	1 2 3 4 5 6
36	It is hard for me to recover when something bad happens. Kötü bir şey olduğunda toparlamakta zorlanırım.	1 2 3 4 5 6
37	There are days at school when I feel vulnerable. Kendimi okulda savunmasız hissettiğim günler olur.	1 2 3 4 5 6
38	When I encounter a bad situation at school, I look for something good in what is happening. Okulda kötü bir durum ile karşılaştığımda yaşanan olaydan iyi bir pay çıkarmaya bakarım.	1 2 3 4 5 6
39	I enjoy working as a teacher because it brings me pleasure. Öğretmenlik yapmayı seviyorum çünkü bu meslekten keyif alıyorum.	1 2 3 4 5 6
If you would like to take part in the interview phase of the study, please write your email address below. Email address:		

Appendix C: Open-ended Questions

Language Teacher Immunity Survey Open-ended/In-Depth Data Collection Questions

Researcher: Zekeriya Durmaz (MA student at ÇAĞ University, Turkey)

The purpose of this study is to explore what factors have contributed to teachers' current state in the profession. This phase includes questions about teachers' career background, teaching experiences and behaviours, opinions and feelings, successes and failures, and memories and future goals.

Please, read the following information and select as necessary:

- YES ☐ NO ☐ I confirm that the purpose of this study has been explained and that I have understood it.
- YES ☐ NO ☐ I have had the opportunity to ask questions and they have been successfully answered.
- YES ☐ NO ☐ I understand that my participation in this study is voluntary and that I am free to withdraw from the study at any time, without giving a reason and without consequence.
- YES ☐ NO ☐ I understand that all data are anonymous and that there will not be any connection between the personal information provided and the data.
- YES ☐ NO ☐ I understand that there are no known risks or hazards associated with participating in this study.
- YES ☐ NO ☐ I consent to any data file of my participation being saved and understand that no identifying factors will be connected with my participation.
- YES ☐ NO ☐ I consent to my data being used in the presentation of research findings, and understand that no identifying factors will be connected with my participation in this presentation of the data.
- YES ☐ NO ☐ I confirm that I have read and understood the above information and that I agree to participate in this study.

Date: __/__/2021

Open-ended/In-Depth Data Collection Questions

Aim 1: to identify factors that have contributed to respondents' current teacher immunity archetype.

1. To begin with, could you share your ideas about how you came to be a teacher?
2. If I ask you to divide your career so far into major stages, can you mention a story from each stage that will explain a bit what you were experiencing?
3. Can you think of one major event in your career that has shaped who you are as a teacher? What was the event? How did it influence you?
4. Can you think of one major individual in your career that has shaped who you are as a teacher? Who was the person? How did she/he influence you?

Aim 2: to identify how respective language teacher immunity archetypes influence teacher identity and self-concept.

5. What does it mean to you to be a teacher? Why?
6. What are some of the key things someone needs to know to understand you as a teacher? What characteristics do you have as a teacher?
7. As a teacher, how are you similar or different now compared to when you just began teaching?
8. Many teachers struggle in their careers. How do you deal with stressful situations at work? What do you think are the keys or secrets to long term success as a teacher?

Aim 3: to identify how language teacher immunity archetypes manifest themselves in teachers' motivated behaviour.

9. Can you describe your typical classroom? What happens in your typical classroom?
10. Can you describe a perfect classroom? What would your perfect classroom be like?
11. Can you tell about one of your most memorable classes? How did you feel at the time? What did you learn from this experience?
12. Do you participate in professional development activities? If yes, what kind? How often? Were they fruitful? If no, why not?
13. What advice would you give someone who is thinking about becoming a teacher?
14. If I ask you to think or project ahead into the future, what are some major stages you see in your future career?
15. Thinking ahead, how do you think you will change in the future as a teacher?

Appendix D: Approval from Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-044-E.2000004545
Konu : Zekeriya DURMAZ'a Ait Tez
Anket İzni Hakkında

14.12.2020

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198009 numaralı öğrencimiz olan Zekeriya DURMAZ, “İngilizce Öğretmenlerinin Öğretmen Bağıışıklığı Üzerine bir Çalışma: Mesleki Gelişim Önündeki Zorluklar ve Fırsatlar” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi Dr.Öğr. Üyesi Semiha KAHYALAR GÜRSOY danışmanlığında halen yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında Üniversiteniz Eğitim Fakültelerinde, Yabancı Diller Yüksekokullarında, Hazırlık Okullarında, Dil Okullarında halen görev yapan İngiliz Dili Eğitimi öğretim görevlilerini kapsamak üzere kopyası Ek’lerde sunulan bir anket uygulamasını yapmayı planlamaktadır.Gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 5 sayfa Ölçekler, 3 sayfa Anketler, 2 sayfa anket kullanım izni, 4 sayfa tez etik kurul izin onay e-posta mailleri.

Dağıtım:

Gereği:

Çukurova Üniversitesi Rektörlüğüne

Gaziantep Üniversitesi Rektörlüğüne

Hasan Kalyoncu Üniversitesi Rektörlüğüne

Hatay Mustafa Kemal Üniversitesi Rektörlüğüne

Mersin Üniversitesi Rektörlüğüne

E-Posta: aycankol@cag.edu.tr

Evaluation
Version



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HASAN KALYONCU ÜNİVERSİTESİ
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Sayı : E-80348065-806.01.03-2101180031

Tarih: 18.01.2021

Konu : Anket Çalışmaları İzni Hk.

REKTÖRLÜK MAKAMINA

İlgi: Çağ Üniversitesi Sosyal Bilimler Enstitüsü'nün 23867972-044-E.2000004545 sayılı ve 14.12.2020 tarihli yazısı.

Çağ Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencilerinden **Zekeriya DURMAZ** isimli öğrenci “**İngilizce Öğretmenlerinin Öğretmen Bağıışıklığı Üzerine bir Çalışma: Mesleki Gelişim Önündeki Zorluklar ve Fırsatlar**” adlı tez çalışmasını yüksekokulumuz bünyesinde halen İngilizce dersi veren öğretim görevlilerine uygulama talepleri, ilgili yazı ile tarafımıza iletilmiştir.

Adı geçen öğrenci **Zekeriya DURMAZ’ ın** tez çalışması ile alakalı yüksekokulumuz bünyesinde uygulama çalışma talepleri tarafımızca uygun bulunmuştur.

Gereğini bilgilerinize saygılarımla arz ederim.

Mehmet Salih YOĞUN
Müdür

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İrtibat: Yabancı Diller Yüksekokulu Müdürlüğü

Tel / Fax : +90 342 211 80 80 / +90 342 211 80 81

Web: www.hku.edu.tr

Kep Adresi : hasankalyoncu.unv@hs01.kep.tr

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ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : 12345678-000-E.2000004677

23.12.2020

Konu : Tez Anket İzni

REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Zekeriya DURMAZ'ın uygulamak istediği anket uygulaması uygun görülmüş olup Müdür Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi
ÖNAL
Yabancı Diller Yüksek
Okulu Müdürü



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Evrak Tarih ve Sayısı: 13/01/2021-3133



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GAZİANTEP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

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Konu : Anket İzni Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri Yenice
PK:33800 Tarsus/MERSİN

İlgi : a) 14.12.2020 tarih ve 2000004545 sayılı yazınız.
b) 15.12.2020 tarih ve 2000004570 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı tezli yüksek lisans programı 20198009 numaralı öğrencisi Zekeriya DURMAZ' ın "İngilizce Öğretmenlerinin Öğretmen Bağımsızlığı Üzerine bir Çalışma: Mesleki Gelişim Önündeki Zorluklar ve Fırsatlar" başlıklı yüksek lisans tez çalışmasını ve Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı 20198017 numaralı öğrencisi Sezai ÖZEL'in "Türkiye'deki Üniversite Düzeyinde Yabancı Dil Olarak İngilizcenin Öğretiminde Küresel Meselelerin İngilizce Öğretim Görevlileri Tarafından Ne Kadar Ele Alındığını Araştırmak" başlıklı yüksek lisans tez çalışmalarına ait anketlerini Üniversitemiz Eğitim Fakültesinde uygulamalarına ilişkin olarak ilgede kayıtlı izin talepleriniz uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Arif ÖZAYDIN
Rektör

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Adres : Gaziantep Üniversitesi Gaziantep Eğitim Fakültesi
Telefon : 0 (342) 360 43 72 Faks:0 (342) 317 27 79
e-Posta : egtfakdek@gantep.edu.tr Web : www.gantep.edu.tr
Kep Adresi : gaun@hs01.kep.tr

Bilgi için : Tülin GÜNGÖR
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Evrak Tarih ve Sayısı: 11/01/2021-1553



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Sayı : E-39281331-044-1553
Konu : Anket Uygulama İzni

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

İlgi : a) Çağ Üniversitesi Rektörlüğü'nün 24/12/2020 tarihli ve 2000004570 sayılı yazısı.
b) Çağ Üniversitesi Rektörlüğü'nün 14/12/2020 tarihli ve 2000004545 sayılı yazısı.

İlgi yazılarla tarafımıza bildirilen Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrencileri tarafından yapılması planlanan çalışmalara adı geçen üniversite tarafından etik onay verilmiş olup, anket formları yazımız ekinde gönderilmektedir.
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Prof.Dr. Hasan KAYA
Rektör

Ek:
1- 30926 Sayılı Yazı ve Ekleri (12 Syf.)
2- 31026 Sayılı Yazı ve Ekleri (4 Syf.)

Dağıtım:
Eğitim Fakültesi Dekanlığı
Yabancı Diller Yüksekokulu Müdürlüğü
Fen-Edebiyat Fakültesi Dekanlığı

Mevcut Elektronik İmzalar

HASAN KAYA - Hatay Mustafa Kemal Üniversitesi Rektörlüğü (Rektör) - 11/01/2021

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Adres: Genel Sekreterlik
Telefon: 03262213317 Faks: 03262213320
e-Posta: rektorlukyazisleri@mku.edu.tr Web: www.mku.edu.tr
Kep Adresi: mku@hs01.kep.tr

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Sayı : E-15302574-605.01-1656211
Konu : Zekeriya DURMAZ'ın Anket Çalışması

26.05.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) 14.12.2020 tarihli ve 23867972-044-E.2000004545 sayılı yazınız.
b) 29.12.2020 tarihli ve E-15302574-730.08.03-1546866 sayılı yazımız.

İlgi (a) yazınızda belirtilen, Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Zekeriya DURMAZ'ın "İngilizce Öğretmenlerinin Öğretmen Bağışıklığı Üzerine Bir Çalışma: Mesleki Gelişim Önündeki Zorluklar ve Fırsatlar" başlıklı anket çalışması yapması Rektörlüğümüzce uygun görülmüş olup, Üniversitemiz ilgili birimlerine ilgi (b) yazımız ile duyurulmuştur.

Bilgilerinize arz ederim.

Prof. Dr. Ali KAYA
Rektör a.
Rektör Yardımcısı

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Belge Doğrulama Kodu: 126CB7BD-D4C9-4844-AEF0-C3B75A83F4C9
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Telefon No: 3243610001/32001 Faks No: 3243610073
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KEP Adresi: mersinuniversitesi@hs01.kep.tr

Belge Doğrulama Adresi: <https://www.turkiye.gov.tr/mersinuni-ebys>

Ayrıntılı bilgi için: Emine KURT
Şube Müdürü V.
Telefon No: 3243610001/32001



Appendix F: Descriptive Analysis Results of LTIQ Subscales

ITEMS (Teaching Self-efficacy)	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
1. If I really try hard, I can get through to even the most difficult or unmotivated students.	1	,9	1	,9	8	6,8	21	17,9	50	42,7	36	30,8	4,93	,98
2. When all factors are considered, I am a powerful influence on my students' success in the classroom.	0	0	0	0	1	,9	21	17,9	71	60,7	24	20,5	5,00	,64
3. I have confidence in my professional ability to help students learn.	2	1,7	0	0	0	0	3	2,6	52	44,4	60	51,3	5,41	,80
4. I have enough training and experience to deal with almost any learning problem in the classroom.	1	,9	3	2,6	5	4,3	22	18,8	53	45,3	33	28,2	4,89	1,00
5. I am not certain that I am making a difference in the lives of my students.	33	28,2	49	41,9	17	14,5	9	7,7	5	4,3	4	3,4	2,28	1,26
6. I deal effectively with the problems of my students	0	0	1	,9	1	,9	21	17,9	64	54,7	30	25,6	5,03	,74
7. I feel I am positively influencing my students' lives through my teaching.	0	0	0	0	0	0	7	6,0	57	48,7	53	45,3	5,39	,60
ITEMS (Burnout)	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
8. At school I feel burned out from my work.	25	21,4	47	40,2	11	9,4	20	17,1	6	5,1	8	6,8	2,65	1,46
9. I feel that teaching is hardening me emotionally.	2	1,7	8	6,8	6	5,1	28	23,9	40	34,2	33	28,2	4,66	1,23
10. There are days at school when I feel vulnerable.	11	9,4	43	36,8	16	13,7	30	25,6	12	10,3	5	4,3	3,03	1,34
11. I am emotionally drained by teaching.	34	29,1	46	39,3	12	10,3	15	12,8	7	6,0	3	2,6	2,35	1,32
12. There are days when I feel insecure at school.	19	16,2	47	40,2	8	6,8	21	17,9	13	11,1	9	7,7	2,90	1,54
ITEMS (Resilience)	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
13. I can get through difficult times because I've experienced difficulty before.	0	0	7	6,0	5	4,3	19	16,2	53	45,3	33	28,2	4,85	1,06
14. I hardly ever expect things to go my way at work.	14	12,0	47	40,2	29	24,8	22	18,8	5	4,3	0	0	2,63	1,05
15. I have a hard time making it through stressful events.	9	7,7	61	52,1	14	12,0	22	18,8	10	8,5	1	0,9	2,70	1,16
16. I tend to bounce back quickly after hard times.	14	12,0	52	44,4	26	22,2	9	7,7	12	10,3	4	3,4	2,70	1,28
17. It is hard for me to recover when something bad happens.	18	15,4	62	53,0	8	6,8	17	14,5	9	7,7	3	2,6	2,53	1,27
ITEMS (AttitudesTT)	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
18. I enjoy working as a teacher because it brings me pleasure.	3	2,6	1	,9	1	,9	19	16,2	55	47,0	38	32,5	5,01	1,00
19. Teaching is my life and I can't imagine giving it up.	5	4,3	4	3,4	16	13,7	30	25,6	39	33,3	23	19,7	4,39	1,27
20. Teaching brings me very little satisfaction.	36	30,8	49	41,9	11	9,4	14	12,0	4	3,4	3	2,6	2,23	1,24
21. If I could choose an occupation today, I would not choose to be a teacher.	31	26,5	31	26,5	22	18,8	20	17,1	9	7,7	4	3,4	2,63	1,4
22. I am tempted to leave the teaching profession.	41	35,0	47	40,2	11	9,4	13	11,1	1	,9	4	3,4	2,12	1,22
ITEMS (Openness)	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
23. As a teacher, I prefer the familiar to the unknown.	2	1,7	21	17,9	21	17,9	26	22,2	35	29,9	12	10,3	3,91	1,32
24. I get impatient when there are no clear answers or solutions to my problems as a teacher.	1	,9	13	11,1	6	5,1	31	26,5	50	42,7	16	13,7	4,40	1,18
25. I get frustrated when my work is unfamiliar and outside my comfort zone as a teacher.	12	10,3	24	20,5	15	12,8	43	36,8	20	17,1	3	2,6	3,37	1,33
26. I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful.	7	6,0	41	35,0	27	23,1	26	22,2	16	13,7	0	0	3,02	1,17
27. The "tried and true" ways of teaching are the best.	6	5,1	15	12,8	23	19,7	34	29,1	30	25,6	9	7,7	3,80	1,30
28. As a teacher, I like it when things are uncertain or unpredictable.	23	19,7	43	36,8	20	17,1	20	17,1	9	7,7	2	1,7	2,61	1,28

ITEMS (Affectivity)	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
29. At school or in the classroom I often feel upset.	49	41,9	48	41,0	5	4,3	9	7,7	4	3,4	2	1,7	1,94	1,16
30. While teaching I regularly feel depressed.	41	35,0	59	50,4	6	5,1	8	6,8	3	2,6	0	0	1,91	0,95
31. I regularly feel inspired at school or in the classroom.	1	,9	2	1,7	5	4,3	16	13,7	62	53,0	31	26,5	4,95	0,93
32. Overall, I expect more good things to happen to me in the classroom than bad.	1	,9	3	2,6	4	3,4	12	10,3	64	54,7	33	28,2	5,00	0,94
33. Trying my best in the classroom really pays off in the end	1	,9	0	0	5	4,3	29	24,8	57	48,7	25	21,4	4,84	0,86
34. In my teaching I always look on the bright side of things.	1	,9	2	1,7	10	8,5	28	23,9	53	45,3	23	19,7	4,70	0,99
ITEMS (Coping)	Strongly Disagree		Disagree		Slightly Disagree		Slightly Agree		Agree		Strongly Agree		Mean	SD
	F	%	F	%	F	%	F	%	F	%	F	%		
35. When problems arise at work, I accept what has happened and learn to live with it.	8	6,8	12	10,3	17	14,5	28	23,9	40	34,2	12	10,3	3,99	1,39
36. When I am under a lot of stress, I just avoid thinking or doing anything about the situation.	10	8,5	47	40,2	16	13,7	23	19,7	15	12,8	6	5,1	3,03	1,38
37. When things get really stressful, I try to come up with a strategy about what to do.	1	,9	0	0	0	0	5	4,3	66	56,4	45	38,5	5,32	0,59
38. When I encounter a bad situation at school, I look for something good in what is happening.	0	0	2	1,7	4	3,4	36	30,8	62	53,0	13	11,1	4,68	0,78
39. I feel that I can deal with whatever comes my way.	2	1,7	1	,9	7	6,0	22	18,8	65	55,6	20	17,1	4,76	0,95