ENGLISH LANGUAGE TEACHER IMMUNITY: THE METU CASE

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

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This study aims to investigate how language teacher immunity develops and functions, to reveal the motivational implications and consequences of this new construct, and to explore the ways of rebooting maladaptive teacher immunity. To achieve the aims of the study, multiple data collection methods were used. First, individual or pair interviews were conducted to reveal teacher characteristics under each immunity type in Turkish context. In the quantitative part of the study, the English Language Teacher Immunity Questionnaire devised in this study was administered to 187 instructors working at the School of Foreign Languages of a public university to explore the distribution of the teachers across language teacher immunity types. The survey was followed by in-depth interviews to explore the personal development of L2 teacher immunity. The findings revealed that the main teacher immunity types are productively immunized and maladaptively immunized teacher categories, and the majority of the 187 teachers had high immunity levels. Furthermore, the effect of the demographic characteristics on teachers' immunity levels was explored and it was seen that demographic characteristics do not have a major impact on immunity levels. They only had an impact varying from major to minor on some dimensions of immunity. The results of the in-depth individual interviews revealed that productively immunized and maladaptively immunized teachers follow different paths of development through the self-organization

process and various factors affect their immunity levels. Finally, the study explored ways of transforming maladaptive teacher immunity into productive form of immunity.

Keywords: language teacher immunity, productive immunity, maladaptive immunity, coping, resilience

ÖZ

İNGİLİZCE ÖĞRETMEN BAĞIŞIKLIĞI: ODTÜ VAKASI

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Bu çalışmanın amacı, yabancı dil öğretmeninin bağışıklığının (language teacher immunity) nasıl geliştiğini ve işlev gösterdiğini araştırmak, bu kavramın motivasyonla ilgili göstergelerini ve sonuçlarını ortaya koymak ve olumsuz bağışıklığın nasıl yeniden yapılandırılabileceğini keşfetmektir. Çalışmanın amaçlarına ulaşmak için çoklu veri toplama metodu kullanılmıştır. Öncelikle, bireysel, ikili, ya da üçlü gruplarla görüşmeler gerçekleştirilmiştir. Burada amaç, Türkiye bağlamında her bir bağışıklık türü altındaki hocaların özelliklerini ortaya çıkarmaktır. Çalışmanın nicel kısmında ise, bu çalışmada oluşturulan İngiliz Dili Öğretim Elemanlarının Bağışıklığı anketi bir devlet üniversitesinin Yabancı Diller Yüksek Okulu'nda çalışan 187 İngilizce öğretim elemanına uygulanmıştır. Burada amaç, araştırmanın yapıldığı yerdeki hocaların bağışıklık kategorilerindeki dağılımını görmektir. Son aşamada, öğretmen bağışıklığının bireysel gelişimini görmek için birebir derinlemesine görüşmeler yapılmıştır. Çalışmanın bulguları, temel bağışıklık türleri olarak olumlu ve olumsuz öğretmen bağışıklığı türlerini ortaya çıkarmış ve çalışmaya katılan 187 öğretim elemanının çoğunun yüksek bağışıklık düzeyine sahip olduğunu ortaya koymuştur. Ayrıca, örneklemde yer alan öğretmenlerin demografik özelliklerinin bağışıklık düzeyleri üzerindeki etkisi incelenmiş ve bu özelliklerin bağışıklık düzeyleri üzerinde temel bir etkiye sahip

olmadıkları bulunmuştur. Demografik özelliklerin yalnızca bağışıklığın bazı boyutlarına etki ettiği ortaya çıkmıştır. Derinlemesine bireysel görüşmeler olumlu ve olumsuz bağışıklığa sahip öğretmenlerin öz-organizasyon sürecinde farklı gelişimsel yollar takip ettiklerini ve çeşitli faktörlerin bağışıklık düzeyini etkilediğini ortaya koymuştur. Son olarak, olumsuz bağışıklığın olumlu bağışıklığa dönüştürülmesi için izlenebilecek yollara değinilmiştir.

Anahtar kelimeler: yabancı dil öğretmen bağışıklığı, olumlu bağışıklık, olumsuz bağışıklık, zorluklarla başa çıkma, zorlukları yenme gücü

To my dearest husband, my bundles of joy, and my parents with deepest love and gratitude

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CHAPTER 1

INTRODUCTION

1.1 Background

Teachers regularly encounter various forms of problems, opposition and disturbance not only within the classroom but also within the wider institutional and socio-cultural contexts. These problems may arise due to such reasons as academic and institutional authorities, restrictions on teacher autonomy, mandated targets, expectations to constantly increase knowledge, competency and command of the subject without the support mechanisms, and demands from learners. No matter what the factor is, these problems have a direct effect on teachers' motivation and professional identity, which is subsequently linked to teachers' ability to survive in the profession (Hiver, 2015).

Hiver et al. (2015) introduced the novel construct of *teacher immunity* to draw attention to this overlooked dimension of teacher motivation and professional identity. Their construct proposes a framework which defines the process through which teachers create multiple defense mechanisms to reduce or block the damage inflicted on their motivation and professional identities. Teacher immunity focuses on teachers' ability (or inability) to endure, cope with, adapt to, and overcome various disruptions in their daily classroom practice, and how this long-term struggle affects their professional identity and career. It acts as a defense against the demands placed on teachers and the traumatic experiences faced which result in emotional exhaustion and burnout. This new construct has been explained by drawing parallels to and making connections with biological immunity, which refers to the defense system that protects the organism against the negative, undesirable or harmful impacts of the external environment. It has also been

explored through teacher psychology literature looking at the inside the mind of L2 teachers as teacher immunity construct is basically a psychological construct. In order to understand what is going on inside the mind of a teacher and to gain a better insight into the new teacher immunity construct, first, the constituents of teacher immunity, namely, *teacher identity, affective and motivational factors, teacher self-efficacy, teachers' emotional competence and regulation, teacher stress, teacher burnout, engagement, enthusiasm, and depersonalization* constructs must be explored. Although in this section of the thesis, I have teacher identity, teacher motivation, and teacher emotion as the main headings, it should not be forgotten that the other constructs, namely teacher self-efficacy, emotional competence and regulation, teacher stress and burnout, engagement, enthusiasm, depersonalization, and many other that will be touched upon in this section work in concert and are mutually inclusive.

1.2 Teacher Identity

In general terms, identity refers to "our understanding of who we are and who we think other people are" (Danielewicz, 2001, p. 10). Many researchers have defined identity as a process of continuous emerging and becoming (Miller, 2009). However, there are many other definitions of identity in the literature. In these definitions, while some researchers focus on social identity or cultural identity, others focus on ethnic or professional identity. For example, Norton (2000) defines identity as "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands possibilities for the future" (5). On the other hand, Johnson (2003) views identity as a relational, constructed and altered construct which is shaped by how we see others and how others see us in our shared experiences and interactions.

How does identity relate to teacher identity, and more specifically language teacher identity? Recent research on language teaching and learning has placed great emphasis on sociocultural framing, which involves identity and discourse (Miller,

2009). For example, Duff and Uchida (1997) propose some key elements to understand language teacher identity. They state that language teachers have a wide range of social and cultural roles and identities as teachers, as students, as native or nonnative speakers, as family members, or as members of some organizations and the society etc. Furthermore, Gee (2000) highlights that language teaching and social language use, social practices, social and institutional contexts and membership in those contexts are all interrelated. As stated by Miller (2009), all teachers have their own "ways of being", with issues of power, interactional skills, knowledge, attitudes, and social and institutional contexts coming into play. More specifically, teachers' professional identities are influenced by workplace conditions, curriculum policies, cultural differences, social demographics of the school and students, institutional practices, teacher and student resources, professional development opportunities, and so on so forth. However, all these elements may conflict with teachers' skills, backgrounds, beliefs, values, knowledge, attitudes, and so on, and the way teachers deal with these conflicts forms their professional identity.

The literature review shows that recent research on teacher identity proposes different strands of identity. Some of the prominent ones are *identity, knowledge, and context*, *identity-in-practice* (Singh & Richards, 2006; Varghese et al., 2005), and *identity in activity* (Cross & Gearon, 2007).

1.2.1 Identity, Knowledge, and Context

The thoughts, knowledge, beliefs, and actions of teachers cannot be separated from identity formation. What teachers know and do, their continuous performance in class, and the transformations in those performances are all a part of identity of teachers. Furthermore, as Borg (2003) argues, identity or teacher cognition and the character of teachers and teaching cannot be fully understood without considering the contexts in which teachers work. According to Clandinin and Connelly (2004), practical knowledge is gained through experience and context, and as Johnston and

Goettesch (2000) argue, teacher knowledge changes with the changing dynamics of the classroom context, which are all the constituents of identity.

1.2.2 Identity-in-practice

According to Trent and Lim (2010), identity-in-practice is an action-oriented approach to understanding identity. According to this approach, identity needs to be investigated as a social matter involving concrete practices and tasks that teachers engage in. As teachers engage, they start to do things together with their colleagues and students and negotiate along the way, which allows them to form relations with others and have a sense of who they are (Wenger, 1998). Without negotiation, an identity which includes non-participation and marginality occurs. For this reason, sometimes, teachers make some alignments to coordinate their activities. This alignment may help merge the identity of a particular teacher with that of the larger group the teacher operates in (Wenger, 1998). As Morgan (2004) illustrates in his self-study, in practice, there is interactional identity that occurs between teachers and students in a continuously dialogic and developmental process, and in this process, as teachers learn about their students, they feel they have to learn new things about themselves as well.

1.2.3 Identity-in-activity

In addition to the understanding of identity as concrete, action-oriented practice, Trent and Lim (2010) argue that how that practice is constituted by the community within which it occurs is also important. Thus, they propose an alternative framework to gain an insight into language teacher identity considering practice and discourse within the notion of identity-in-activity. According to Trent and Lim (2010), to understand language teacher identity, the activities the teacher is expected to perform should be understood within his or her wider system of social and cultural relations and their origins because as Blonsky (1921) puts behaviour can only be understood as the history of behavior. Trent and Lim (2010) maintain

that teachers' activities unfold within the real social and cultural context at both a cultural-historic level and school and classroom practice level, which has a significant effect on how teachers understand their own roles. These roles lead them to ascribe certain identities while rejecting others.

1.3 Teacher Motivation

The question of why teachers do what they do or what drives them is one of the major foci of this thesis as it is inherently relevant to the immunity construct. Basically, motivation can be defined as a cognitive stimulation which provokes the decision to take action and show intellectual and/or physical effort for the purpose of achieving a goal (Williams & Burden, 1997). The strength of motivation depends on the degree of value one gives to the aim he or she wants to achieve.

As far as teacher motivation is concerned, Sinclair (2008) defined it as 'what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession' (2008, p. 37).

Teacher motivation research has so far illustrated many factors influencing motivation of teachers. The motivating factors can be listed as: teacher autonomy (Kaiser, 1981); professional factors like professional input, professional development, professional relations and ties, etc. (Carson & Chase, 2009; Packard & Dereshiwsky, 1990); working environment and leadership, working relationships, institutional support etc. in that environment (Mani, 2002; Packard & Dereshiwsky, 1990); intrinsic values like self-evaluation and intellectual simulation (Sinclair, 2008); and extrinsic values like financial benefits, family and community influence, convenience and benefits of teaching (Sinclair, 2008). On the other hand, the demotivating factors can be listed as: working environment leading to stress, inadequate career structures, teaching repetitiveness, limited potential for intellectual development etc. (Dörnyei & Ushioda, 2011; Kızıltepe, 2006);

insufficient self-efficacy and inhibition of teacher autonomy (Dörnyei & Ushioda, 2011); extrinsic factors like low salaries, less opportunity to do research, etc. (Kızıltepe, 2008); and factors associated with students like their attitudes and behaviors (Kızıltepe, 2006; Sugino, 2010).

As many studies put forward, teacher motivation could be improved if teachers have autonomy, i.e., if they are allowed to choose the teaching materials they will use, if they have a say in the programmes and teaching methods, and if they are responsible for the organization and discipline in their own classrooms, they feel more motivated (Kaiser, 1981). As Packard and Dereshiwsky (1990) argue, if teachers can establish professional relations and ties, receive professional input, assume leadership roles, and are given opportunities for teacher development, they feel motivated. Furthermore, studies have revealed that while pre-service teachers mostly have intrinsic motivation, extrinsic motivation factors, especially financial benefits, are generally observed in in-service teachers (Praver & Oga-Baldwin, 2008). On the other hand, as listed above, teacher motivation is hampered by some factors. Many studies have revealed that teachers experience higher levels of professional stress throughout their career (Han et al., 2016), and as a result, many of them lose their initial motivation and even some quit their jobs. Moreover, disbelief in students' abilities, progress, and the programme cause teachers to lose their enthusiasm and motivation (Atkinson, 2000). In contrast, motivated teachers report enthusiasm and optimism about both teaching and students' work (Han & Yin, 2016). A study conducted in Turkish context with high school teachers also demonstrated that students are one of the major factors to motivate and demotivate teachers (Kızıltepe, 2006, 2008). Another study Kızıltepe (2008) conducted with teachers from different faculties of a public university in Turkey revealed that students are the main source of motivation and demotivation for teachers.

As Carson and Chase (2009) argue, there is a direct link between teacher motivation and classroom effectiveness because one of the factors influencing students'

learning outcomes is teacher motivation. According to Retelsdorf et al. (2010), teachers' goals predict the goals they set for learning and determine their instructional practice, which in turn influence students' goals and outcomes. In addition, Hein et al. (2012) found that when teachers feel autonomous and thus motivated, they adopt more student-centered teaching styles, which improve students' learning outcomes. Leithwood, Jantzi and Mascall (2002) also maintain that teacher motivation has a positive effect on the quality of teaching practice.

Teacher motivation has been explored across various disciplines. For example, factors having an influence on EFL teacher motivation have been extensively explored in correlation with job satisfaction (Han & Yin, 2016), and relationships between teacher motivation, job satisfaction, and learner motivation have been further investigated. Compared to other professions, EFL teachers reported relatively higher level of stress and burnout due to students' low level of learning motivation and their resultant behavior in class (Karavas, 2010), but at the same time they stated that they enjoy teaching and would not choose to quit it as they find teaching as a profession emotionally satisfying.

Teacher motivation can also be explored through the construct of self-efficacy. Bandura (1995, p.2) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations." Self-efficacy influences motivation through goal setting. If one has high sense of efficacy, then s/he tends to set higher goals, is less afraid of failure, and persists longer as far as difficulties are concerned. On the other hand, when sense of efficacy is low, one avoids a task altogether or quits easily in the face of adversities (Woolfolk, 1998). While high self-efficacy is associated with high levels of motivation, performance, enthusiasm for the profession, the level of effort they exert in class, and the ability to deal with adversities, low self-efficacy is linked with feelings of inadequacy, incompetence, and thus demotivation (Skaalvik & Skaalvik, 2010). Teacher self-efficacy beliefs are highly significant in that these

beliefs directly affect classroom management, course organization, teaching practices, and communication and interaction patterns (Ross, 1994). As Bandura (1977) highlights, as teachers become successful, their self-efficacy increases, whereas feelings of failure bring with them feelings of isolation and tendency to leave the profession. Furthermore, school environment plays a role in self-efficacy beliefs. If teachers believe that they get sufficient support from their colleagues or administrators, they have positive perceptions regarding the school and they feel linked to the school, which brings along high levels of self-efficacy (Hoy & Woolfolk, 1993). Teacher efficacy is also found to be related to school culture. The guiding beliefs, assumptions, and expectations that shape the way a school operates also shape teachers' self-efficacy beliefs. If schools have healthy cultures, teachers' motivation, satisfaction, and productivity increase (Fyans & Maehr, 1990).

1.4 Teacher Emotion

Exploration of teacher motivation brings along the exploration of teacher emotion as well. Emotions are visible especially when people are interaction in environments like schools and classrooms. Emotion research in the field of teaching generally focuses on students' experiences and their emotions, with less emphasis on teacher emotions (Day & Lee, 2011).

Teacher emotions are influenced by expectations, and how these expectations shape the way teachers feel and behave (Hargreaves, 2001), and these emotions are significant in that they determine how well teachers feel and perform in class. In other words, they are highly significant during the teaching process (Shapiro, 2010). Emotions, thoughts, and actions are all continuously constructed, destroyed, and repaired (Zembylas, 2003).

Teacher emotions can be categorized into two: positive teacher affect and negative teacher affect.

1.4.1 Positive Teacher Affect

As Palmer states, "Teaching is a daily exercise in vulnerability" (1998, p.17). Nevertheless, many teachers all around the world still manage to survive despite periods of burnout and they even thrive in their profession (Day & Gu, 2014). Thus, it can be said that positive emotions are the most commonly observed emotions teachers experience. Despite all the adversities they encounter, a large number of teachers still enjoy what they are doing and are full of enthusiasm.

Enjoyment and enthusiasm are generally among the characteristics of effective teachers (Hiver, 2016). If a teacher is enthusiastic and committed, they have more quality instruction, which affects learners positively and increase their motivation to learn (Dörnyei & Ushioda, 2011). The emotional energy teachers have is directly linked to teachers' constructing a positive classroom atmosphere that contributes to learning (Darby, 2008; O'Connor, 2008). Thus, it can be said that positive teacher emotions have a significant role as far as the quality of classroom instruction and student learning are concerned. Undoubtedly, these positive emotions also lead to personal psychological well-being (Bullough et al., 2006; Nias, 1996). Thanks to these positive emotions, teachers engage with their work in a productive and fulfilling manner, identifying themselves with their work and feeling energy and efficacy rather than exhaustion and inefficacy (Maslach, 2011; Bakker et al., 2008).

However, it must be noted the positive emotions teachers hold may be negatively influenced by various personal, situational, and contextual factors like students, administrative problems, daily life problems etc. In the face of these factors, teachers are expected to first explore what causes their emotions and then to generate effective strategies to bounce back from any factor that hamper their positive emotions. Here, the aim is to improve teachers' emotional well-being, and thus motivation and job satisfaction (Frenzel, 2014). These expectations from teachers can be conceptualized as "emotional competence" involving "emotional regulation", which is one's ability to exercise control over the intensity and duration

of an emotional experience, as well as how the emotions are expressed (Gross, 1998; 2008, cited in Hiver, 2016). As stated earlier, as far as teaching is concerned, teachers are vulnerable, but to be able to continue in their profession, to sustain positive relationships with their colleagues and students, and to contribute to learners' academic performance, they need to or at least try to reduce their negative emotions and increase the positive ones (Morris & Feldman, 1996). Inarguably, like students, teachers can also hold negative emotions: they can be bored, distracted, or emotionally overwhelmed by situations both inside and outside the classroom (Garner, 2010). Their emotions are shaped by how they evaluate and regulate these negative emotions (Hiver, 2016). As Day (2011) argues, thanks to this emotional regulation, both teaching practice and professional identity improve. On the other hand, when teachers lack emotional regulation, they experience emotional exhaustion, which negatively impacts their teacher identity and role in the classroom (Day & Qing, 2009). Thus, they are expected to have positive emotions despite all the negative emotions they have in their personal lives and/or towards situations, students, or the school.

1.4.2 Negative Teacher Affect

Teaching profession is generally considered to include heavy workload, a lot of stress resulting from mainly students, repetitive practices, and many difficulties like discipline problems, having to teach demotivated learners etc. All these characteristics of the profession and many others eventually reduce teachers' productivity and lead to "presenteeism", which means going to work but being physically or mentally unwell (Gu & Day, 2007).

One of the dimensions of teaching profession, teacher stress, is often defined as experiencing unpleasant emotions resulting from some aspects of the profession which are thought to threaten teacher's self-esteem and well-being (Kyriacou, 2001). But, what are the aspects of the work that may be experienced as stressful? Many studies have identified various stressors so far: student misbehavior or

discipline problems, time pressure and heavy workload, lack of autonomy, changing demands or vague expectations resulting in increased anxiety, poor student motivation, large student diversity, conflicts with colleagues, lack of administrative support, disorganization at school, and value conflicts or lack of shared goals and values (e.g., Shernoff, Mehta, Atkins et al., 2011; Skaalvik & Skaalvik, 2015; Skaalvik & Skaalvik, 2009, 2011a, 2011b). Particularly, heavy workload and trying to assume multiple roles at the same time affect the psychological and physical well-being of teachers. Furthermore, lack of autonomy is one of the significant stressors among all the factors listed above. While teachers with autonomy have the opportunity to participate in the decision making process, those who are excluded from this process report reduced sense of control, motivation, and job satisfaction (Day, 2008; Parker & Martin, 2009).

The review by Beers (2012) of 31 studies revealed that the most common stressors investigated involved problems with students (student misbehavior, unmotivated students, low student achievement), classroom environment (overcrowded classrooms, shortage of equipment, teaching in many classes), school policy and administration (mobbing, authority-induced changes, poor leadership/supervision), problems with colleagues (work relations), and workload (time and workload pressures, too much paper work), respectively.

As to how stress impacts teachers, many studies revealed that stressors are associated with serious outcomes like burnout, reduced teaching effectiveness, reduced altruistic behavior towards others like being sensitive to students or colleagues, increased feelings of incompetence, and reactive teaching behaviors (Ball, 2003; Parker et al., 2012).

Among the negative teacher affect constructs, one of the most common ones and is of great concern to the current study is burnout. It is the result of accumulation of stress for a long period of time and is characterized as “psychological erosion” (Maslach & Leiter, 2000). To be more specific, burnout is composed of exhaustion,

depersonalization, and inefficacy (Schaufeli et al., 2001). Both physical and psychological exhaustion; negative or even hostile response to others or to the work to be done, i.e., depersonalization; and feelings of incompetence and lack of achievement and productivity are the constituents of burnout (Maslach & Leiter, 2008). While exhaustion has a negative correlation with well-being, depersonalization is positively correlated with absenteeism, tendency to leave the profession, reduced commitment to the job, reduced satisfaction, and inefficacy to employ effective coping strategies (Maslach & Leiter, 2008; Zapf et al., 2001). The worst scenario is that all these negative emotions may spread to both students and colleagues (Maslach & Leiter, 2000).

1.5 Significance of the Study

Language teachers develop immunity as a result of the disturbances they encounter in their workplace and it appears to function as a defense mechanism against the routine material and emotional demands of the profession. Thanks to immunity, a form of professional equilibrium is maintained. For this reason, it seems that developing some form of immunity is necessary for language teachers to survive.

Broadly speaking, teacher immunity is an integral part of a language teacher's professional self-concept, and its development has a significant effect on a teacher's motivation, emotion, and even classroom practice. More specifically, teachers' self-images and their persistence towards goals are linked to teacher immunity. As such, its existence may affect the beliefs, assumptions, and attitudes that language teachers hold about their work.

By understanding the characteristics of both the productive and harmful types of teacher immunity and how each develops, counterproductive influences may be avoided and teacher immunity may be turned into a tool which is compatible with change and growth. Teacher immunity, when productive, can be a factor that

enables creative and open-minded teachers who remain motivated and who thrive. As to the reflection of teacher immunity research on second language teacher education, it can be said that through the interventions at key stages of the self-organization process, the maladaptively immunized teachers may be transformed into productively immunized teachers. By understanding this concept, some ways could be proposed to acquire and support positive immunity for both new teachers and experienced teachers who need to refresh their resilience.

As stated earlier, Philip Hiver (2015) found the new construct he termed "language teacher immunity" as a result of the exploratory case study he conducted to set apart the productive and motivated L2 teachers from those who struggle to survive. The research site for the exploratory study and for all the subsequent studies was South Korea. As language teacher immunity is a fairly new construct, no other studies have yet been carried out to explore it in other settings. In this respect, the current study will be the first study to explore the same construct in another context. Furthermore, with the design of a new Teacher Immunity Questionnaire, the study is expected to contribute to the literature on teacher research.

1.6 Aim of the Study and Research Questions

The aims of this study are: (1) to reveal the main types of teacher immunity and their salient characteristics in a different context (Turkish context) with a sample of language teachers, (2) to develop a survey and explore the distribution of a group of teachers working in a public university in Turkey across the teacher immunity types, (3) to explore whether demographic characteristics of the teachers in the sample have an impact on their immunity levels, (4) to investigate individual pathways of development in a particular teacher immunity type, and (5) to explore the factors contributing to teachers' current immunity levels. The study was conducted in four stages:

a) Individual and pair interviews to construct the item pool for the questionnaire

b) Pilot study for the new Teacher Immunity Questionnaire

c) The application of the Teacher Immunity Questionnaire to the main study population

d) Individual interviews to investigate individual pathways of teacher immunity

The following research questions are addressed within the scope of the study:

1) What is the distribution of a group of teachers working in a public university in Turkey across the main teacher immunity types?

2) What is the effect of selected background variables on teacher immunity levels?

a) Does the department of English language instructors (DBE and DML) have an impact on their immunity levels?

b) Does the age of English language instructors have an impact on their immunity levels?

c) Does the educational degree English language instructors hold (BA, MA, and PhD) have an impact on their immunity levels?

d) Do the total class hours a week (including project classes) have an impact on English language instructors' immunity levels?

e) Do the total years of experience have an impact on English language instructors' immunity levels?

f) Does doing extra projects (weekend courses, weekday courses, private lessons etc.) have an impact on English language instructors' immunity levels?

g) Does pursuing academic activities (seminars, conferences, professional development activities etc.) have an impact on English language instructors' immunity levels?

3) What are the factors contributing to teachers' current immunity state?

So far, the background to this study and the significance and aims of it have been introduced along with the research questions. Although some terminology making up the teacher immunity construct has been briefly explained, more details will be

given in the following chapter, touching upon some other phenomena constructing the immunity construct.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Immunity

Immunity derives from the Latin *immunis* and refers to the condition of resistance against something (Chiappelli & Liu, 2000, cited in Hiver, 2016). It is the defense system that protects the organism against the negative, undesirable or harmful impact of the external environment. The main function of the immune system is to minimize the impact of attacks from inside and outside the human body. This system fights with infections and shields the body.

As to the psychological parallels to immunity, it is possible to dwell on three constructs: *coping*, techniques that are used to prevent or relieve stressors (Somerfield & McCrae, 2000); *hardiness*, a personality characteristic which is thought to cushion the psychological effects of stress on performance (Maddi, 2004); and *resilience*, "the capacity to recover from experiences of psychological adversity or maintain effective functioning despite traumatic circumstances" (Masten, 2001). These constructs are explored further below.

2.1.1 Coping

Coping can be defined as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (Lazarus & Folkman, 1984, p. 141). Coping involves a process, which begins by assessing a situation as a harm, threat, or challenge. In the following step of the process, the individual assesses his or her own ability to deal with the stressor and resorts to some coping strategies, which have a direct impact on individual's psychological and emotional well-being

(Somerfield & McCrae, 2000). If the individual selects an effective strategy, the stress experienced during the event may be reduced or eliminated all together. If not, the assessment may be made again and another phase of coping may be initiated (Beers, 2012).

The coping strategies people employ may vary from taking direct action to eliminate the source of stress, i.e. problem-focused coping, to changing the way they evaluate a situation so that the level of stress that is born is reduced, i.e. emotion-focused coping (DeLongis & Preece, 2000). In addition to problem-focused and emotion-focused coping, which are the most common ways of coping, people may also resort to the strategies of social support seeking and avoidance, but in the literature, avoidance is generally thought under emotion-focused coping, while social support can be either under problem-focused or emotion-focused coping depending on the utilization of the social support received.

Research suggests that those who adopt problem-focused coping strategies show great success in eliminating stressors and thus have increased feelings of self-worth (Parker et al., 2012) and reduced psychological distress (Chan, 1998). In this approach, various solutions are considered to address the problem directly, direct intervention is employed to solve the problem, or the problem is perceived as challenging, which leads to more active problem-solving techniques (Beers, 2012). According to Chan (1994), this strategy is a rational problem solving strategy as the individual knows what to do, doubles his/her efforts, and is prepared for the worst. Those who employ emotion-focused coping strategies, on the other hand, attempt to alleviate the emotions associated with stress. They try to express or deal with their emotions; however, this allows them to protect themselves from stressors for a limited period of time, meaning that they may be exposed to those stressors again (Beers, 2012). Avoidance typically involves withdrawal or escape from the stressful situation without dealing with the problem, or in other words, turning one's attention away from the stressful event and/or hoping the situation will resolve

itself. This avoidance and failure to take action to resolve the problem is typically considered to be an emotion-focused strategy as there is no direct engagement with the problem. Thus, it is also considered to be a maladaptive coping strategy. Support-seeking, on the other hand, involves turning to others for advice or help, and as stated earlier, it can be considered as problem-focused or emotional-focused strategy depending on how the support is used. For example, if the support received encourages the individual to take direct action to change the situation, then it is considered as problem-focused strategy. However, if the individual merely seeks emotional support from various people without taking direct action, it is considered to be emotion-focused strategy (Beers, 2012).

Teachers are among the individuals who experience high levels of stress in their professional lives (Helsing, 2007), but still the majority of teachers choose to remain in their profession, which indicates that they can cope with stress and survive (Hiver, 2016). In order to deal with the demands and stressors associated with the profession, teachers must have some effective strategies, which they employ for coping purposes. For example, they get help from their friends or family (Aldrup et al., 2017); they examine the stressor(s) and themselves; some choose to avoid the situations or persons who generate stress all together (Fengler, 2016) etc. Furthermore, they seek social support by forming close social ties or by sharing emotional experiences with colleagues. They also consult each other to solve problems they encounter in the workplace, or they establish a good relationship with the staff and management (Kyriacou, 2001). Some choose to maintain their optimism and never give up the control they have over the stressors (Griffin et al., 1999), while some avoid confrontations, keep feelings under control, and recognize that they have limitations to deal with the problem(s) (Kyriacou, 2001).

Employing these and many other strategies, teachers can endure traumatic situations with only temporary or minor disturbances (Rahe, 2000). In addition to these strategies, recent evidence suggests that some personality characteristics such as

self-esteem, optimism, and extraversion play a significant role in coping with problems (Somerfield & McCrae, 2000). Self-esteem means an individual‘s self-perceptions of his/her ability to successfully deal with challenges at work and preserve their engagement. High level of self-esteem is associated with the ability to protect oneself against anxiety and depression and mediate the effects of stress (Parker & Martin, 2009), while low self-esteem results in inclination to be depressed because of not having sufficient coping resources. Furthermore, the meta-analytic review conducted by Nes and Segerstrom (2006) revealed that those who are optimistic better adapt to diverse stressors, and thus employ coping strategies aiming to eliminate, reduce, or manage stressors or emotions. In their study examining the influence of personality on the use of social support and other coping strategies in samples of undergraduate students, Amirkhan et al. (1995) found that extraversion was related to social support seeking, increased self-esteem in coping with problems and was negatively correlated with avoidance.

In brief, coping is an important resource for teachers in dealing with the multiple demands of their profession. Teachers who use coping strategies effectively report less burnout (Betoret, 2006) and more mastery orientation toward teaching, which significantly predicts enjoyment of work, participation, and positive career aspirations (Parker & Martin, 2009). By employing some coping strategies, by changing their emotional perspective during the encounter with stressors, or by taking action to eliminate the source of stressors, teachers can mitigate the effects of stressors (Lazarus, 1993).

2.1.2. Hardiness

Another construct that is psychologically parallel to immunity and that moderates the impact of stress and burnout is hardiness (Kobasa, 1979). Drawing on the fact that people with high levels of stress may remain healthy, Kobasa (1979) introduced

the term hardiness. Hardiness is a source of resistance mediating the negative consequences of high-level stress.

Hardiness is characterized by three attitudes: control, commitment and challenge. Hardy people believe they can control the situations they experience, they are dedicated, and they perceive change as a challenging situation, but at the same time as an opportunity for growth (Kobasa, 1979). Control means feeling and acting as if one is in control, not desperate in the face of various adversities in life. Commitment refers to being involved in what is encountered in life, rather than escaping or avoiding. Challenge, on the other hand, refers to the belief that change is normal, and the changes we encounter may provide opportunities for growth rather than threatening our lives (Cole et al., 2004). All these hardiness attitudes influence the way stressful situations are perceived, experienced, and tackled (Maddi & Hightower, 1999).

Individuals with high psychological hardiness are optimistic and they perceive challenges and changes as positive (Cole et al., 2004). As they do not see challenges as the worst thing in their lives, they may even enjoy and find interesting what they experience because they believe that stressful events in their lives may help them develop (Cole et al., 2004). Furthermore, they do not avoid the problems, but rather they take action to resolve the problem so that they eliminate the stressors in their lives (Maddi, 1999). Hardy individuals can adapt or modify their behavior once stress is perceived or experienced. Moreover, as they believe that stressful events and change will be accompanied by growth or development, they increase their interaction with them in order to explore, learn from, and influence them (Ganellen & Blaney, 1984). For all these reasons, hardy individuals are able to remain physically and mentally healthy despite stressful situations in life (Kobasa, Maddi, & Kahn, 1982).

Conversely, individuals with low hardiness are depressed and feel burnout, anxiety, and distress (Rhodewalt & Zone, 1989; Sheppard & Kashani, 1991). They have higher burnout scores, particularly on the exhaustion dimensions (Maslach et al., 2001). While hardy people utilize coping strategies well, i.e. they have stronger coping self-efficacy, others refrain from coping, meaning that they adopt emotion-focused coping or avoidance (Kobasa, 1979; Maddi, 2002). Put differently, hardy people may react more effectively to a stressful situation as they employ problem-focused coping strategies, rather than emotion-focused ones. According to Delahaij et al. (2010), there is a positive relationship between hardiness and problem-focused coping style and a negative relationship between hardiness and emotion-focused coping style. Moreover, Chan (2003, cited in Azeem, 2010) examined hardiness and burnout among teachers and found that hardiness has an important influence on emotional exhaustion and personal accomplishment.

2.1.3 Resilience

Resilience is one of the most important psychological qualities that help individuals survive and function effectively despite adversities or challenging and threatening situations (Masten, Best, & Garmezy, 1990, cited in Hiver, 2016). It is the process of using internal and external resources successfully to resolve or adapt to risks and threats. Resilient people maintain their positivity and optimism in the face of problems, and although they face some traumatic experience, they can recover, bounce back, and return to their normal lives (Zautra, Hall, & Murray, 2008). As Masten (2009) and Wu et al. (2013) outline, resilient people have positive self-perceptions and optimistic; they can regulate themselves; they are autonomous; they have high self-efficacy and coping-efficacy. As far as their relations with others are concerned, again it can be said that they have positive relationships with others; they nurture others; they select friends or colleagues who are ready to support them and use these support networks when needed.

Resilience phenomenon has been studied in various disciplines. Recently, there has been growing research examining resilience in teachers because throughout their careers, teachers encounter many situations leading to conflict and stress. If these situations are not managed well, the conflict and stress eventually affect physical health and psychological well-being and causes especially depression, declining job satisfaction and self-esteem (Bobek, 2016). Also, teacher dropout rate is a significant concern in many countries, and researchers have been trying to investigate what enables some teachers to thrive not just survive in the profession to address this issue (Beltman et al., 2011).

Teacher resilience can be defined as teachers' "using all the resources available in a productive way to achieve success in the face of adversity and detrimental conditions" (Day & Gu, 2014; Patterson, Collins, & Abbott, 2004, cited in Hiver, 2016, p.73). It is a key factor in teachers' sustaining their commitment to the profession and achieving optimal teaching effectiveness (Gu & Day, 2007). Teacher resilience research now aims to understand how teachers manage to maintain their motivation and commitment, bounce back despite adversities, and have increased self-efficacy by focusing on their achievement and students' achievement (Gu & Day, 2007).

Teachers develop resilience in time (Egeland, Carlson, & Sroufe, 1993). As teachers learn to assess adverse situations, learn about the options for coping, and make appropriate decisions, they become resilient. As stated by Werner (1995), the factors leading to stress in a teacher's life can be eliminated if the teacher uses some individual, familial, and environmental resources. Problem-solving skills and past experiences can be given as examples of individual resources, while support of family members is one familial resource and supportive colleagues are considered to be environmental resources. Resilient teachers know how to use these resources to have control over negative circumstances.

In their literature review on teacher resilience, Beltman et al. (2011) revealed that individual characteristics such as self-efficacy, confidence and coping strategies are important in overcoming challenging situations and thus improving resilience. They further revealed that reciprocal, mutually supportive personal, professional and peer relationships are important in this process (Brunetti, 2006). Resilient teachers were found to establish productive, open, and honest relationships with people who offer various alternatives to handle various school-related problems (Bobeck, 2002). In a friends circle, resilient teachers may observe each other and learn from each other. They respect and understand one another's roles and show willingness to listen to and learn from one another, through which the working environment becomes more positive and productive for them. Resilient teachers are also open to collaboration, they are flexible, and they have nonjudgmental attitudes. Furthermore, resilient teachers value intrinsic rewards. For them, their influence on the cognitive, social, and personal growth of their students is crucial (Bobek, 2016).

2.2 The Emergence of Language Teacher Immunity

According to Philip Hiver (2015), "the majority of teachers do survive which suggests that a form of psychological invulnerability" exists among teachers in order to deal with various pressures and disruptions that threaten motivation levels and professional identities, and this "psychological invulnerability" seems to be linked with resilience, which operates in all teachers at different levels and times and allows for teachers to have the determination to consistently and persistently struggle with and overcome challenges throughout their career.

With this exploration, in 2015, Hiver designed a study to find out why some teachers appear to retain their teaching vision and thrive and why others suffer and barely survive throughout their teaching careers. He wanted to explore the qualities that set apart L2 teachers who are engaged, well-adjusted and productive from L2

teachers who struggle to survive. To this end, he conducted a multi-stage research study, the details of which are given below.

Hiver first conducted an *exploratory study* in South Korea with four teachers from three different teaching settings: private sector, public K-12 sector, and tertiary education. The teachers he chose all had high levels of professional satisfaction and commitment, and they were able resist stress, failure and burnout very well. They were confident as far as their quality of education and performances were concerned. Hiver conducted a series of multi-session in-depth interviews with these four teachers.

In order to report and gain an insight into the data he collected, Hiver used the self-organization process as the theoretical framework. According to this framework, systems change their internal structure or their overall function in response to some external circumstances through a process called self-organization (Dekker, Cilliers & Hofmeyr, 2011; Banzhaf, 2009). Self-organization may account for many important aspects of human behavior such as learning and cognitive development. One existing model of self-organization is Lewis' psychological model (2005). In the model, four stages are central to the self-organization process: (1) triggering, (2) linking, (3) re-alignment, and (4) stabilization.

In the *triggering stage*, a disturbance displaces the teacher from his or her motivational comfort zone. The *linking stage* involves the generation of a specific response or coping mechanism that matches the disturbance(s). In the next stage, the *realignment stage*, individuals develop the ability to make sense of these disturbances, and come to grips with them and even control them. When they find a way to deal with the disturbances they experience and regain their productivity, it is because they have consciously applied strategies that seem to work to bring the system back under control of stability. In the final stage of *stabilization*, teachers accept the residue of experience as a new aspect of their identity. They add a new

layer of experience to themselves that will go on to affect the way they react to future disturbances. This new outcome can be regarded as *teacher immunity*.

For Hiver, immunity results from the self-organization of the system. Thus, he reported the data for the exploratory case study using this theoretical framework. Quoting the sentences uttered by the participants, he highlighted the process the four teachers in the study followed in developing teacher immunity. The results revealed that the teachers in the study had developed a kind of system in response to the disturbances they encountered in their classroom experience. He termed this system *language teacher immunity,* which functions as a defense mechanism against the material and emotional demands placed on L2 practitioners.

He found that *teacher immunity* acts as a line of defense to the demands placed on teachers and the traumatic experiences they encounter which result in emotional exhaustion and burnout. Based on the descriptions and examples given by the participants, he also found that this immunity may be positive (productive and robust) or negative (counterproductive/maladaptive) and has the potential to affect almost everything that teachers do in their careers. Although none of the participants in the exploratory study had counterproductive immunity, they reported having witnessed or worked with colleagues who manifested it.

Following this exploratory study, Hiver believed that many questions were left unanswered. He thought that in addition to the productive and maladaptive immunity types, there must also be non-immune outcome and partial immunity types, and some sub-categories to the productive and maladaptive immunity types. He also wanted to establish the teacher types that fall under the broad immunity types and the salient characteristics of each teacher type. To this end, Hiver conducted a validation study following the exploratory study.

In this *validation study*, Hiver used focus-group interview data from 44 L2 professionals (public/private school English teachers, teacher trainers and administrators). He asked teachers if they have ever met with teachers who are able to resist difficulties they have experienced and who can function effectively in the classroom without becoming vulnerable to problems. He also asked the participants to list types of teachers they had encountered or observed for the global teacher immunity types identified in the exploratory study and to provide a descriptive and creative name for them. Then, participants were asked to describe what these teachers think, believe, do and want, and how they feel through real-life examples.

The results yielded a wide range of teacher types and characteristics with some overlaps and redundancies. Thus, the participants in the last focus group were asked to closely look for overlaps and redundancies in teacher types and characteristics. Eventually, illustrative descriptors for nearly 30 teacher types were elicited.

Following the focus group sessions, Hiver subdivided the teacher types into more global teacher immunity types, which are: (a) productively immunized teachers (i.e., those with a robust yet healthy form of teacher immunity); (b) partially immunized teachers (i.e., those who had developed particular elements of the flexible and beneficial form of teacher immunity); (c) maladaptively immunized teachers (i.e., those with a rigid and counterproductive form of teacher immunity); (d) partially maldaptively immunized teachers (i.e., those who had developed partial aspects of the detrimental maladaptive form of teacher immunity); and (e) immunocompromised teachers (i.e., those who have not developed a teacher immunity).

At this point, it is important to note that teacher immunity, just like biological immunity, manifests itself in two general forms: *productive immunity* and *maladaptive immunity*. Teachers who develop productive immunity are usually not susceptible to stress, failure and burnout. They can ignore disturbances and deal

with stress, and thus they experience higher levels of career satisfaction, confidence and commitment, and eventually thrive in the profession. Teachers who develop maladaptive immunity, on the other hand, have low morale, motivation and self-efficacy. They can be excessively settled, conservative in their pedagogy, and reluctant to change even if it is for the better. They may fail to respond even when it is necessary and may even feel proud to do so. In their study, Hiver and Dörnyei (2015) provide an intervention framework which could work to "reboot" maladaptive immunity. The term "reboot" concerns destabilizing a fossilized, maladaptive system in order to change the parameters in which it operates, so that it can reform into productive teacher immunity (Hiver, 2015). They argued that teachers who successfully reboot, or restructure, by reinventing their professional identity through re-narration will be able to continue their work thanks to productive immunity. Furthermore, although the reconstructed immune system will not be ideal and will require occasional maintenance, rebooted teachers' effectiveness in the classroom and their overall perception of their ability to function within the language teaching profession are expected to increase exponentially.

He also cross-checked for the overlaps and redundancies in the illustrative descriptors for the original pool of nearly 30 teacher types and prepared a narrower list of nine teacher types (Spark Plug, The Visionary, Sell-out, The Fossilized Teacher, Overcompensator, The Bleeding Heart, Defeated Teacher, The Poseur, The Striver), the names of which all emerged during the focus group sessions. He also ensured that key characteristics of each teacher type specified during the focus group interviews are included in the descriptions of each teacher type. Finally, he synthesized the global teacher immunity types with the teacher types. It was found that each of the nine teacher sub-types that emerged from the data analysis fit within one of the more global teacher immunity types (Table 1).

Table 1. Global Teacher Immunity Types and Teacher Sub-types

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

One primary focus for the focus group data was to inform the construction of a questionnaire that would be administered to a larger sample of L2 teachers to triangulate the findings of the focus group interviews. For this purpose, background literature was examined and for a more theoretically-grounded description and classification of each teacher sub-type, parallels were drawn with relevant constructs like self-efficacy, resilience, confidence and optimism, and motivation and self-determination. As a result of coding all the existing descriptive phrases and individual characteristics pertaining to teacher sub-types into these theoretical constructs, a theoretical rationale was provided for the construction of a questionnaire.

The following seven theoretical constructs were found to be essential to the make-up of all teacher sub-types: *teaching self-efficacy* (i.e., teachers‘ personal beliefs about their effectiveness to competently perform their jobs); *attitudes to teaching* (i.e., teachers’ sense of purpose, and commitment to the profession); *coping* (i.e., teachers’ strategic action to remedy a situation or eliminate stress); *classroom affectivit*y (i.e., teachers’ positive emotional energy in the classroom); *burnout* (i.e., the psychological erosion that results from cumulative chronic stress); *resilience* (i.e., teachers’ capacity to bounce back from trauma and maintain productive functioning despite risks and threats); and, *openness to change* (i.e., teachers’ receptivity towards change and novelty in their practice). As the data indicated they were a central part of any teacher immunity type, these seven constructs were used

by Hiver while constructing the data collection instrument to be used at the next stage.

In sum, while the focus group data provided clear and elaborate teacher types, in order to make any broader reaching claims, Hiver thought that it was necessary to validate these types in a larger sample of language teachers to ascertain whether teachers like this do in fact exist. Thus, he initiated the next stage of the study.

Following the focus-groups, Hiver developed a *survey* which was intended to triangulate the focus group data. The questionnaire was developed for the study by closely examining theoretical considerations from the analysis of focus group data, and collecting multiple published measurement instruments for seven constructs. As stated earlier, only the constructs that appeared to be a definite part of the teacher types were included in the questionnaire item pool, which are *teaching self-efficacy, burnout, resilience, attitudes toward teaching, openness to change, classroom affectivity, and coping*.

Teaching efficacy was measured in a seven-item scale. Five of these items were adapted from the Teacher Sense of Efficacy Scale (TSES) (Tschannen– Moran & Woolfolk Hoy, 2001) (e.g., ―When all factors are considered, I am a powerful influence on my students' success in the classroom.). The remaining two statements were adapted from the MBI-ES because their wording was such that they measured effectiveness as an educator (e.g., ―I feel I am positively influencing my students' lives through my teaching.).

Five items measured the construct of burnout in Hiver's scale. Three items were adapted from the Maslach Burnout Inventory–Educators Survey (MBI-ES) (Maslach & Jackson, 1981) (e.g., ―I feel that teaching is hardening me emotionally.). The two remaining items were sampled from the Teacher Stress

Inventory (TSI) (Fimian, 1988) (e.g., ―There are days at school when I feel vulnerable.).

The resilience scale used in the study included two items from the Connor-Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003) and three items from the Brief Resilience Scale (Smith et al., 2008) (e.g., ―I can get through difficult times because I‘ve experienced difficulty before; It is hard for me to recover when something bad happens; I feel that I can deal with whatever comes my way.).

Teachers' attitudes toward teaching were measured using a total of five items in this scale. Two items were adapted from the Motivation at Work Scale (MAWS) (Gagné et al., 2008) and the Job Satisfaction Scale (Macdonald & McIntyre, 1997) respectively, while the remaining item was written by Hiver. The purpose of this scale was not to determine the reasons why teachers were motivated to teach, but rather their attitudes toward teaching and the teaching profession through statements as follows (e.g., ―If I could choose an occupation today, I would not choose to be a teacher.).

This scale was developed for Hiver's study, and measured teachers' receptivity towards change and novelty in their practice. It is composed of six items roughly adapted from the Openness to Experience scale (McCrae, 1996). The openness to change scale assesses teachers' capacity for dealing with ambiguity (e.g., ―I get impatient when there are no clear answers or solutions to my problems as a teacher.), flexibility and willingness to accept novelty (e.g., ―The tried and true ways of teaching are the best.), and attitudes towards risk-taking (e.g., ―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.).

A six-item scale was used to measure teachers' affect and dispositional optimism. Three items in this scale were adapted from the Positive and Negative Affect Scale (PANAS) (Watson, Clark, & Tellegan, 1988), while the remaining three items were adapted from the Life Orientation Test (LOT) (Scheier & Carver, 1985; Woolfolk Hoy, Hoy, & Kurz, 2008). Positive and negative classroom affectivity was assessed through three items each (e.g., ―Overall, I expect more good things to happen to me in the classroom than bad.).

The five items in the coping scale captured teachers' ability to manage and deal with difficulties. These were adapted from the COPE Inventory (Carver, Scheier, & Weintraub, 1989). Items included in the initial item pool were also sampled from the Coping Strategies Inventory (CSI) (Tobin, Holroyd, Reynolds, & Wigul, 1989). Problem-focused coping (e.g., ―When things get really stressful, I try to come up with a strategy about what to do.) is typically associated with desirable and transformative outcomes. The inability to cope (e.g., ―When I am under a lot of stress, I just avoid thinking or doing anything about the situation.) generally corresponds with behaviors such as repression and denial.

Overall, the aim of this phase was to examine whether the language teacher sub-types identified in the focus-groups would correspond with actual teacher sub-types in a sample of L2 teachers. Moreover, as a result of the two-step cluster analysis, a more limited range of six robust, core language teacher immunity types were confirmed instead of nine. These 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*). A strong match was found between the initial focus group data and the cluster analysis.

In brief, to corroborate the focus group types of teacher immunity and the characteristic profile of each, existing measurement instruments for seven

theoretical constructs (i.e., *teaching self-efficacy*; *resilience*; *attitudes to teaching*; *openness*; *classroom affectivity*; *coping*; *burnout*) were adapted to construct a questionnaire. The items in the survey were chosen among the items with the highest factor loadings from the existing scales corresponding to these seven constructs listed above. Then, the item pool was revised through cross-examination by eliminating the overlapping items or those measuring the same construct. As a result, a six-point scale with 39 items was designed and 293 South Korean English language teachers working in the public sector (K-12) completed and returned this online survey.

This dataset was cluster analyzed, and the cluster solution from this phase was systematically examined for correspondence with the qualitative characteristics of the focus group types. The two-step cluster analysis and its validation measures indicated a core of six language teacher sub-types corroborated from the focus group data. These six archetypes were divided across all of the possible global teacher immunity types (Table 2).

Table 2. 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
Maladaptively Immunized Outcome	The Sell-out The Fossilized Teacher
Immuno-compromised Outcome	The Overcompensator
Halfway Immunized Outcome	The Defeated Teacher

As a result, in this phase, data from a sample of 293 L2 teachers was matched and triangulated with the initial nine focus group prototypes to confirm which of these language teacher immunity types could be validated and confirmed.

The results of the survey allowed for descriptive statistics. The distribution of language teachers in the sample across the teacher sub-types and global teacher immunity types was revealed thanks to this survey. It was also possible for Hiver to make evaluations and interpretations considering the seven theoretical constructs like "Cluster 6 correspond to the qualitative characteristics of the *Sell-out* teacher immunity sub-type. This cluster of seven female teachers each had between five and seven years of teaching experience. Two of the teachers in the cluster were from the primary school workplace, while the remaining five worked in lower-secondary schools. Teachers in Cluster 6 reported the lowest coping and burnout levels of all".

Having corroborated the existence of the six teacher types of language teacher immunity, Hiver wanted to explore the underlying dynamic patterns and pathways that each teacher type produces. In the initial exploratory case study, the developmental process leading to the emergence of language teacher immunity was shown to follow a self-organized sequence of four stages—triggering, linking, realignment, and stabilization. What remained unexplained was the individual pathways of development for each of the particular teacher immunity types. Thus, the aim of this *final validation phase* was to investigate individual pathways of development for particular teacher immunity types. Participants for the in-depth interviews were sampled directly from the pool of respondents from the questionnaire stage of the study. They were all good representatives from the earlier quantitative data set. The interview participants were not given any information regarding the teacher immunity type to which they belonged. An interview schedule was drawn up considering the objective for each interview. The aim of interview I was to identify factors that have contributed to respondents' current teacher immunity types. The purpose of interview II was to determine how respective teacher types influence teacher identity and self-concept. Finally, interview III was intended to identify how teacher types manifest themselves in motivated behavior.

The data from this final phase of the validation study offered evidence for mapping the developmental patterns: *triggering*, *linking*, *realignment* and s*tabilization*. What teachers experience through these stages and how they respond were tried to be explored.

In brief, as a result of his multi-stage study, Hiver coined the new term "language teacher immunity", revealed different categories of teacher immunity and the salient characteristics of teachers falling under those categories, devised a questionnaire utilizing the existing questionnaires on the constructs making up teacher immunity, and finally explored how individual instructors ended up at a certain teacher immunity category through in-depth interviews.

2.3 Complexity Theory and Self-Organization as the Theoretical Framework

In this study, complexity theory and the major constituent of this theory, self-organization process, will be used as the theoretical framework. Complexity theory "is a theory of change, evolution and adaptation, often in the interests of survival, and often through a combination of cooperation and competition" (Battram, 1999; Morrison, 2002, cited in Morrison, 2006). In complexity theory, a dynamic relationship exists between an organism and its environment, and they generally change each other (Battram, 1999). During the process, there is a continuous cycle because the organism responds to its environment, changes its environment, and the environment changes the organism again (Stewart, 1991). The organism has some relationships and networks and is defined by these relationships in the environment. Also, its identity is subject to change due to contextual factors. The whole environment and its parts interact in dynamic ways and produce new realities and new relations (Morrison, 2006). Complex adaptive systems (Waldrop, 1992) perceive the external environment and then make the necessary adjustments to survive in that environment. The main process that contributes to such adjustments is *self-organization*.

Self-organization "refers to the spontaneous pattern formation and change in complex dynamic systems" (Eve, Horsfall, & Lee, 1997, cited in Hiver, 2016, p.96). Systems or organisms can change their internal structure or their overall function when faced with some external situations through the self-organization process (Banzhaf, 2009). When self-organization operates effectively, the organism can adapt, be open, learn, receive and give feedback, and communicate (Prigogine & Stengers, 1985; Cohen & Stewart, 1995). If the organism is closed and chooses to remain the same without changing, it dies or loses its knowledge, which signals that it needs to change to be able to survive, and self-organization is a point of reference for investigating how this change takes place. In the process of self-organization, although the organism is part of a whole system, it has and creates its own identity (Battram, 1999). In other words, it is unique. Its struggle for survival makes it different from the others and unique.

According to Lewis' psychological model (2005, cited in Hiver, 2016), self-organization includes four stages: *trigger phase, linking phase, re-alignment phase, and stabilization phase* (Hiver, 2016).

The *trigger phase* initiates an appraisal-emotion episode. In other words, a disturbance or adversity occurs, and as a result, the system or organism loses its internal order and becomes more sensitive than usual. As the system or the organism is already ready to respond to disturbances that they find meaningful, they try to adjust or reorder themselves as a response to the changing situations (Lewis, 2005). In other words, the process of self-organization is started when there is a trigger like a disturbance. In dynamic systems, disturbances follow two paths: They either increase in strength to destabilize the system or organism or they can be suppressed through force and effort (Strogatz, 1994, cited in Hiver, 2016).

In the *linking phase*, the organisms in the system interact with each other, exchange energy and information through feedback loops. In this way, the system is protected

from chaos and with the help of positive feedback loops, growth and change are targeted.

In the *realignment phase*, with the coherence resulting from exchange of energy and information, the organisms in the system starts to reshape themselves in order to reach stability (Thelen & Bates, 2003). If the organism reaches a totally different outcome compared to its qualities at the beginning, that means a major change has occurred in the organism spontaneously as a result of adaptive self-organization (Boschetti et al., 2011, cited in Hiver, 2016).

In the *stabilization stage*, as stability is achieved, the organism in the system avoids vulnerability by protecting itself against future disturbances. In other words, self-organization that has been demonstrated throughout the stages starts to influence future self-organization processes. The organism learns from this adaptive self-organization experience and guides its future actions based on this past experience (Prigogine & Stengers, 1984, cited in Hiver, 2016). In other words, the organism reaches the *attractor state*, which refers to the state in which the organism now settles down and has stable tendencies or approaches (Newman, 2009). It is the state that an organism or a system evolves into over time (Hiver, 2016); it is how the organism is currently acting through the self-organization process (Byrne, 2002). At this point, it must be emphasized that the organism can settle into almost any outcome. Put differently, the outcome the organism reached at the end or its current actions do not have to be perfect.

The reason for choosing the complexity theory and specifically the self-organization process as the theoretical framework of my study is that like all other organisms, teachers also try to survive within a complex system through adaptation, change, and evolution. Teachers are continuously in relation with the dynamic system/environment within which they work, and they the environment and teachers continuously shape and change each other. Teachers establish some relationships and networks in this environment with their colleagues, students, and

the administration, and all these relationships and other contextual factors like their ability to cope with the problems they encounter during the process shape their identity. Through these dynamic relationships and interactions, teachers reach new realities and relations. Teachers, as adaptive human beings, perceive whatever is happening in their environment and make the necessary adaptations to survive in the workplace through self-organization. For example, they may adopt different perspectives or change the way they function when faced with some external situations so that they can survive. Through an effective self-organization process, they can be open to adaptation, learning, communication, and giving and receiving feedback. Unless they choose to be open, they may lose all the social ties they have in the workplace.

As far as the stages of self-organization are concerned, it can definitely be said that teachers also go through these stages. First, in the trigger phase, teachers are faced with a disturbance or adversity that may result from various factors. This adversity or disturbance may cause teachers to lose their balance and become more sensitive than usual. However, they try to adjust or reorder themselves so that the new situation or the adversity does not harm them or threaten their survival. Secondly, in the linking phase, to better deal with the adversities, teachers may interact, collaborate with and receive feedback from each other. They aim to treat their disturbed balance and protect themselves from further chaos or disturbance. Then, in the realignment phase, teachers start to reach stability again and they may even adopt a totally different perspective to deal with the adversities they are likely to encounter in the future. Finally, in the stabilization stage, teachers learn how to protect themselves against future disturbances; they are more stable now as they know what to do and how to act. In other words, they reach the attractor state with their somehow settled tendencies and approaches.

In my study, complexity theory and self-organization as the major process in this theory were utilized because the process that English language teachers in my study

go through in coping with the adversities they encounter during their work life, the outcomes they have reach, and the way those outcomes are reached are explored and particularly the data obtained in the final phase of the present study are interpreted within this framework. However, at this point, it is worth emphasizing that listing the stages of self-organization here and making generalizations about teachers may be misleading because it is certain that not all teachers go through all these stages or not all teachers go through these stages in the same way. Reaching the final stabilization stage does not necessarily mean that teachers reached perfection. The final stage teachers reach may point to productive immunity or maladaptive immunity, which this study sets forth to explore.

CHAPTER 3

METHODOLOGY

As stated earlier, this study was conducted in four stages to reach the aims of the study and address the research questions: individual and pair interviews to construct the item pool for the Teacher Immunity Questionnaire to be newly designed, the pilot study of the new questionnaire, the application of the finalized Teacher Immunity Questionnaire to the main study population, and individual interviews to investigate individual pathways of teacher immunity. In this chapter, information on the participants, instruments, and data collection and data analysis procedures employed at each stage is presented.

3.1 The Research Model

Educational research includes designing and writing the research in one of the two major tracks: quantitative research or qualitative research (Creswell, 2012). In this study, based on the questions that will be addressed in the study, I chose to utilize the mixed methods approach.

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). Put differently, in mixed methods designs, both qualitative and quantitative methods are mixed in one study or a series of studies to gain a better insight into the research problem (Creswell & Plano Clark, 2011). This research method involves extensive data collection, merging, integrating, linking, or embedding the data collected, and analyzing the data (Creswell, 2012). In this study, it was thought that only one research track may not be enough to address the research questions because I first wanted to explore the data qualitatively to develop

a scale and to identify variables to test them in the later quantitative phase of the study. Then, I wanted to collect quantitative data in the second and third phases to statistically understand the validity and reliability of the newly designed scale and to describe the trends in a larger sample of people. Finally, I again wanted to utilize qualitative method to gain an insight into individual pathways and the hidden perspectives that may not be explored through the quantitative track.

Before I continue with the details pertaining to the stages of the study, I would like to share more information about the qualitative and quantitative dimensions of the mixed methods approach.

Qualitative research has been defined differently by different researchers. To illustrate, according to Denzin and Lincoln (2005), qualitative research involves a set of interpretive and naturalistic practices like interviews, field notes, conversations, photographs etc. which make the world visible. Further, "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2011, p.3).

On the other hand, Creswell (2013) defines qualitative research by placing greater emphasis on research design and inquiry approaches. According to Creswell, qualitative research involves a research problem that includes society or human beings, and to study this problem researchers collect data in a natural setting and analyze data both inductively and deductively to establish a pattern or a theme, to make the voices of participants heard, and to provide a complex description and interpretation of the problem.

According to Frankel and Wallen (2006), when researchers want to obtain a more complete picture of teaching, insight into concerns and learning, and know more than just "to what extent" or "how well" something is done, qualitative research is

preferred. In this type of research, the quality of relationships, activities, situations or materials are investigated (Frankel & Wallen, 2006).

According to Creswell (2013), some common features that characterize most qualitative research studies are as follows: (1) Researchers often collect data in natural setting where participants experience the research problem. They collect data by actually talking to the people in the setting and seeing them act in the context. (2) In qualitative research, researcher is the key instrument as they collect data themselves by examining documents, observing behavior, and/or interviewing them. They rely on open-ended questions for data collection purposes. (3) Qualitative research gives importance to the meanings created by participants. For researchers, various opinions/perspectives held by the participants about the research problem are important, rather than their own opinions or perspectives. (4) Also, the qualitative research process is emergent, meaning that the researchers may not follow the initial research plan they devised because with the start of the data collection procedure, the questions asked, the way data is collected etc. may change. Qualitative research is used especially when the aim is to explore, when it is not easily possible to measure the variables or study a group or population quantitatively, when we want to hear the voices of people, when we want to follow up quantitative research and help explain the underlying mechanisms or relationships, when statistics "overlooks the uniqueness of individuals" (Creswell, 2013, p.52), and when the aim is to design a questionnaire.

There are different qualitative research methods. Merriam (1998) listed five different types of qualitative research: basic or generic, ethnography, phenomenology, grounded theory, and case study, while Creswell (2007) listed narrative, phenomenological, grounded theory, ethnographic, and case studies as types of qualitative research designs.

The *quantitative design*, on the other hand, involves describing and explaining a phenomenon through empirical methods and numerical representation using mathematically-based methods, i.e., statistics (Cohen & Manion, 1980; Creswell, 1994). There are different types of quantitative research: survey research, correlational research, experimental research, and causal-comparative research. Each has its own characteristics, but among these particularly survey design and experimental design are commonly used. The survey design "provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2014). Drawing on the results obtained from the sample population, the researcher makes generalizations or draws conclusions about the population. In the experimental design, on the other hand, the main aim is to analyze the effect of a treatment or an intervention on the outcome. Here, to control the factors that may influence the outcome, researchers employ some strategies like randomly assigning individuals to groups, applying the intervention to one group but not the other etc.

Quantitative research is especially used when we want a quantitative answer, when the aim is to divide the population whose members are similar to and distinct from each other into groups, when we want to quantify opinions, attitudes and behaviors and find out how the whole population feels about a certain issue, and when we aim to test our hypotheses by explaining relationships. As quantitative research provides results which can be condensed to statistics, allows for statistical comparison between various groups, is definitive and standardized, and can answer the questions of how many and how often, it is highly preferred by researchers (Sukamolson, 2007).

As stated earlier, in the current study, the mixed methods research design was used because the aims of the study were (1) to reveal the main types of teacher immunity and their salient characteristics in Turkish context with a sample of language teachers for the purpose of developing a survey, which required qualitative

methods, (2) to explore the distribution of a group of teachers working in a public university in Turkey across the teacher immunity types revealed by the first phase of the study, which required quantitative methods, and finally (3) to investigate individual pathways of development in a particular teacher immunity type and to explore the factors contributing to teachers' current immunity levels, which again required qualitative methods.

As to the type of the study, this study is a case study utilizing the survey research design. It is a survey research because the second and the third phases of the study involve the piloting of the new Teacher Immunity Questionnaire and the application of the questionnaire to the main study population, respectively. Here, the aim was to reach statistical data to reach the profile of the participants and to see how the population was segmented into groups. In addition to the surveys used to collect quantitative data, the first and the third phases of the study included tools to collect qualitative data for the purpose of exploring the main teacher immunity types and their salient characteristics in Turkish context with a sample of language teachers to devise a survey and investigating individual pathways of development in a particular teacher immunity type and to explore the factors contributing to teachers' current immunity levels, respectively. To reach qualitative data, interviews were conducted with the participants, which allowed the participants to feel themselves free to express their ideas about the research problem and elaborate on the topic as opposed to the questionnaires which limit them with a highly structured framework which allows for only choosing among the options presented to them.

Also, this study is a *case study*, which is defined as "the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" (Gall et al., 2003, p. 545). A case study is a preferred way of answering "how" and "why" questions, and it concentrates on the phenomena within real-life contexts and with no control from the researcher (Yin, 2003). It dwells on current real-life cases that are in progress and presents an in-

depth understanding of the case (Creswell, 2013). As indicated by Hatch (2002), case studies help readers hear participants' voice and place themselves in the shoes of the participants. They are often concluded by the researcher(s) by reaching an overall meaning, or assertions or explanations (Stake, 1995; Yin, 2009, cited in Creswell, 2013) derived from the case.

Since the current study aims at both shedding light on the immunity journeys of English language instructors and trying to gain insight into the process, the individual cycles they go through and why they experience it, it can even be called *an explanatory case study* as proposed by Yin (2003).

3.2 Individual and Pair Interviews

As one of the aims of this study was to construct a new questionnaire to explore teacher immunity in a specific Turkish context, the stages of questionnaire design were followed. The first stage of questionnaire design is clarifying the research problem and identifying what critical concepts need to be addressed by the questionnaire. To facilitate this, it is often recommended that the questionnaire design phase be preceded by a small-scale qualitative study (e. g., focus group interviews) to provide information on the relevant points and issues (Dörnyei & Taguchi, 2010). This stage of the thesis was conducted based on this recommendation.

The aim of this phase was to construct the item tool for the questionnaire to be designed, and to reveal the different categories of teachers in terms of dealing with the stressful situations experienced in professional life and the salient characteristics of the teachers falling under each category.

In his study conducted in South Korea with four teachers from different teaching settings and with a high level of professional satisfaction and commitment, Hiver

found that these teachers developed a kind of response to the disturbances they encountered at work, which he termed *language teacher immunity*. Based on the descriptions and examples given by the participants, he also found that immunity may be positive (productive) or negative (maladaptive). Upon finding these immunity types, he conducted one more study with 44 teachers to reveal other immunity types and the teacher types that fall under each immunity type he found. In the second study, he asked the participants to list types of teachers who act differently in the face of adversity and to provide a descriptive name for them. Eventually, Hiver reached four teacher immunity types and sub-teacher types (see Table 1).

However, as the context of the current study is Turkey, it was thought that the categories and the teacher types under these categories cannot be used in this study. Thus, I decided to carry out individual and pair interviews with the teachers from the research context in order to reveal the context-specific immunity types and the characteristics of the teachers falling under these immunity types.

3.2.1. Participants and the Procedure

In qualitative research, data is obtained using multiple techniques such as interview, observation, and the examination of documents for the in-depth description of the phenomenon (Frankel & Wallen, 2006; Lodico, Spaulding, & Voegtle, 2006). Interview is among the most commonly preferred data collection tools in qualitative studies in order to clearly elicit information from the participants, and it is an essential data collection tool to obtain particular information which is not observable (Merriam, 1998). Since researchers cannot observe participant's feelings, thoughts and intentions, they elicit information regarding participant and enter into the interviewee's mind by asking questions (Patton, 2002).

According to Merriam (1998), interviews are categorized into three: highly structured, semi-structured, and unstructured. In highly structured interviews, the questions and their order are determined before the interview. In semi-structured interviews, before the interview, the questions and issues to be explored are determined; however, the order of these questions can be changed or they can be expanded according to interviewee's answers. In this type of interview, mostly open-ended questions are preferred to obtain in-depth information about issues (Merriam, 1998). In order to ascertain information about an issue and formulate questions for subsequent interviews, unstructured interviews are preferred. Such interviews are rarely used to gather data in qualitative research. In this study,

In qualitative studies, researchers want to elicit crucial information from those who supply them the most and they make connection with participants mostly (Merriam, 1998). Thus, selecting participants is highly critical to achieve the aim of the study. In order to select participants, there are two basic types of sampling methods which are probability sampling and non-probability sampling (Merriam, 2009). The probability sampling method is preferred in order to generalize the results of the study from the sample to the population. Since qualitative research does not aim to make generalizations, the non-probability sampling method was preferred rather than the probability sampling method for sampling (Merriam, 2009). In this study, one of the most common forms of non-probability sampling, convenience sampling method, was used. In convenience sampling, members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included in the study (Dörnyei, 2007), and no inclusion criteria are identified prior to the selection of subjects. Convenience sampling technique may prove to be effective during the exploration stage of the research area and to collect data for questionnaire design.

As a result of convenience sampling, a total of 21 teachers from both the Department of Basic English and the Department of Modern Languages were

interviewed. The interviews took place in 12 sessions. The interview procedure was terminated when the data reached saturation. The total interview time was 426 minutes, which means that each interview session lasted about 35 minutes.

Among the teachers interviewed, eleven of them are from the Department of Modern Languages, while the rest is from the Department of Basic English. The teachers I interviewed teach at different levels or have different responsibilities at school. Among these 21 teachers, 12 are instructors without any administrative duty and they teach at different levels in the departments of the School of Foreign Languages. Six have administrative duties in their departments, while two of them are teacher trainers in one of the departments.

As it was very difficult to bring teachers together in a certain place and at a certain hour due to teachers' different working hours, I could not conduct focus group interviews. I either interviewed people alone or interviewed with two or three teachers who were already sharing the same staffroom or office. Four of the teachers were interviewed alone as they either wanted to have the interview alone or they had a very busy schedule, which prevented them from being matched with other teachers. The other teachers (17 teachers) were interviewed in pairs (8 pairs), with only one group including three teachers.

In this phase of the study, the data was collected during the spring of 2017 through in-depth, semi-structured interviews. The interviews were conducted with the consent of the participants and in Turkish so that the participants could express themselves freely in their own language, though oftentimes the majority of the teachers chose to use English sentences or phrases throughout the interview. Again with the consent of the participants, the interviews were audio recorded and then transcribed for the analysis stage.

The interview procedure planned by the researcher was piloted with the first pair of teachers. According to Marshall and Roseman (2006), pilot study gives a chance to filter the instruments and rearrange them to increase participants' self-confidence and self-efficacy in conducting the research, and to notice and solve any problems regarding the research before conducting the main study. Thus, a pilot study is needed so that the main study can be conducted effectively.

In this interview, as planned earlier, the following steps were followed:

a. As a warm-up, teachers were asked whether they have ever experienced burnout or pressure at work and how teachers survive the inevitable pressures of their profession.
b. Then, four global immunity types found by Hiver were introduced.
c. The teachers were asked to list the teacher types they encountered or observed for these global immunity types.
d. The teachers were asked whether they met or worked closely with types of teachers who seemed to have the ability to resist difficulties they experienced and function effectively in the classroom without becoming vulnerable to problems.
e. If they have met these types of teachers, they were asked to describe what these teachers *think*, how these teachers *feel*, what these teachers *believe*, what these teachers *do* and why, and what these teachers *want.* This part of the interview was adapted from Hiver's (2016) study.
f. These questions were asked not just to describe productively immunized teachers, but also the other teacher types found by Hiver.

Following the interview, the teachers were asked to give feedback about the interview questions. They said that when they were given the teacher types by the researchers, they felt somewhat limited. They also stated that they found it very difficult to answer some of the questions like "What is their teaching approach?", "Why did they choose to become a teacher?", "What do they think about

professional development?" as they can just guess the answers to such questions. They highlighted the necessity of making the interview more personal rather than making interviewees to talk for somebody else who they do not know very well or who they have not had the chance to observe.

As a result of the feedback from the first pair of teachers, I decided to change the procedure of the interview. Rather than starting the interview process by giving the teacher types found by Hiver, I decided to make it more personal. Thus, I asked the following questions:

a. Do you ever experience stressful situations in your professional life? If yes, could you please give some examples?
b. How do you deal with those stressful situations? What is your approach in the face of adversity?
c. Now, please think about other teachers around you. How do the other teachers facing the same problems deal with them? What are the different types of teachers in terms of dealing with problems?
d. I am sure there are some teachers in your mind who fall into the categories you have drawn. How would you describe those people in each category? What are their main characteristics?

These questions gave the interviewees the opportunity not just to talk about themselves but also talk about people who they know well. Thus, with this change, the teachers became more involved in the interview process, talked more and said that they liked the topic and enjoyed sharing their ideas.

3.2.2. Data Analysis

Data analysis included three stages, the first of which was *data reduction*. First, the interview data was transcribed verbatim. All the recordings of the participants were transcribed only by the researcher in line with the confidentiality agreement

between the researcher and the participants. The transcriptions were read by the researcher more than three times so as to be able to better relate what was said to the results of the study, which is named as "impressionistic reading". As the aim was to devise a questionnaire, the researcher tried to find the teacher immunity categories and the statements to be placed under those categories based on what the participants shared with the researcher. Here, I did interpretational analysis which was defined by Gall et al. (2003) as "a process of examining case study data closely in order to find constructs, themes, and patterns that can be used to describe and explain the phenomenon being studied (p. 453). This was one of the most important steps of the data analysis process because the participants could have used different words to express the same idea at different points of the interviews. Following this stage, the data was simplified and organized by making clusters and coding (Miles & Huberman, 1994). Furthermore, during this analysis process, the data was analyzed based on "grounded categories" as opposed to "a priori categories" (Lincoln & Guba, 1985; Ryan & Bernard, 2000). In other words, the data were coded according to emergent themes. The identified recurring themes were examined in conjunction with the research questions of the study. Conceptual categories were created, and then, units of meaning, that is each relevant data, was placed under a suitable label (Miles & Huberman, 1994).

In the next stage, data display, the reduced data was organized in charts or graphs since such an organization enables the researchers to immediately access the compact data and grasp the relationships more easily (Miles & Huberman, 1994). As Creswell (2008, p.148) points out, "data analysis in qualitative research consists of preparing and organizing the data (i.e. text data as in transcripts) for analysis, then reducing data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion".

Conclusion drawing and verification is the final stage of data analysis. At this stage, conclusions were drawn based on the previous stages, and they were verified by

referring to both the interview notes and the categories/charts the researcher developed. The most frequently stated descriptions or sentences were determined for each interview and in this way, an item pool was created for each interview. The analysis of the qualitative data of the study was finalized following this procedure.

3.2.3. Item generation and Expert Opinion

While writing items, as suggested by many survey specialists, I did not restrict myself to any number limitations and created as many potential items as possible in a way to address the research question (Dörnyei, 2003). As suggested by Dörnyei (2003), I relied on the qualitative, exploratory data gathered from informants during the unstructured/semi-structured interviews because the best items are those that "include phrases and sentences that have indeed been said by real informants" (Dörnyei, 2003, p.52). During this stage, I frequently revisited the research questions to ensure that the items reflect them and remain relevant (Oppenheim, 1992). Finally, the item pools including the statements of the participants and created for each interview were discussed with the thesis advisor to receive feedback about the relevance of the categories and statements.

At this discussion and idea exchange stage, the item pools created for each interview were revised. The unclear sentences, very long statements, and the sentences giving the same idea were revised, rewritten, combined, or eliminated. In this way, a total of 65 questionnaire items were developed, and the first draft of the "Language Teacher Immunity Questionnaire" was devised (Appendix B).

After developing this first draft, the questionnaire was submitted to expert opinion to ensure content validity. As stated by Büyüköztürk (2006), the aim of ensuring content validity is to reveal whether the items in a devised questionnaire are qualitatively and quantitatively appropriate or enough to explore the construct in question. Generation of a questionnaire with valid items requires considerable effort

in terms of both refining the content and wording. The type of question, the language used, and the order of items may all be biased. For content validity, consideration should be given to these aspects. As the researcher may lose his/her objectivity because of seeing the items all the time, the best thing to do is to receive help from experts who are knowledgeable in the field of study and who can provide reliable and constructive feedback. Expert opinion on whether the scale items represent the proposed domains or concepts the questionnaire is intended to measure in the best way possible definitely improves content validity, or face validity.

With these concerns in mind, the first draft questionnaire was presented to four instructors (1 professor in the field of Foreign Language Education, 1 Associate Professor in the field of Educational Sciences, and 2 instructors -one of whom is a native speaker of English- pursuing their PhD and teaching at two schools of Foreign Languages). Each of the experts was an expert either in the field of foreign language education or educational sciences. The experts had at least a Masters degree and were working either in private or public university. They gave feedback on the relevance between the items and the research problem, and they made comments about the clarity of each sentence, i.e. whether the sentences could be understood, whether some sentences give the same meaning, and whether some items could be rewritten, eliminated, or combined. As the items were written in English, they also made comments about the vocabulary and grammar used in the sentences. Considering the opinions of the experts, the inappropriate items in the 65-item questionnaire were eliminated, and the second draft questionnaire with 43 items was obtained to address the research problem.

3.3 Pilot study

This phase of the study was conducted to pilot the 43-item questionnaire designed as a result of the first phase of the study, i.e, individual and pair interviews and item

generation and expert opinion. Following the first stage of the study which revealed the immunity categories and the teacher characteristics falling under those categories, a draft questionnaire was devised using the characteristics of the teachers described during the first stage. To see how the items would work in actual practice and how the respondents will perceive the items, the only way was administering the questionnaire to a group of respondents similar to the target population the instrument was designed for (Converse & Presser, 1986). Thus, the pilot study was initiated for the 43-item draft questionnaire.

3.3.1. Participants

Prior to the main study, the draft questionnaire was piloted to finalize the draft questionnaire. The pilot study was conducted with 116 language instructors working in the schools of foreign languages of different universities (both private and public), parallel to the target sample of the main study. These universities were Gazi University, TED University, Ankara Sosyal Bilimler University, Yıldırım Beyazıt University, Başkent University, and METU Northern Cyprus Campus. According to Hair et al. (1998), to analyze the pilot studies and for explanatory factor analysis to test the validity of a questionnaire, at least 100 participants are required. Thus, at this piloting stage, 116 participants were found to be at acceptable level.

3.3.2. Procedure

116 instructors whose details were given above responded to the questions in the online draft questionnaire. The questionnaire was prepared on Google Docs and the link to the questionnaire was shared with the instructors working in various universities all over Turkey through a contact person. This contact person was either a friend of mine from my PhD studies, working in one of the universities listed above or the department chair or the teacher trainer I reached with the help of

my friends working in one of the universities above. The reason I chose to collect data via the Internet was that the participants were from various universities and it was hard for me to reach them all. The data was collected in about 1.5 months. The data collection procedure was terminated when there were no new questionnaire responses in the Google Docs system.

3.3.3. Data Analysis

All the data was entered into SPSS 25, and the validity and reliability analyses were initiated. The data obtained from the questionnaires were subject to descriptive statistics, calculating frequencies and mean scores. Also, for internal validity, first, explanatory factor analysis was conducted and the Cronbach's Alpha coefficient was calculated. Then, confirmatory factor analysis was employed for construct validity. Construct validity relates to how well the items in the questionnaire represent the underlying conceptual structure. Factor analysis is one statistical technique that can be used to determine the constructs or domains within the developing measure (Rattray & Jones, 2005). This approach can, therefore, contribute to establishing construct validity. Additionally, Kaiser- Meyer-Olkin (KMO) and Barlett Sphericity Tests were conducted to see whether the data was suitable for factor analysis.

3.4 The Main Study

This phase of the study utilized the Teacher Immunity Questionnaire devised as a result of the first two phases of the study. The aim here was to reveal the distribution of the teachers working in the School of Foreign Languages across the three immunity types (positively-immunized, maladaptively-immunized, and halfway-immunized) and to show the relationship between the demographic characteristics and immunity categories.

In order to address the research questions, the 22-item Language Teacher Immunity Questionnaire developed as a result of the first two phases was used. Information on the research context and the sample for the final version of the questionnaire was given below.

3.4.1 Participants and the Research Context

In this study, the word "teacher" was used to refer to the instructors working in the School of Foreign Languages- Department of Basic English and Department of Modern Languages at METU. This semester, a total of 241 teachers work in two departments.

The Department of Basic English aims to provide the students whose level of English is below proficiency level with basic language skills so that they can pursue their undergraduate studies at METU without major difficulty. To achieve this aim, the department runs a two-semester intensive program placing emphasis on reading, writing, listening and speaking. Students are placed in five groups according to their levels of English and have 15, 20, or 25 class hours per week all through the academic year. To be a freshman, they are required not only to reach a certain level of yearly achievement but also to be successful in the English Proficiency Exam at the end of the year. Around 190 teachers work in the Department of Basic English and they teach at different levels. Teaching hours vary depending on the level they teach (5, 4 or 3 hours a day). In addition to their regular teaching load, some teachers may choose to teach at the courses offered by the Department of Basic English to the public during the week or at the weekend.

Department of Modern Languages gives advanced reading and writing courses to the freshman students as a continuation of the education they receive at the Department of Basic English so that they can follow their courses at their departments more easily. The compulsory English courses offered by the

Department are: English 101, which focuses on the skills of academic reading, writing, listening and speaking; English 102, which focuses on further improving students' reading, writing, listening and speaking skills in academic contexts; English 211, which is a second year speaking course designed with the aim of equipping students with the essential speaking skills they need to cope with the English language as medium of instruction; and English 311, which aims to equip students with language and communication skills during the job application process and at work life after graduation. The Department offers elective English courses as well for students who would like to further improve their language skills. A total of 60 instructors work at the Department and their weekly course load is 12 hours. Some instructors, if they are willing to do so, may work at weekend courses offered by the School of Foreign Languages to teach general English courses.

3.4.2. Data Collection Procedure and Analysis

To be able to reach most of the teachers in the target group, the questionnaire was administered both online and through personal contact with the instructors. A total of 187 questionnaires returned. The analysis of this data was conducted using SPSS 25. For the analysis of the demographic information of the participants, descriptive statistics was used. To see the relationship between teacher immunity and independent variables like department, age, degree etc., the one-way MANOVA analysis was conducted.

3.5. In-depth Individual Interviews

The aim of this qualitative phase was to investigate individual pathways of development for particular teacher immunity types based on the four stages of the self-organization process, namely triggering, linking, re-alignment, and stabilization. In other words, the processes that lead to a particular teacher type, the factors that have contributed to teachers' current state, and the way these types

influence teachers' emotions, beliefs, instructional effectiveness, commitment and persistence within challenging instructional settings are explored at this stage of the study drawing on the theory of self-organization as the theoretical framework.

3.5.1. Participants and Procedure

The participants at this stage of the study were sampled among the respondents of the survey. Those who indicated in the questionnaire that they were willing to participate in a follow-up interview were contacted. A total of 41 teachers volunteered to take part in this phase of the study. Based on purposive sampling, I conducted interviews with 12 teachers. As the interviews are planned to be in-depth to address the research questions well, I purposefully selected participants who I assumed were information-rich and who would contribute in the most productive way.

As to the tool for data collection, I designed an interview schedule based on Hiver's interview procedure (Appendix E). The aim of the interview was to identify factors that have contributed to respondents' current teacher immunity types, to determine how respective types influence teacher identity and self-concept, and to shed light on how the types manifest themselves in the classroom. The interviews were held individually in a semi-structured manner, were conducted in L1 so that participants could express themselves comfortably, and were recorded. The data was then subject to content analysis.

3.5.2. Data Analysis

As done previously, in order to better analyze the data collected via the interviews, all the recordings of the participants were transcribed by the researcher, and the transcriptions were read by the researcher several times to be able to better relate what was said to the research questions of the study.

While reporting the findings of this study, direct quotes were used. Gall et al. (2003) stated that "direct quotes of the remarks by the case study participants were particularly effective because they clarify the emic perspective, that is, the meaning of the phenomenon from the point of view of the participants" (p. 469). Quotes make it easier for the reader to follow the research findings.

Furthermore, during all the phases of the study, validity and reliability issues were taken into account. It was aimed to achieve triangulation, trustworthiness, credibility, dependability, and confirmability to increase the reliability and the validity of the study. I tried to explore the research topic from different perspectives to enhance triangulation because as Mackey and Gass (2005) maintain, "using the technique of triangulation can aid in credibility, transferability, confirmability and dependability" (p. 181). Below, detailed information will be presented about these dimensions of the study.

3.6. Validity and Reliability

3.6.1. Trustworthiness

According to Merriam (2009), whether data is valid and reliable affects the trustworthiness of the research study. For this reason, researchers should consider validity and reliability issues while they are planning the study, analyzing the data, and reasoning the quality of the study regardless of the type of research (Patton, 2002). In quantitative research designs, validity is defined as "referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect" (Fraenkel & Wallen, 2006, p. 151) and reliability refers to "the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another" (Fraenkel & Wallen, 2006, p. 157).

However, these issues are discussed with different terminologies in qualitative research which are credibility, dependability, transferability, and confirmability instead of using the terms internal validity, reliability, external validity, and objectivity (Lincoln & Guba, 1985).

To establish trustworthiness, Lincoln and Guba's (1985) four criteria of credibility, transferability, dependability, and confirmability were taken into consideration. The multiple sources of data aid in clarifying meanings and interpretations and allow for triangulation (Denzin and Lincoln, 2005). Member checks are used to establish the credibility of the study. Furthermore, thick descriptions of the context and participants are provided to increase the transferability of the study. Mackey and Gass (2005) highlight the importance of thick description for qualitative studies. They argue that the descriptions of interpersonal interactions must be detailed, multi-layered, and comprehensive.

The idea behind thick description is that if researchers report their findings with sufficient detail for readers to understand the characteristics of the research context and participants, the audience will be able to compare the research situation with their own and thus determine which findings may be appropriately transferred to their setting (p. 180), and readers are able to decide for themselves to what degree the results of this study are applicable to their own context. For this reason, in this study, descriptions were made in a detailed manner.

3.6.2. Credibility

Credibility in qualitative research refers to internal validity in quantitative research which is important criteria to ensure the trustworthiness of the research design (Merriam, 2009; Lincoln & Guba, 1985). According to Merriam (2009), credibility involves the questions of "How congruent are the findings with reality? Do the findings capture what is really there? Are investigators observing or measuring

what they think they are measuring?" (p. 213). Although approaching the term of "truth" and "reality" objectively is very difficult for qualitative researchers, there are six strategies suggested to ensure credibility, which are triangulation, member checks, long-term observation, peer-examination or peer debriefing, participatory or collaborative modes of research and the researcher's bias (Merriam, 1998, 2009). In the present study, triangulation and member check were employed, and the researcher's bias was taken into consideration to assure credibility.

One of the strategies used in order to establish credibility is triangulation, which is the "the most well-known strategy to shore up the internal validity of a study (Merriam, 2009,). Triangulation is defined by Creswell as "the process of corroborating evidence from different individuals, types of data or methods of data collection to ensure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes" (p. 259). According to the literature, there are four types of triangulation which are data triangulation, investigator triangulation, theory triangulation, and methodological triangulation (Creswell & Miller, 2000; Creswell, 2007; Patton, 2002). In the present study, data triangulation, methodological triangulation and investigator triangulation were used to ensure credibility. In this study, in the first phase, I worked with 21 English language instructors, i.e., more than one participant to achieve data triangulation. Furthermore, the data was collected through multiple sources including the questionnaire and semi-structured interviews; thus, methodological triangulation was achieved. In order to increase the credibility of the research study, the investigator triangulation method was also applied by interpreting the data together with the advisor.

Moreover, member check was employed to increase the credibility of the study. According to Merriam (1998), member check enables participants to check the consistency between their responses and the researcher's interpretations. In order to ensure member check, I discussed the participants' answers during semi-structured

interviews in order to confirm their responses. In this way, I was able to check whether I interpreted their responses correctly or not.

3.6.3. Dependability

Another concern which makes a contribution to the trustworthiness of the research design is dependability which corresponds to reliability in quantitative studies. Merriam (1998) defined reliability as "the extent to which research findings can be replicated" (p. 220). However, in the qualitative research, reaching the same result repeatedly is not possible due to the nature of the qualitative research design. For this reason, dependability in qualitative study means finding results that are dependable and consistent with the data (Merriam, 1998). To achieve dependability, strategies like triangulation and investigator's position are suggested by researchers (Merriam, 1998; Patton, 2002). Triangulation, one of the strategies that is used to increase credibility, establishes dependability of the study at the same time (Merriam, 1998). Data triangulation, investigator triangulation, and methodological triangulation were performed in the present study as discussed above. Another way of increasing the dependability of the research is to explain and discuss clearly the theory behind the study, the context of the study, how the participants were selected how the data was collected, analyzed and interpreted (Merriam, 1998). To ensure the dependability of this study, this study followed the triangulation procedures and detailed information was given about all the stages of the study.

3.6.4. Transferability

Transferability, which is another significant criterion to ensure trustworthiness in qualitative studies, refers to external validity in quantitative research design. The issue of transferability is completely related to whether the findings of the research study can be generalized or not. As making inferences from a small sample and generalizing those to a larger population are not the aims of the qualitative research, transferability is established by giving thick description of the study and conducting

the research with sufficient data (Merriam, 1998). In the current study, an in-depth description regarding the study was given by discussing the context of the study, sample selection, data collection tools, and data analysis procedures in the methodology part. Moreover, in order to reach sufficient data, the data collection procedures both in the qualitative and quantitative phases of the study were terminated when the data reached saturation or when no more teachers wanted to fill out the questionnaires.

3.6.5. Confirmability

The last criterion to ensure the trustworthiness of the qualitative research is confirmability, which corresponds to objectivity in quantitative research. According to Shenton (2004), the findings of a study should be based on participants' views and experiences and should not be affected by researchers' characteristics. Shenton (2004) and Lincoln and Guba (1985) proposed strategies to decrease researcher's bias so that confirmability can be ensured. One of these strategies is triangulation. Another strategy to reduce the effects of investigator's bias is elaborative description of the methodology of the research study, and the final strategy is explaining researchers' roles. In this study, conformability was ensured through triangulation, the detailed description of the methodology of the study, and the explanation of the researcher's role.

3.6.6. Researcher's Role and Bias

In qualitative studies, researcher is the primary instrument for collecting data and analyzing them (Merriam, 1998). Researcher can analyze and find the results according to his/her wishes, perspectives and views (Johnson, 1997). Thus, researcher bias is a potential threat to validity since "…qualitative research is open-ended and less structured than quantitative research" (Johnson, 1997, p. 284). In this sense, Merriam stated that "Rather than trying to eliminate these biases or

subjectivities, it is important to identify them and monitor them as to how they may be shaping the collection and interpretation of data" (2009, p.15).

Before the study, I explained the aim of my study and the process of data collection to the teachers. Also, I informed them that their personal information, their responses to the questionnaire, and their video recordings of semi-structured interviews were confidential and would not be shared with anybody. Additionally, I explained that in order to reduce bias, they would be given pseudonyms. Furthermore, while they were responding to the questionnaire, I was flexible about the duration of completion of the questionnaire. In this way, I ensured that they completed the questionnaire without feeling pressure. Moreover, interview times were arranged according to participants' suitability. At the beginning of the interviews, I had a brief talk with the participants in order to make them feel comfortable. I emphasized that their deep explanations about their thinking are important for me as the researcher. Also, I explained that there is no correct answer for questions in these interviews.

Briefly, my role in this study is the researcher role, and I aimed to reduce researcher bias by giving information about the aim of the research and the data collection process transparently to the teachers, by collecting data from voluntary participants, by being flexible during the data gathering process, and by checking my understanding of their responses through member check.

3.7. Ethical Considerations

In order to carry out the quantitative and qualitative parts of the study, permission was received from the Ethics Committee of Middle East Technical University. The approval of the committee is presented in Appendix F. With this approval, I declared that this study would not damage the teachers to participate in the study. Additionally, I talked with the teachers and asked whether they were voluntary or

not to take part in the study. Only the voluntary teachers filled out the questionnaire or took part in the interview phase.

Frankel and Wallen (2006) listed three essential concerns regarding ethics in research: avoiding the deception of subjects, protecting participants from harm, and ensuring the confidentiality of the research data. "It is a fundamental responsibility of every researcher to do all in his or her power to ensure that participants in a research study are protected from physical or psychological harm, discomfort, or danger that may arise due to research procedures" (Fraenkel & Wallen, 2006, p.56). For this reason, in this study, I ensured all the participants that they would not be harmed in the process of research and their rights would be protected. Moreover, once data is collected in a study, researchers should ensure that no one else has access to the data except for the researchers in the study (Fraenkel & Wallen, 2006). In this study, I ensured the participants that their information such as their names and responses would not be shared with anyone. Additionally, I informed the participants that in order to ensure confidentially and anonymity, I would give all the participants pseudonyms such as T1, T2, T3 and so on while disclosing the interview results. Finally, I notified them that they could withdraw from the research whenever they wanted if they did not want to continue.

This chapter gave a detailed account of the participants, contexts where the study was conducted, data collection tools, the procedure of the data collection process, and how the data were analyzed for each phase of the study. Figure 1 summarizes the data collection procedure followed during the study. The following chapter presents the quantitative and qualitative findings derived from each phase of the study.

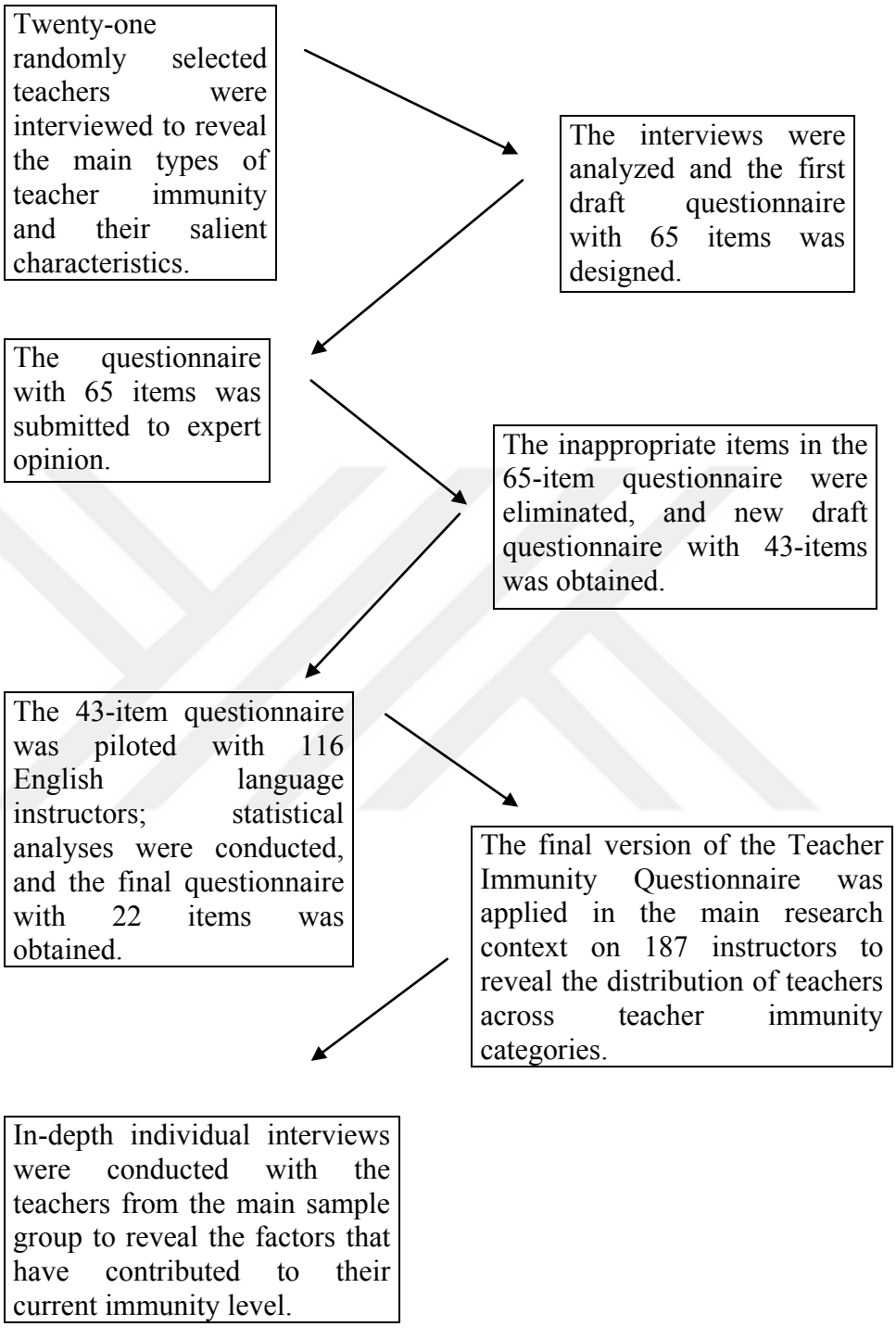


Figure 1. The data collection steps

CHAPTER 4

RESULTS

All the data that were collected through the questionnaires and the interviews were analyzed carefully and the findings obtained in each phase are presented in detail in this chapter.

4.1. Individual and Pair Interviews

As stated earlier, the aim of this phase was to construct the item tool for the language teacher immunity questionnaire to be designed, and to reveal the different categories of teachers in terms of dealing with the stressful situations experienced in professional life and the salient characteristics of the teachers falling under each category.

As explained in the methodology section, as a result of convenience sampling, a total of 21 teachers from both the Department of Basic English and the Department of Modern Languages were interviewed. The interviews were completed in 12 sessions. The total interview time was 426 minutes, which means that each interview session lasted about 35 minutes. The interview procedure was terminated when the data reached saturation.

Among the teachers interviewed, eleven of them are from the Department of Modern Languages, while the rest is from the Department of Basic English. The teachers I interviewed teach at different levels or have different responsibilities at school. Among these 21 teachers, 12 are instructors without any administrative duty and they teach at different levels in the departments of the School of Foreign

Languages. Six have administrative duties in their departments, while two of them are teacher trainers in one of the departments. The demographic characteristics of the participants of this stage are given below (Table 3).

Table 3. The characteristics of the participants

Department	DBE	10
	DML	11
Gender	Female	20
	Male	1
Administrative Duty		6
Teacher Trainer		2
Coordinator		3
No administrative duties		10

After the piloting of the interview procedure, the interviewees were asked to elaborate on the stressful situations they experience in their professional lives, giving concrete examples. Then, they were asked to explain the way they deal with those stressful situations and their approach in the face of adversity. Upon talking about their own professional lives, I asked teachers to talk about other teachers in the institution, focusing on their approaches in dealing with the problems at work. The most important question of this interview procedure was asking teachers to think about different types of teachers in terms of dealing with problems and if possible, to form some categories of teachers. I asked them to elaborate on the characteristics of teachers falling under those categories as the aim of this phase was to reveal the different categories of teachers in terms of dealing with the stressful situations experienced in professional life and the salient characteristics of the teachers falling under each category.

The results revealed that teachers used different names to categorize the teachers in terms of the coping strategies they use in the face of adversity in their professional lives compared to Hiver's study. Teachers made their own categorization of the teachers using some adjectives. The adjectives they used recurrently suggest that the teachers in the study divided the teachers basically into two groups: those with positive traits and those with negative traits (Table 4):

Table 4. The two categories of teachers with positive and negative coping traits

Positive Coping Traits	Negative Coping Traits
Problem-solver	Fossilized
Constructive	Negative
Positive	Complaining
Intrinsically motivated	Distant
Flexible	Uncaring
Challenge lover	Accusing
Passionate	Depressive
Responsible	Passive
	Over-reactor
	Extrinsically motivated
	Rule-obsessed
	Indifferent

In addition to these categories, the teachers used a metaphor to categorize some teachers. They said that if we think of a pendulum, the positive and negative teachers are at two ends; however, there is one more group of teachers, which they believe constitutes the largest group of teachers. The teachers in this group are not at the extreme ends and they move along the pendulum depending on several factors, which are also listed by the teachers interviewed at this stage (Figure 2).

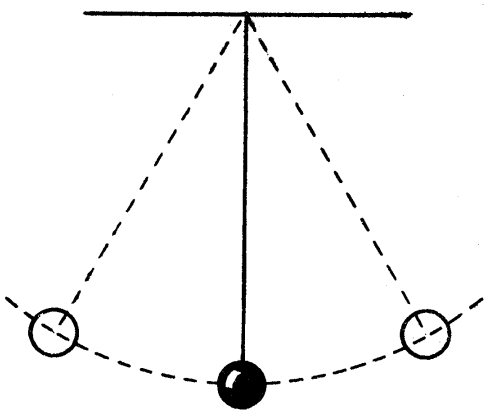


Figure 2. The pendulum representing teachers' move between the two ends

When the categories revealed by the teachers in this phase of the study are compared with those Hiver found, it can easily be seen that the "positive" and "negative" teacher categories in my study actually correspond to "productively-immunized" and "maladaptively-immunized" immunity categories of Hiver.

At this stage of my study, the teachers also mentioned halfway teachers who move along the pendulum; however, the "halfway" category in my study and that in Hiver's study does not refer to the same type of teachers. In my study, the teachers used the term "halfway" to refer to the teachers who are sometimes positive or sometimes negative depending on what they experience throughout their professional and personal life. In Hiver's study, on the other hand, "halfway" is used to refer to the teachers who used to care in the past but not now, who have given up trying to make a difference, who are discouraged by repeated failures and frustrations, who resigned themselves into passivity, and who go into classroom everyday defeated because of losing the fight against system. For this reason, it can be said that there is a mismatch between what halfway teacher refers to in Hiver's study and how it was described in my study.

As for the category of "immuno-compromised", the teachers in my study did not refer to such a category. In Hiver's study, immune-compromised teachers are those

who have not developed a strong teacher identity yet, who constantly question whether their classroom practice is as it should be, and who are professionally perfectionist. None of the descriptions made in my study point to this category.

As a result, despite not being pronounced using the same terminology, the first stage of my study revealed *productively-immunized* and *maladaptively-immunized* categories. As the established terms in the new immunity construct, I prefer to use these categories throughout my thesis as well.

The teachers interviewed at this stage also listed the salient characteristics of the teachers falling under the "productively immunized" and "maladaptively-immunized" immunity categories based on their own observations and experience. Teachers in my study provided some descriptions for the teachers falling under two immunity categories as seen in Table 5.

Table 5. Descriptions provided by the participants of the first stage for the productively immunized and maladaptively-immunized teacher categories

Productively Immunized	**Maladaptively Immunized**
-Not afraid to try different methods for the good of students -Ready to take risks -Is after emotional satisfaction -Gets emotional satisfaction from the job -Forms friendly relations with students -Not an authority figure -Helpful, well-intentioned -Self-confident -Able to resolve conflicts -Has good relations with people in general -Is not demotivated in the face of adversities -Makes changes in the materials used or participates in professional development activities in case of burnout -Aims to teach well -Tries to make teaching and learning process as enjoyable as possible -Believes that students are adult, and so behaves accordingly -Thinks positively -Is flexible to solve the problems	-Very inflexible -Finds it difficult to think outside the box -Generally has problems with students -Generally has problems with colleagues -Has a certain/fixed model in their mind and gets angry when faced with something that does not fit this model -Continuously complains about things and people -Usually forms relationships with like-minded people -Complains to students about the administrative problems -Is unhappy in life in general -Believes that students generally have malicious intentions -Is sometimes a problem creator -Dislikes changing things in life/at work -Has a linear perspective in life -Rule-obsessed -Has self-confidence problems -May not prefer change because of a possible

-Is tolerant -Is a problem solver -Open to negotiation -Is solution-oriented -Has plans in mind in case of problems -Loves the profession -Can see the underlying reasons behind the problems -Open to change -Creative/critical thinker -Understanding -Feels that s/he may learn something from the problems -Feels that s/he can handle problems sees the problems/flaws, but gives constructive feedback -Can adapt the rules/principles	increase in workload

Upon determining these descriptions, the most frequently stated descriptions or sentences were determined and in this way, an item pool was created for both productively-immunized and maladaptively-immunized teacher categories for each interview (Appendix A). As seen in Appendix A, there is an item pool for each interview session. The item pools created for each interview were revised by the researcher and the thesis advisor. The unclear sentences, very long statements, and the sentences giving the same idea were revised, rewritten, combined, or eliminated. In this way, a total of 65 questionnaire items were developed, and the first draft of the "Language Teacher Immunity Questionnaire" was devised (Appendix B).

The questionnaire included two parts. The first part was designed to elicit demographic information about the participants. In this part, the participants were asked to mention their age, gender, degree, department, total class hours a week, total years of experience, the level they teach, whether they do extra work in addition to their regular workload etc. The reason for including this part in the questionnaire was related to one of the aims and research questions of the study, namely, to explore whether demographic characteristics of the teachers in the sample have an impact on their immunity levels.

The second part of the draft questionnaire included 65 items on a 6-point Likert scale (1- Strongly Disagree to 6- Strongly Agree). The reason behind opting for a 6-point scale rather than the most commonly used 5-point scale was the concern that respondents might use the middle category ('neither agree nor disagree', 'not sure', or 'neutral') to avoid making a real choice, that is, to take the easy way out. Respondents may not want to think about a question, and thus, they may simply pick the neutral alternative in the middle. However, a 6-point scale forces the respondents to make a choice. Instead of picking "neutral", they may choose "slightly agree" or "slightly disagree" alternatives. A more important reason for choosing a 6-point scale was that even numbers in the response scale make it easier for the researcher to make groupings and to discuss the results. For example, in the current study, 1 and 2 on the scale can be considered as "maladaptively immunized", while 3 and 4 may refer to the "halfway immunized" category and 5 and 6 indicates the "productively immunized" category.

Before the next stage, which is piloting, the first draft questionnaire with 65 items was submitted to expert opinion to ensure content validity as explained in the Methodology chapter. The first draft of the questionnaire was reviewed by four experts. They gave feedback on the relevance between the items and the research problem, and they made comments about the clarity of each sentence, i.e. whether the sentences could be understood, whether some sentences give the same meaning, and whether some items could be rewritten, eliminated, or combined. As the items were written in English, they also made comments about the vocabulary and grammar used in the sentences.

For example, in the initial questionnaire, there were some items starting with "Although". The experts stated that in such sentences, they may agree with the first half of the sentence, while they may disagree with the second half; thus, they recommended eliminating or rewording those sentences. Also, in the first draft questionnaire, some items included unclear wording like "generally" and "usually".

The experts suggested making corrections or eliminating these sentences. Experts also suggested eliminating some double-barreled questions including "and". Furthermore, they stated that the items that involve making judgments about the participants must be eliminated like the item "My students do not mean much to me because they are the strangers who I will be in contact for a limited period of time" because the reason given using the connector "because" may change from person to person. In addition, they pointed to the fact that the some items actually state the same idea, so they suggested keeping one of the items in the questionnaire, while leaving out the other.

Considering the opinions of the experts, the inappropriate items in the 65-item questionnaire were eliminated (Items 3, 4, 11, 14, 26, 28, 29, 30, 32, 42, 46, 49, 50, 51, 53, 56, 58, 59, 60, 61, 64, 65) and the necessary alterations and fine-tuning were made. As a result, the second draft questionnaire with 43 items was obtained to address the research problem (Appendix C).

4.2. Pilot Study Findings

As stated in the Methodology Section, this phase of the study was conducted to pilot the 43-item questionnaire designed as a result of the first phase of the study, i.e, individual and pair interviews and item generation and expert opinion. The 43-item draft questionnaire was piloted with 116 language instructors working in the schools of foreign languages of different universities (both private and public). Detailed information about the participants of the pilot study is given below in Table 6.

Table 6. The demographics of pilot study participants

Demographics		N	%
Gender	Female	86	74.1
	Male	30	25.9
	Total	116	100
Degree	BA	57	49.1

	MA	48	41.4
	PhD	11	9.5
	Total	116	100
Levels currently taught	General English	105	90.5
	Freshman	11	9.5
	Total	116	100
Levels generally taught	All Levels	109	94.0
	Freshman Courses	7	6.0
	Total	116	100
Previous experience	Public institution	40	34.5
	Private institution	32	27.6
	Both	38	32.8
	None	6	5.2
	Total	116	100
Extra projects	Yes	62	53.4
	No	54	46.6
	Total	116	100
Academic Activities	Yes	84	72.4
	No	32	27.6
	Total	116	100

As seen in Table 6, 74.1% and 25.9% of the instructors who participated in the piloting stage of the study are female and male, respectively. 49.1% of the participants hold BA degree, while 41.4% and 9.5% hold MA and PhD degrees, respectively.

90.5% of the teachers stated that they teach general English classes, while 9.5% of the instructors teach freshman classes. As far as teachers' previous experiences are concerned, it is seen that 34.5% worked in public institutions before, while 27.6% worked in private institutions.

53.4% of the instructors stated that they do extra projects like private courses or project courses, 46.6% reported that they choose not to do any extra projects in addition to their regular classes. As for academic activities, 72.4% the instructors who participated in the piloting study stated that they engage in academic activities. 116 instructors whose details were given above responded to the questions in the online draft questionnaire prepared on Google Docs. The link to the questionnaire was shared with the instructors working in various universities through a contact person. The data collection procedure was terminated after 1.5 months when there

were no new questionnaire responses in the Google Docs system. Then, all the data was entered into SPSS 25, and the validity and reliability analyses were initiated.
First, the data obtained from the questionnaires were subject to descriptive statistics, calculating frequencies and mean scores. Also, for internal validity, first, explanatory factor analysis was conducted and the Cronbach's Alpha coefficient was calculated. Then, confirmatory factor analysis was employed for construct validity. Construct validity tests how well the items in the questionnaire represent the underlying conceptual structure. Factor analysis, on the other hand, is one statistical technique that can be used to determine the constructs or domains within the developing measure (Rattray & Jones, 2005). This approach can, therefore, contribute to establishing construct validity. Additionally, Kaiser- Meyer-Olkin (KMO) and Bartlett's Test of Sphericity were conducted to see whether the data was suitable for factor analysis.

4.2.1 Exploratory Factor Analysis

Internal consistency of the Language Teacher Immunity Questionnaire was calculated with Cronbach's Alpha coefficient. Based on the analysis, items 5, 15, 34, and 35 in the pilot questionnaire were removed from the questionnaire as their reliability values were low. The total reliability of the scale was found to be α_{total}= .88. +

Furthermore, in order to obtain a good factor structure in the questionnaire, varimax rotation was applied. The aim of this method is to simplify the factors (Gerber & Finn, 2005). As a result of factor analysis, items 22, 27, 37, 11, 10, 18, 1, 42, 29, 30, 40, 26, 28, 3, 20, 23, and 38 were removed from the study, and eventually, a questionnaire with six dimensions and 22 items in total was obtained. The factor loadings of the items, the total variance explained, and the internal consistency coefficient (Cronbach's Alpha) values are shown in Table 7.

Table 7. Reliability and Exploratory Factor Analysis Results for the Language Teacher Immunity Questionnaire

Items	$\bar{X}$	Communalities	Attitudes towards students/profession	Positive Affect	Resilience	Coping	Self-efficacy	Hardiness
M41	4.95	.852	.861					
M32	5.28	.773	.845					
M36	5.09	.740	.807					
M25	4.69	.723	.708					
M43	4.56	.452	.626					
M9	5.52	.467	.580					
M6	5.22	.859		.877				
M7	5.35	.801		.873				
M8	5.47	.643		.775				
M24	4.55	.710			.787			
M17	4.50	.705			.757			
M2*	2.72	.494			.550			
M12	4.78	.568				.704		
M31	4.91	.575				.671		
M33	4.77	.500				.631		
M13	4.94	.609				.561		
M4	5.50	.683					.726	
M19	5.04	.674					.718	
M21	5.18	.668					.589	
M16*	4.26	.764						.815
M39	4.47	.514						.587
M14	3.78	.492						.553
Eigenvalues			3.94	2.46	2.20	2.12	1.79	1.73
Total variance explained			17.9	11.2	10.0	9.6	8.1	7.8
Cumulative variance explained (%)			17.92	29.13	39.16	48.79	59.95	64.84
Cronbach's alpha			.88	.85	.66	.66	.65	.57
Kaiser-Meyer-Olkin Measure of Sampling Adequacy: .821 General Cronbach's Alpha : .88 *: reversed item Bartlett's Test of Sphericity: 1084.571 Sig. : .000								

As stated earlier, the factor analysis revealed six dimensions in the questionnaire. In naming the dimensions, the dimensions used by Hiver (2016) while constructing the "teacher immunity" construct and explained in the Introduction and Literature

Review sections of the thesis were used. Hiver (2016) argues that teacher immunity construct is composed of teacher self-efficacy, teacher motivation, teacher emotion (positive and negative teacher affectivity), coping, hardiness, resilience, openness to change, attitudes to teaching, and burnout dimensions. The six dimensions in the current study which emerged as a result of statistical analysis were named based on Hiver's (2016) dimensions. Among Hiver's dimensions, six dimensions were used: attitudes toward students/profession, positive affect, resilience, coping, self-efficacy, hardiness. As opposed to Hiver's dimensions, the "attitudes toward students/profession" dimension emerged rather than "attitudes to teaching" dimension. Also, motivation, openness to change, and burnout dimensions did not emerge in the current study. The six dimensions and the corresponding items from the scales are shown below.

Table 8. The six dimensions of the scale and the items corresponding to the dimensions

Attitudes toward students/profession	Items 9, 25, 32, 36, 41, 43
Positive affect	Items 6, 7, 8
Resilience	Items 2, 17, 24
Coping	Items 12, 13, 31, 33
Self-efficacy	Items 4, 19, 21
Hardiness	Items 14, 16, 39

As seen in Table 8, the first dimension of the Language Teacher Immunity Questionnaire is "Attitudes toward students/profession". This dimension constitutes six items and the factors loadings of the items vary between .580 - .861. The rate of the variance explained by this dimension is 17.9%. The second dimension, "positive affect" involves three items and the factor loadings of the items vary between .775 - .877. The variance explained by this dimension is 11.2%. The third dimension, "resilience" includes three items and the factor loadings of the items vary between .550 - .787. The variance explained by this dimension is 10.0%. The fourth dimension is "coping". This dimension is composed of four items and the factors

loadings of the items vary between .561 - .704. The rate of the variance explained by this dimension is 9.6%. The fifth dimension, “self-efficacy”, includes three items and the factor loadings of the items vary between .589-.726. The variance explained by this dimension is 8.1%. The last dimension is “hardiness”. It includes three items, the factor loadings of which vary between .553-.815. The variance explained by this dimension is 7.8%.

The factor analysis also revealed the reliability coefficients for each dimension. The coefficients were found to be .88, .85, .66, .66, .65 and .57 for attitudes toward students/profession, positive affect, resilience, coping, self-efficacy, and hardiness dimensions, respectively. These values point to high internal consistency (Hair, Anderson, Tahtam, & Black, 1998).

Exploratory Factor Analysis was also used to test the content validity of the Language Teacher Immunity questionnaire. The appropriacy of the data for factor analysis was calculated through Kaiser- Meyer-Olkin (KMO) and Barlett Sphericity Tests. According to the results of these tests, for 22 items, the KMO = .821 and p = 0. 000 ($p < .05$). The KMO value tests the adequacy of sample size, and when it is close to 1, it can be said that the sample size is adequate to conduct factor analysis. The Bartlett’s Test, on the other hand, is used to understand whether the correlation between the variables is adequate. Table 8 gives the factors analysis results for the Language Teacher Immunity Questionnaire.

As a result of the factor analysis, the total variance explained was calculated as 64.84%. As stated earlier, the internal consistency (Cronbach’s Alpha) of the Language Teacher Immunity Questionnaire was calculated as .88. The internal consistency coefficients of the items in the first, second, third, fourth, fifth, and sixth dimensions were found to be .88, .85, .66, .66, .65, and .57, respectively. Thus, it can be said that the questionnaire is reliable.

4.2.2 Confirmatory Factor Analysis

The structure with 22 items and six dimensions obtained from the explanatory factor analysis was tested with the confirmatory factor analysis (CFA). Lisrel (Linear Structual Relations) 8.54 software (Jöreskog & Sörbom, 2001) was used to conduct CFA analysis. The reason for conducting CFA with the structural equation model is that it allows for the statistical testing of goodness of fit and the model has a confirmatory role (Ewert & Sibthorp, 2000). CFA is a direct application of the structural equation model and by determining one model, the researcher uses the structural equation model to evaluate the statistical significance of this model (Hair, Anderson, Tahtam & Black, 1998).

Table 9. Goodness of Fit Indices for the Language Teacher Immunity Questionnaire

Goodness of Fit Indices	Good Fit	Acceptable Fit	The proposed model
χ^2	$0 \leq \chi^2 \leq 2sd$	$2sd < \chi^2 \leq 3$ sd	208.57 (sd=194)
χ^2/sd	$0 \leq \chi^2/df \leq 2$	$2 < \chi^2/df \leq 3$	1.07
RMSEA	0 ≤ RMSEA ≤ 0,05	0,05 < RMSEA ≤ 0,10	.025
GFI	0,95 ≤ GFI ≤ 1,00	0,90 ≤ GFI < 0,95	.86
AGFI	0,90 ≤ AGFI ≤ 1.00	0,85 ≤ AGFI <0,90	.82
NFI	0,95 ≤ AGFI ≤ 1.00	0,90 ≤ NFI <0,95	.90
CFI	0,95 ≤ CFI ≤ 1.00	0,85 ≤ CFI <0,90	.98
RMR	0 ≤ RMR ≤ 0,05	0,05 < RMR ≤ 0,10	.07
SRMR	0 ≤ SRMR ≤ 0,05	0,05 < SRMR ≤ 0,10	.06

Source: Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the Fit of Structural Equation Models: Tests of Significance and Descriptive Goodness of Fit Measures. *Methods of Psychological Research Online*, 8(2), 52.

As a result of the path analysis conducted with Lisrel 8.54 (Figure 2), it was seen that fit indices such as RMSEA (root mean square error of approximation), CFI (comparative fit index), and GFI (goodness of fit index) were at an acceptable range (Kaplan, 1995). Thus, it has been confirmed that the Language Teacher Immunity Questionnaire has a six-factor structure. The fit indices of the model obtained from the CFA of the Language Teacher Immunity Questionnaire were examined and the

following values were obtained: Chi-square value (χ^2= 208.57), degree of freedom (df=194), and p = 0. 000 (p < 0.05). The fit index values were found as RMSEA= .025, NFI= .90, GFI= .86, AGFI= .82, CFI=.98, and SRMR= .06 and RMR = .07. It was revealed that the fit indices of the model are enough to be used (Table 9).

4.3. Main Study Findings

In this section, the final phase of the study, which is the application of the final version of the Language Teacher Immunity Scale to the target population, was explained in detail. The statistical findings regarding the demographic information of the participants, the distribution of the sample across the teacher immunity types specified before, and the relationship between demographic and other characteristics of the instructors and their teacher immunity levels were shared.

4.3.1 Demographics

As explained in the Methodology chapter, the study was conducted with the teachers working in the School of Foreign Languages- Department of Basic English and Department of Modern Languages at METU. This semester, a total of 241 instructors work in two departments. To be able to reach most of the teachers in the target group, the questionnaire was administered both online and through personal contact with the instructors. As a result, a total of 187 questionnaires returned.

The demographic characteristics of the instructors (gender, age) and other characteristics (degree, levels/courses currently and mostly taught in the institution, total class hours a week, total years of experience, previous teaching experience, extra projects, and academic activities) who participated at this stage of the study and the frequency and percentage distributions of these characteristics across the sample are given in Table 10.

Table 10. The Frequency and Percentage Distributions of the Demographic and Other Characteristics of the Participants

		N	%			N	%
Gender	Female	168	% 89.8	Academic activities	Yes	85	%45.5
	Male	19	% 10.2		No	102	%54.5
Age	27-35 years old	43	% 23.0	Extra Projects	Yes	100	%53.5
	36-44 years old	85	%45.5		No	87	%46.5
	45 years old and above	59	%31.6				
					Public institution	25	%13.4
Degree	BA	33	%17.6	Previous teaching experiences	Private institution	83	%44.4
	MA	115	%61.5		Both	48	%25.7
	PhD	39	%20.9		None	31	%16.6
Department	DBE	139	%74.3				
	DML	48	%25.7				
Level/ course mostly taught	BEG	18	12.9	Current level/ course	BEG	19	10.2
	ELE	34	24.4		ELE	25	13.4
	PIN	19	13.6		ENG101/102	30	62.5
					ENG211	9	18.7
					ENG311	3	6.2
					INT	26	13.9
	INT	34	24.4		PIN	18	9.6
	UIN	23	16.5		REP	10	5.3
	REP	3	2.1		UIN	26	13.9
	ENG101	32	66.7		OTHER	20	10.7
	ENG102	0	0	Total class hours a week (including project hours)	1-12 hours	55	%29.4
	ENG211	12	25.0		13-24 hours	73	%39.0
	ENG311	4	8.3		25 hours and more	59	%31.6
	OTHER (Admin, test writer, teacher trainer, coordinator)	8	5.7	Total years of experience:	5-14 years	66	%35.3
					15-25 years	89	%47.6
					26 years and above	32	%17.1

As stated earlier, there are around 190 instructors in the Department of Basic English and 139 of them participated in the study. On the other hand, among the 60 instructors teaching in the Department of Modern Languages, 48 instructors participated in the study. The demographic information about the participants revealed that 168 female and 19 male instructors took part in the study. The

majority of the instructors (45.5%) are between the ages of 36-44. The total years of experience of the instructors in the study vary between 5 years to 26 years and above, but the majority of the instructors (47.6%) have 15 to 25 years of experience.

As for the degree they have completed so far, it is seen in the table that the majority of the instructors (61.5%) completed their Master's degree. When the courses or levels mostly taught by the instructors are examined, it is seen that the majority of the teachers in the Department of Basic English teach Elementary and Intermediate groups, while the majority of the instructors (66.7%) from the Department of Modern Languages generally teach ENG101 course.

As for the level instructors teach this semester, the majority of the instructors at the Department of Basic English teach Intermediate and Upper Intermediate levels (13.9% each). In the Department of Modern Languages, on the other hand, this semester the majority of the instructors are teaching ENG 102, which is the continuation of the ENG101 course.

As far as participation in academic activities is concerned, 54.5% of the instructors stated that they do not take part in academic activities. As for extra projects like weekend courses or private courses, 53.5% of the instructors reported that they work at extra projects.

The study examined the previous teaching experiences of the instructors as well. It is seen that the majority of the instructors (44.4%) worked at a private university or institution before they started working at METU.

Finally, as far as total class hours a week are concerned, it can be said that 39% of the instructors teach between 13-24 hours a week, while 31.6% of the instructors teach 25 hours or more a week.

4.3.2 Distribution of the Teachers across the Teacher Immunity Types

Another aim of this study was to explore the distribution of a group of teachers working in the School of Foreign Languages of METU, a public university in Turkey, across the main teacher immunity types, which were found in the first phase of the study.

The statistical findings suggest that on the 6-point Likert Scale, 187 instructors cluster around 4.7. On the scale, points 1-2 was assumed to indicate maladaptive immunity, while points 3-4 indicate halfway immunity, and points 5-6 indicate productive immunity. Thus, with the average point of 4.7, the 187 instructors in this study can be said to be somewhere between the end point of halfway immunity and the starting point of productive immunity.

Table 11. The arithmetic averages of each item in the scale

Items	Mean	Items	Mean
6	5,82	**16**	4,90
17	5,59	**8**	4,80
4	5,49	**7**	4,74
5	5,37	**15**	4,64
2	5,34	**10**	4,57
3	5,30	**20**	4,57
19	5,25	**18**	4,44
13	5,24	**14**	4,28
22	5,21	**11**	4,06
12	5,09	**1**	2,70
21	5,05	**9**	2,63

As far as the difference between DBE and DML teachers is concerned, it is seen that the DML instructors who participated in the study clustered around 4.6, while

the DBE instructors clustered around 4.7, which indicates that there is not much difference between the instructors in two departments in terms of their overall immunity levels. Also, the data revealed that the highest average score of DML instructors was 5.40, whereas the lowest average was found to be 3.51. On the other hand, the highest average score of DBE instructors was 5.61, whereas the lowest average was found to be 3.94. Table 11 above shows the arithmetic averages of each item in the final scale.

As seen in Table 11, none of the respondents "strongly" agreed with the items in the scale. However, overall, 11 items out of 22 items in the scale received an average score varying between 5.05 and 5.82. Item 6 "I care about my students" received the highest score from the instructors, followed by Item 17 "I love my job", and Item 4 "I establish good rapport with my students". As far as the items with the lowest averages are concerned, as seen in Table 11, the instructors disagreed with Item 1 which states, "I lose my motivation in the face of adversities". Furthermore, the instructors in the study disagreed with Item 9, which states "I tend to overreact when I encounter stressful situations at work".

As seen in Table 12, as far as the individual average scores obtained from the Language Teacher Immunity Scale are concerned, it is seen that the majority of the teachers (N=144) had averages between 4-5, which indicates a point close to high immunity. Their averages ranged between 4.03 and 4.97. On the other hand, 39 teachers had very high immunity. Their averages ranged between 5.0 and 5.61. An interesting finding is that only 4 teachers were within 3-4 range, that is, halfway immunized. Their scores ranged from 3.51 to 3.94. The data revealed that none of the instructors in the sample had maladaptive immunity as none of the teachers were in the 1-2 range.

Table 12. Individual average scores of the teachers obtained from the Language Teacher Immunity Scale

Immunity Level	**Number of teachers**	**Range**
5-6 (high immunity)	39	5.0 - 5.61
4-5 (close to high immunity)	144	4.03 - 4.97
3-4 (halfway immunity)	4	3.51 - 3.94
1-2 (low immunity)	0	0

The statistical findings also revealed the averages of the six-dimensions of the Language Teacher Immunity Scale.

Table 13. The averages of the six-dimensions of the Immunity Scale

Dimensions	**Mean**
Positive Affect	5,3886
Attitudes toward students/profession	5,2585
Self-Efficacy	5,2210
Coping	4,7193
Hardiness	3,9234
Resilience	3,6791

As Table 13 demonstrates, the instructors who participated in the study were productively immunized in three dimensions of the scale, namely, positive affect, attitudes toward students/profession, and self-efficacy as their mean scores were 5,38, 5,25, and 5,22, respectively. The findings also revealed that the instructors were almost productively immunized as far as coping dimension is concerned (4.71). However, a noteworthy finding is that the instructors found themselves halfway-immunized as far as the resilience and hardiness dimensions are concerned.

4.3.3 The Effect of Demographic Characteristics on Teachers' Immunity Levels

This section aims to reveal the findings as to whether demographic characteristics, namely age, degree, department, total years of experience, total class hours a week, level/courses instructors are teaching, previous teaching experience, extra projects, and academic activities have an impact on instructors' immunity levels. As stated earlier in the Methodology section, to see the relationship between teacher immunity and independent variables, one-way MANOVA analysis was conducted as we used one independent variable in each analysis. The results of these analyses are shared below.

4.3.3.1 The Effect of Age

In order to test the effect of age on teacher immunity through one-way MANOVA analysis, Box's M statistics was used to test the equality of covariances, and the results revealed that the covariances were equal [Box's M = 47.414, $F_{(42, 611161)}$ = 1.071, p= .348 > .05].

Table 14. MANOVA Results regarding Instructors' Immunity Levels based on Age

Independent Variable	Dependent Variables	Age	N	Mean	SS	Wilks' Lambda	F	p	Eta squared
Age	Attitudes toward students/profession	27-35 years old 36-44 years old 45 years old and above	43 85 59	5.12 5.27 5.33	.58 .55 .53	.884	1.970	.142	.021
	Positive Affect	27-35 years old 36-44 years old 45 years old and above	43 85 59	5.29 5.37 5.48	.44 .42 .48		2.200	.114	.023
	Resilience	27-35 years old 36-44 years old 45 years old and above	43 85 59	3.83 3.61 3.64	.81 .83 1.01		.898	.409	.010

Table 14. (cont'd)

	Coping	27-35 years old 36-44 years old 45 years old and above	43 85 59	4.62 4.67 4.85	.47 .58 .62		2.566	.080	.027
	Self-Efficacy	27-35 years old 36-44 years old 45 years old and above	43 85 59	5.27 5.21 5.18	.45 .52 .58		.431	.650	.005
	Hardiness	27-35 years old 36-44 years old 45 years old and above	43 85 59	3.93 3.90 3.94	.44 .43 .43		.187	.829	.002
p* < 0.05									

The results of the MANOVA test done to test whether there is a relationship between instructors' age and dependent variables revealed that age does not affect teachers' immunity levels [Wilks' Lambda = .884 F = 1.891, p > .05] as seen in Table 14. Furthermore, when the eta squared effect sizes calculated for age are examined, it is seen that age seems to have a higher impact on coping than other dimensions of immunity.

The Levene test was conducted to show the equality of variances, and it was conducted to verify Table 14. The equality in terms of dependent variables was accepted as seen in Table 15.

Table 15. Levene Test results testing the equality of variances in terms of Age

Dependent Variables	F	sd1	sd2	p
Attitudes toward students/profession	1.107	2	184	.333
Positive Affect	.821	2	184	.442
Resilience	.966	2	184	.382
Coping	1.838	2	184	.162
Self-efficacy	.781	2	184	.459
Hardiness	.019	2	184	.981

4.3.3.2 The Effect of Department Teachers Work at

According to the results of Box's M statistics conducted to test the equality of covariances [Box's M = 41.895, $F_{(21,\ 29735)} = 1.896$, p= .008 < .05], covariances were found to be non-equal (Table 16). However, according to the Levene test results calculated to show the equality of variances, the variances of dependent variables are equal in two groups.

Table 16. MANOVA Results regarding Teachers' Immunity Levels based on their Departments

Independent Variable	Dependent Variables	Department	N	Mean	SS	Wilks' Lambda	F	p	Eta squared
Department	Attitudes toward students/profession	DBE DML	139 48	5.28 5.18	.57 .53	.908	1.038	.310	.006
	Positive affect	DBE DML	139 48	5.46 5.17	.42 .48		15.577	.000*	.078
	Resilience	DBE DML	139 48	3.72 3.56	.90 .85		1.244	.266	.007
	Coping	DBE DML	139 48	4.75 4.63	.54 .66		1.577	.217	.008
	Self-efficacy	DBE DML	139 48	5.22 5.22	.52 .54		.000	.986	.000
	Hardiness	DBE DML	139 48	3.92 3.92	.47 .33		.000	.986	.000
p* < 0.05									

The MANOVA test conducted to test whether the dependent variables show a difference based on the departments of the instructors revealed that DBE and DML instructors differ in positive affect dimension [Wilks' Lambda (Λ) = .908, F = 3.050, p < .05] (Table 16). In other words, depending on the department they work in, instructors have different views about the positive affect dimension. The instructors working at DBE seem to show relatively higher positive affect compared to the instructors at DML [$\overline{X}_{DBE} = 5.46$, $\overline{X}_{DML} = 5.17$]. As far as other dimensions are concerned, no significant differences were observed between the instructors in two departments.

Furthermore, when the eta squared effect sizes calculated for the two departments are examined, it is seen that department seems to have a higher impact on the positive affect dimension.

The Levene test was conducted to show the equality of variances, and it was conducted to verify Table 16. According to the Levene test results, the variances of dependent variables are equal in two groups (Table 17).

Table 17. Levene Test results testing the equality of variances in terms of Department

Dependent Variables	F	sd1	sd2	p
Attitudes toward students/profession	.552	1	185	.458
Positive affect	.166	1	185	.684
Resilience	.004	1	185	.947
Coping	2.717	1	185	.101
Self-efficacy	.056	1	185	.813
Hardiness	3.694	1	185	.056

4.3.3.3 The Effect of the Degree Teachers Hold

In the study, in order to test the effect of degree on teacher immunity levels and to test the equality of covariances, MANOVA Box's M statistics was applied, and the equality of covariances was accepted [Box's M = 53.223, $F_{(42,\ 28245)} = 1.184$, p= .193 > .05] (Table 18).

Table 18. MANOVA Results regarding Teachers' Immunity Levels based on their Degree

Independent Variable	Dependent Variable	Degree	N	Mean	SS	Wilks' Lambda	F	p	Eta squared
Degree	Attitudes toward students/profession	BA MA PhD	33 115 39	5.39 5.26 5.15	.51 .55 .63	.953	1.533	.219	.016

Table 18 (cont'd)

Degree	Positive affect	BA MA PhD	33 115 39	5.46 5.38 5.36	.45 .46 .45		.581	.561	.006
	Resilience	BA MA PhD	33 115 39	3.67 3.70 3.60	.80 .94 .84		.187	.829	.002
	Coping	BA MA PhD	33 115 39	4.78 4.70 4.72	.43 .58 .69		.247	.781	.003
	Self-efficacy	BA MA PhD	33 115 39	5.15 5.26 5.18	.41 .55 .54		.647	.525	.007
	Hardiness	BA MA PhD	33 115 39	3.97 3.89 3.96	.47 .44 .41		.599	.550	.006
p* < 0.05									

Furthermore, when the eta squared effect sizes calculated for the degree instructors hold are examined, it is seen that degree seems to have a higher impact on attitudes toward students/profession compared to other dimensions. The Levene Test was conducted to show the equality of the variances, and the variances of dependent variables were accepted as to be equal as seen in Table 19.

Table 19. Levene Test results testing the equality of variances in terms of Degree

Dependent Variables	F	sd1	sd2	p
Attitudes toward students/profession	1.097	2	184	.336
Positive affect	.219	2	184	.803
Resilience	1.204	2	184	.302
Coping	2.767	2	184	.065
Self-efficacy	.666	2	184	.515
Hardiness	.283	2	184	.754

The results of the MANOVA test conducted to test whether there is a relationship between the degrees of the instructors and their immunity levels revealed that degrees of instructors do not play a role in teacher immunity levels [Wilks' Lambda = .953, F = .727, p > .05] (Table 18). In other words, the degrees the instructors hold do not have an impact on instructors' immunity levels.

When the eta squared effect sizes calculated for the degrees the instructors hold are examined, it is seen that degree seems to have a higher impact on the attitudes toward students/profession dimension compared to other dimensions.

4.3.3.4 The Effect of Total Class Hours a Week

The results of the Box's M statistics conducted to test the effect of instructors' total class hours a week on their immunity levels indicated that the covariances are not equal [Box's M = 87.577, $F_{(42, 90904)} = 1.987$, p= .000 < .05] (Table 20).

Table 20. MANOVA Results regarding Teachers' Immunity Levels based on their Total Class Hours a Week

Independent Variable	**Dependent Variable**	**Total Class Hours a Week**	**N**	**Mean**	**SS**	**Wilks' Lambda**	**F**	**p**	**Eta squared**
Total Class Hours a Week	Attitudes toward students/profession	1-12 hours	55	5.26	.48	.929	.063	.939	.001
		13-24 hours	73	5.24	.60				
		25 hours and above	59	5.27	.57				
	Positive affect	1-12 hours	55	5.30	.48		1.417	.245	.015
		13-24 hours	73	5.41	.47				
		25 hours and above	59	5.43	.39				
	Resilience	1-12 hours	55	3.64	.84		.046	.955	.001
		13-24 hours	73	3.69	.95				
		25hours and above	59	3.68	.86				
	Coping	1-12 hours	55	4.73	.64		.134	.875	.001
		13-24 hours	73	4.69	.57				
		25 hours and above	59	4.73	.51				
	Self-efficacy	1-12 hours	55	5.27	.64		2.306	.103	.024
		13-24 hours	73	5.11	.57				
		25 hours and above	59	5.29	.51				

Table 20 (cont'd)

Total Class Hours a Week	Hardiness	1-12 hours 13-24 hours 25 hours and above	55 73 59	3.96 3.94 3.85	.37 .41 .50		1.133	.324	.012
p* < 0.05									

The results of the MANOVA test conducted to test whether total class hours instructors teach in a week have an effect on their immunity levels revealed that total class hours a week do not play a role in instructors' immunity levels [Wilks' Lambda = .929, F = 1.117, p > .05] (Table 20). When the eta squared effect sizes calculated for instructors' total class hours a week are examined, it is seen that self-efficacy dimension is more affected by the total class hours instructors teach in a week compared to other dimensions.

Furthermore, the Levene Test was conducted to show the equality of the variances, and the equality in terms of dependent variables was accepted as seen in Table 21.

Table 21. Levene Test results testing the equality of variances in terms of Total Class Hours a Week

Dependent Variables	F	sd1	sd2	p
Attitudes toward students/profession	1.286	2	184	.279
Positive affect	1.767	2	184	.174
Resilience	.452	2	184	.637
Coping	1.067	2	184	.346
Self-efficacy	1.052	2	184	.351
Hardiness	1.696	2	184	.186

According to the results, the variances of dependent variables are equal.

4.3.3.5 The Effect of Total Years of Experience

In the study, in order to test the effect of instructors' total years of experience on their immunity levels and to test the equality of covariances, MANOVA Box's M statistics was applied, and it was found that covariances are equal [Box's M = 59.574, $F_{(42, 32168)} = 1.336$, p= .071 > .05] (Table 22).

Table 22. MANOVA Results regarding Teachers' Immunity Levels based on their Years of Experience

Independent Variable	Dependent Variables	Years of Experience	N	Mean	SS	Wilks' Lambda	F	p	Eta squared
Years of Experience	Attitudes toward students/profession	5-15 years 16-26 years 27 years and above	66 89 32	5.17 5.29 5.32		.929	.063	.939	.001
	Positive affect	5-15 years 16-26 years 27 years and above	66 89 32	5.35 5.38 5.47			1.417	.245	.015
	Resilience	5-15 years 16-26 years 27 years and above	66 89 32	3.80 3.62 3.55			.046	.955	.001
	Coping	5-15 years 16-26 years 27 years and above	66 89 32	4.69 4.72 4.75			.134	.875	.001
	Self-efficacy	5-15 years 16-26 years 27 years and above	66 89 32	5.22 5.26 5.07			2.306	.103	.024
	Hardiness	5-15 years 16-26 years 27 years and above	66 89 32	3.89 3.93 3.94			1.133	.324	.012
p* < 0.05									

The results of the MANOVA test conducted to test whether instructors' total years of experience have an effect on their immunity levels revealed that instructors' immunity levels are not affected by their level of experience [Wilks' Lambda = .929, F = 1.117, p > .05] (Table 22).

As far as the eta squared effect sizes calculated for instructors' total years of experience are concerned, it is seen that self-efficacy dimension is affected by total years of experience more than other dimensions.

Furthermore, the Levene Test was conducted to show the equality of the variances, and the equality in terms of dependent variables was accepted as seen in Table 23.

Table 23. Levene Test results testing the equality of variances in terms of Total Years of Experience

Dependent Variables	F	sd1	sd2	p
Attitudes toward students/profession	.114	2	184	.893
Positive affect	1.627	2	184	.199
Resilience	.999	2	184	.370
Coping	4.298	2	184	.015
Self-efficacy	1.208	2	184	.301
Hardiness	2.082	2	184	.128

4.3.3.6 The Effect of Academic Activities

The results of the MANOVA Box's M statistics conducted to test the effect of the academic activities instructors engage in on their immunity levels indicated that the covariances are equal [Box's M = 32.710, $F_{(21, 117476)} = 1.503$, p= .065> .05].

Table 24. MANOVA Results regarding Teachers' Immunity Levels based on their Academic Activities

Independent Variable	**Dependent Variables**	**Academic Activities**	**N**	**Mean**	**SS**	**Wilks' Lambda**	**F**	**p**	**Eta squared**
Academic Activities	Attitudes toward students/profession	Yes No	85 102	5.32 5.20	.56 .55	.976	2.384	.124	.013
	Positive affect	Yes No	85 102	5.38 5.39	.43 .47		.014	.907	.000
	Resilience	Yes No	85 102	3.75 3.61	.83 .93		1.187	.277	.006
	Coping	Yes No	85 102	4.73 4.70	.59 .56		.119	.730	.001

Table 24 (cont'd)

Academic Activities	Self-efficacy	Yes No	85 102	5.26 5.18	.47 .48		.979	.324	.005
	Hardiness	Yes No	85 102	3.94 3.90	.44 .43		.385	.536	.002
p* < 0.05									

The results of the MANOVA test conducted to test whether engaging in academic activities affect the dimensions of immunity revealed that the teachers' immunity levels are not affected by their academic activities [Wilks' Lambda = .976, F = .751, p > .05] (Table 24).

Furthermore, when the eta squared effect sizes calculated for the academic activities of the instructors are examined, it is seen that academic activities seem to have a higher impact on attitudes toward students/profession dimension compared to other dimensions.

Also, Levene Test was conducted to show the equality of the variances, and the equality in terms of dependent variables was accepted as seen in Table 25.

Table 25. Levene Test results testing the equality of variances in terms of Academic Activities

Dependent Variables	F	sd1	sd2	p
Attitudes toward students/profession	.007	1	185	.932
Positive affect	.638	1	185	.425
Resilience	1.155	1	185	.284
Coping	.113	1	185	.737
Self-efficacy	3.094	1	185	.080
Hardiness	.049	1	185	.824

4.3.3.7 The Effect of the Extra Projects

The results of the MANOVA Box's M statistics conducted to test the effect of doing extra projects like weekday/weekend courses or giving private lessons in addition to regular teaching load on the dimensions of immunity indicated that the covariances are equal [Box's M = 12.807, $F_{(21,\ 120853)} = .589$, p= .929 p > .05] (Table 26).

Table 26. MANOVA Results regarding Teachers' Immunity Levels based on the Extra projects They Do

Independent Variable	Dependent Variable	Extra Projects	N	Mean	SS	Wilks' Lambda	F	p	Eta squared
Extra Projects	Attitudes toward students/profession	Yes No	100 87	5.31 5.19	.54 .56	.941	2.340	.128	.012
	Positive affect	Yes No	100 87	5.46 5.29	.43 .45		6.530	.011*	.034
	Resilience	Yes No	100 87	3.74 3.60	.88 .89		1.116	.292	.006
	Coping	Yes No	100 87	4.71 4.72	.57 .58		.055	.815	.000
	Self-efficacy	Yes No	100 87	5.27 5.15	.51 .53		2.420	.122	.013
	Hardiness	Yes No	100 87	3.92 3.91	.46 .40		.012	.912	.000
p* < 0.05									

The findings of the MANOVA test revealed that carrying out extra projects has an impact on the dimension of positive affect [Wilks' Lambda (Λ) = .941, F = 6.530, p < .05]. Positive affect seems to be a little higher in those who do extra projects [$\overline{X}_{Yes} = 5.46$, $\overline{X}_{No} = 5.29$].

Furthermore, when the eta squared effect sizes calculated for extra projects are examined, it is seen that doing extra projects seems to have a higher impact on the positive affect dimension than other dimensions.

Also, Levene Test was conducted for the equality of the variances, and the equality in terms of dependent variables was accepted as seen in Table 27.

Table 27. Levene Test results testing the equality of variances in terms of Extra Projects

Dependent Variables	F	sd1	sd2	p
Attitudes toward students/profession	.042	1	185	.837
Positive affect	.194	1	185	.660
Resilience	.069	1	185	.793
Coping	.200	1	185	.655
Self-efficacy	.166	1	185	.684
Hardiness	2.060	1	185	.153

4.3.4 The Relationship between the Dimensions of the Teacher Immunity Construct

Whether there is a relationship between the dimensions of teacher immunity was tested with Pearson Product-Moment Correlation technique. The findings are given in Table 28. As the findings indicate, among all the dimensions, Positive Affect dimension was found to have the highest mean score (5.3), while Resilience dimension was found to have the lowest mean score (3.6). Furthermore, an average, positive significant relationship was found between Attitudes toward students/profession and Positive Affect and Resilience, and Coping and Self-Efficacy ($r= .418$, $p< .01$), ($r= .415$, $p< .01$), ($r= .436$, $p< .01$), ($r= .401$, $p< .01$), while the relationship between Positive Affect and Coping was found to be positive and medium ($r= .465$, $p< .01$), The relationship between Resilience and Self-efficacy dimensions was found to be positive and weak ($r= .335$, $p< .01$), ($r= .376$, $p< .01$), while the relationship between Resilience and Coping dimensions was found to be positive and medium ($r= .458$, $p< .01$). Finally, a positive and medium significant relationship was found between Resilience and Self-efficacy dimensions

(r= .316, p< .01). Finally, the relationship between Coping and Self-efficacy dimensions was found to be weak, positive and significant (r= .382, p< .01).

Table 28. The Relationship between the Dimensions of the Teacher Immunity Construct

Correlation	$\overline{X}$	SS(σ)	Attitudes toward students/profession	Positive affect	Resilience	Coping	Self-efficacy	Hardiness
Attitudes toward students/profession	5.25	.55	1	.418**	.415**	.436**	.401**	.031
Positive affect	5.38	.45		1	.335**	.465**	.376**	.097
Resilience	3.67	.89			1	.458**	.316**	-.085
Coping	4.71	.57				1	.382**	.049
Self-efficacy	5.22	.52					1	.020
Hardiness	3.92	.45						1
Significance Level p**<.01								

Overall, as will be further discussed in the discussion and conclusion section of the thesis, it was found through statistical analysis that none of the independent variables seem to have an impact on the level of immunity. In other words, no difference was observed between the independent variables in terms of having a considerable effect on immunity. Still, the eta squared affect sizes gave us an insight about the dimension which was affected more than other dimensions as far as each demographic characteristic is concerned.

4.4. Individual In-depth Interview Findings

As stated in the methodology section, this phase of the study was conducted to reveal the individual pathways of the instructors who participated in the final phase of the study. The dynamics that produce a particular teacher type, the factors that

have contributed to teachers' current state, and the way these types influence teachers' emotions, beliefs, motivation, and instructional practices within challenging instructional settings are explored at this stage of the study. The in-depth interviews allowed me to explore the multi-layered and dynamic aspects of language teachers' experiences.

The participants at this stage of the study were sampled among the respondents of the survey. Those who indicated in the questionnaire that they were willing to participate in a follow-up interview were contacted. A total of 41 teachers volunteered to take part in this phase of the study. Based on purposive sampling, I conducted interviews with 12 teachers. As the interviews are planned to be in-depth to address the research questions well, I purposefully selected participants who I assumed were information-rich and who would contribute in the most productive way. These interview participants were not given any information regarding the teacher immunity type to which they belonged.

As to the tool for data collection, I designed an interview schedule based on Hiver's interview procedure (Appendix E). The interviews were held individually in a semi-structured manner, were conducted in L1 so that participants could express themselves comfortably, and were recorded. The data was then subject to content analysis. While reporting the findings of this stage, direct quotes were used.

4.4.1. Pathways Followed by the Teachers with Different Immunity Types

In this section, the findings will be investigated in four main phases of the self-organization component of the complexity theory: *triggering*, *linking*, *realignment* and *stabilization*.

As stated earlier, complexity theory and self-organization are used as the theoretical framework in this study as they involve change, evolution and adaptation, and

cooperation to survive in complex systems like teaching profession, and different immunity types go through the self-organization process in a different manner.

No matter which immunity type a teacher belongs to, the destabilizing adversities are inevitable in teachers' lives. In this phase, teachers are faced with a destabilizing situation that may result from various factors. This situation may put teachers into a state of disequilibrium as well illustrated below:

> *"This semester I had a student who consistently criticized whatever I did. He did not want to do anything. He was such an unhappy guy and he was spreading his unhappiness around the classroom, including me."* (Instructor 1, close to high immunity)

> *"While I was teaching to primary and secondary school students at a private school in Ankara, I was so unhappy and crying everyday. It was not teaching. It was like babysitting children. I started to compare this work environment with my previous workplace, where I was so happy."* (Instructor 3, close to high immunity)

As the participants stated, although they encounter adversities at any stage of their profession, they were specifically disturbed by such situations when they were inexperienced as they did not know how to handle the situation. The adversities they faced ranged from destructive or unmotivated student behavior to dissatisfaction with workload or school policies. The data indicate that all the teacher interviewed experienced and still experience problems.

> *"I was a new graduate. I was only 20 years old in my first experience. The school told met o prepare all the exams. I was shocked."* (Instructor 7, high immunity)

> *"In my first experience, I was working for a Ministry of Education school. I had great trouble because of the administration. They asked me to do everything and threatened me if I objected to them"* (Instructor 8, high immunity)

As with biological immunity, language teachers may not initially experience significant disruption when they come under attack from disturbances (Hiver, 2016). For example, the participants stated that as they were unaware of many things especially in their initial years in profession, they were just driven away with the daily struggles, trying to get used to their new job and the responsibilities of it.

As far as it is understood from the interviews, none of the teachers let the disturbances accumulate, which seemed to protect them from burnout or giving up altogether. They tried to adjust or reorder themselves so that the new situation or the adversity might not harm them or threaten their survival.

> *"When my disturbance and unhappiness in the institution got to a point where I could not ignore or I could not understand what is going on, I decided to quit to protect myself and to find a job at a different school."* (Instructor 3, close to high immunity)

> *"What did I do? Yes, I was extremely disturbed, but I still tried to do my best. I tried to find a way out."* (Instructor 7, high immunity)

The shaky moments teachers experience in the triggering stage are actually essential because teachers learn that they have to make certain adaptations and move on. The disturbances increase prospects for self-organization, development, productive outcomes:

> *"You know, I almost hated the administration and my colleagues. The classrooms were crowded; working conditions were bad. I was about to have a nervous breakdown, but after a while I realized that I have to move on because I love my job. I became a stronger person."* (Instructor 2, high immunity)

In the linking phase, to better deal with the adversities encountered in the triggering stage, teachers generally opt for employing some coping strategies. Some teachers, the productively immunized ones, may interact, collaborate with and receive feedback from each other. They try to deal with disturbances by taking risks or

embracing conflicts, or they channel their frustration or unhappiness into a search for solutions. They aim to treat their disturbed balance and protect themselves from further chaos or disturbance:

> *"There are some people whose performance I admire. I saw them in action: how they behave, what they do. They were made to be teachers. I took them as a role model. They show me I can survive."* (Instructor 4, close to high immunity)

> *"I cannot just continue without doing anything. I accept that there is a problem and try to solve it to keep my balance. Otherwise, I cannot continue as a teacher."* (Instructor 10, close to high immunity)

> *"At some point I realized that I cannot continue with this unhappiness. I realized that I have to do something."* (Instructor 7, high immunity)

As can be understood from the quotations above, the productively immunized teachers are adaptive and they have constructive coping strategies that can help them move further. On the other hand, according to the teachers interviewed, those with maladaptive immunity also try to cope but they do it through denial, avoidance, rationalization, withdrawal, dissociation, or displacement (Hiver, 2016):

> *"I think teachers with low immunity just give up. They say 'I cannot control this situation, but this is not my fault, so why should I bother?'"* (Instructor 12, high immunity)

> *"For example, when they have problems with students, they blame them and say 'It is not my job to deal with you. I will do what I have to do, but that's it'"* (Instructor 10, close to high immunity)

Overall, as understood from the quotations above, no matter what the teacher immunity type is, teachers disturbed by an adversity react to the situation to mitigate any harmful effects to themselves, and they generally develop a coping mechanism based on their own mindset and identity. As a result of the linking stage, the disturbances and coping responses to those disturbances operate together with the aim of put the system back to equilibrium.

In the realignment stage, teachers start to reach stability again despite the uncertainty and adversity they continue to experience, and they may even adopt a totally different perspective to deal with the adversities they are likely to encounter in the future. Those who are productively immunized develop determination, self-actualization, and fulfillment:

> *"As time passed, I learned that there may be mistakes which may never get corrected because of wrong mindsets, but I also learned that conflicts do not solve the problems. I have to accept differences, which makes me a happy person and a happy teacher."* (Instructor 1, close to high immunity)

> *"I have years and years of experience, and all those years have taught me to be more patient and calmer. Now I believe as a teacher I lead and guide my students or colleagues well."* (Instructor 8, high immunity)

The interview data further illustrated that at this stage productively-immunized teachers have increased levels of self-efficacy:

> *"In the past, I used to confront students. I used to ask for help from the administration. Now, I avoid all this. I learned to use time well and think about the situation before showing any reaction. When my feelings settle, I try to talk and solve the problem. I think this made me a better teacher."* (Instructor 12, high immunity)

On the other hand, the participants maintained that those with maladaptive teacher immunity develop apathy and indifference; they are unwilling to change; and they have feelings of superiority and self-efficacy at this stage of self-organization:

> *"I think they are indifferent to the demands of their students or they do not want to understand what the school is trying to do, what their colleagues are trying to say. I have extreme levels of dissatisfaction with everything, but they do not take action."* (Instructor 11, close to high immunity)

As this quotation illustrates, those with maladaptive immunity cannot actually achieve any phase change at this stage, which is in fact expected. While those with

productive immunity struggle to overcome the chaos or disturbances that are vulnerable to and eventually restore their balance, continue, and even improve, the maladaptive group remain resigned, pessimistic, and conserved in their approaches and beliefs as the participants stated:

> *"They are not happy with the city they live in, with their personal lives, with what they do. They have a totally negative attitude. They are pessimistic. They just say 'I found a job. I earn money. That's it!'. Why do they continue in this profession despite such dissatisfaction and complaint?"* (Instructor 7, high immunity)

> *"Some teachers say students cannot question their lessons. They believe they know the best and never accept criticism. They are never open to criticisms or change."* (Instructor 10, close to high immunity)

In brief, as the data revealed, at this stage, productively immunized teachers achieve stability and become more resilient mostly as they get more experienced in dealing with adversities. They reach a new outcome in their developmental path. However, teachers with the negative form of immunity actually insist on remaining in this disequilibrium by remaining indifferent to adversities and believing that what they do is always correct and there is no need to change.

Finally, in the stabilization stage, teachers learn how to protect themselves against future disturbances; they are more stable now as they know what to do and how to act. They have solidified and formed a professional identity by internalizing their experiences in the past, present, and even future.

The interview data revealed that in this stage of self-organization, those with productive immunity form a robust, conscious, solution-oriented identity:

> *"After 16 years of experience, now I am more understanding. I show empathy for my students, my friends because I know that life is hard and I do not want to make people's lives harder."* (Instructor 12, high immunity)

> *"I may be angry with anything at work, but as you see, I am here at 8 in the morning and preparing my lesson. I had many problems in my life, and these problems have taught me never to give up. I am a fighter."* (Instructor 2, high immunity)

On the other hand, according to the teachers who took part in the interviews, those with maladaptive immunity eventually form a rigid, inflexible identity with sense of victimization:

> *"I think they believe they are just doing their job, which, for them, does not need to involve any emotions or mercy."* (Instructor 4, close to high immunity)

> *"As they are not involved in the system, they cannot see what is going on in the background. They cannot understand that they have a role in this system. They never adopt whatever is done; they just criticize. I think they are so inflexible."* (Instructor 3, close to high immunity)

What is clear from these developmental stages is that at each step of the teacher immunity formation process, teachers actually have some options which will determine how things will end up and what kind of a teacher they will evolve into. The coping strategies they adopt or their mindset affects their teacher immunity category.

By constructing and internalizing what they experience, by making choices in complex situations and through self-organization, they come to reside in their respective language teacher immunity type.

Whether language teachers evolve into the productively immunized or maladaptively immunized form of a teacher seems to be dependent on the perspective they adopt in the initial stages. If they adopt maladaptive coping strategies, they end up in the maladaptive category, or vice versa.

4.4.2. Factors Influencing Teachers' Immunity State

In addition to the choices made along the self-organization journey, the interviews also sought to explore the factors that may influence teachers' immunity states. These factors can be listed as character/mindset, the institution where the teacher works, perspectives about the profession, empathy, appreciation, and reflection.

As the first factor, all the teachers agreed that actually which teacher immunity type a teacher will end up is mainly defined by character and mindset. The teachers argued that we all encounter hundreds of problems in our lives like health problems, family problems, institutional problems, and losses, and these may influence our mood, which eventually affects what we do in class and how we behave towards others. However, they believe that despite encountering countless problems in their lives, some teachers are still productively immunized and never let adversities in their personal lives affect their professional lives and their relationships because of their character. For all the participants, what determines our immunity level as teachers is basically our character and mindset:

> *"There were moments in my career when I was in great depression. I was so down, but I was never maladaptively immunized. This is because of my character. While I was growing up, I was in a boarding school, which helped me improve my coping mechanism. Otherwise, I would not be able to survive in that environment. I overcame my aggression in those years and became a lenient and soft person. Despite being under a lot of stress from time to time, I will never be cross with anyone because this is my character."* (Instructor 8, high immunity)

> *"Every semester, at the beginning of the academic year, I feel burnout, but as soon as I enter the classroom, this feeling disappears. Whatever I experience in my personal life, including my mother's cancer treatment, I have always seen the classroom and my school as a therapy. Mindset is very important."* (Instructor 11, close to high immunity)

> *"It is all about character. I am not a type of person who gives up easily. I try to understand people. I may be angry, but I do not like to show my anger to anyone. I do my best to stay calm."* (Instructor 1, close to high immunity)

It is understood from the data that teachers with high immunity accept the problems, show tolerance, and are determined to solve the problems inherent in the profession because of their character. In this process, they definitely feel exhaustion and burnout, but their mindset and character lead them to form empathy, be solution-oriented, and feel the courage to fight against problems to do their job well:

> *"Problems are temporary. Perhaps my student or my colleague is having a hard time. I need to communicate and try to understand them. This constant effort may be tiring, but if you love your job, you do this."* (Instructor 4, close to high immunity)

> *"The problems I experience at work do not define my life. I perspective in life is 'There is not a problem, rather there are solutions."* (Instructor 1, close to high immunity)

Some teachers also argued that a teacher's character and mindset go almost hand in hand with motivation and classroom practice. According to them, maladaptively immunized teachers have a mindset that sees the problems at work as an obstacle to their classroom practice and professional well-being, and they believe that those problems should be eliminated completely before they even emerge.

> *"They complain about the number of classes, the workload, and see these problems as insurmountable, so they consistently complain. They make themselves unhappy. I think this also affects what they do in the classroom, how they behave towards students."* (Instructor 4, close to high immunity)

> *"I do not understand why they always complain, but do nothing. If they are not happy, or if they believe they cannot teach or they do not want to teach because of problems, why don't they do something to reach a solution?"* (Instructor 12, high immunity)

In brief, it may be said that the character and mindsets guide the reactions and actions of teachers to the problems they experience in their profession.

The interview data revealed that another factor that shapes immunity is the institution where the teacher works. The majority of the teachers stated that different institutions have different working conditions. Some institutions with a toxic centralized structure or irrational rules may decrease the immunity levels of teachers. All the teachers in this phase of the study maintained that this study should be conducted with teachers working at Ministry of Education schools in a district in Ankara or any district in Turkey. They do not believe that the teachers working in those schools will have high immunity:

> *"If this study was conducted in another school, the immunity levels would not be so high. As teachers working in this institution, we are so lucky because we have some standards. We work in a democratic school. Our working conditions are good. I think other teachers working at other schools would not have the level of immunity. They may have a favorable character; they may have highly positive mindsets, but still the institution may set them back."* (Instructor 8, high immunity)

> *"Institutions may be toxic. Especially Ministry of Education schools. There are so many irrational things, irrational rules. These may make a teacher unhappy and decrease the immunity level."* (Instructor 10, close to high immunity)

> *"During the second stage of my career, I was working at a private institution and I was pursuing my master's degree as well. However, the administration was so intolerant. They did nothing to solve the problems. I had no problems with my students, the workload, or the teaching practice, but I was frustrated because of the administration. At that time, my immunity decreased. It was a setback for me."* (Instructor 2, high immunity)

This data demonstrates that although the teachers had high immunity and had a tolerant, positive character, their immunity levels were shaken due to the institution they worked at.

According to the interviewees, another factor influencing immunity level is the perspective about the profession. They stated that if a teacher does not like his or

her job or has purely extrinsic motivation to pursue the job, the teacher will eventually give up no matter what the character of the teacher is or no matter which institution he or she works at. Unless the love of teaching is instilled automatically in the teacher through practice and experience, the teacher will be unhappy and dissatisfied, which will decrease the immunity level:

> *"I did not have any intention to become a teacher. I always said, 'I will never be a teacher', but I had to do so to earn money. The first year I started teaching, I loved it. Now, I cannot imagine myself doing another job. However, some teachers do this job just to earn money or for long holidays. I think they are more prone to complaining because they do not feel the love of teaching."* (Instructor 4, close to high immunity)

> *"If a teacher does not love this job, the students, I don't think that s/he can continue in this job for a long time. That teacher may be a good person, but just not the right person to have this job. I think they will have a tendency to surrender in the face of the problems they will or may face."* (Instructor 8, high immunity)

The analysis of the interview data showed that among 12 teachers interviewed, only one of them wanted to be a teacher. The others have never thought of being a teacher in the long run. However, as they stated, they loved their profession in the first year, which always helps them overcome the adversities they experience at work.

The teachers who I interviewed also pointed to the importance of establishing empathy with all the stakeholders of their profession to be able to reach high immunity levels. They argued that for long term success in teaching profession, empathy is a must:

> *"I was substituting for a teacher who had an operation. The students loved her so much and did not want me as their teacher. I was so unhappy of course, but I tried to understand them. I told them that they were right, but we had to move on and I would do my best for them. Saying that I understand them improved our relationship."* (Instructor 1, close to high immunity)

> *"I used to do a lot of pair and group work activities to improve students' communication skills in English, but one of my students told me that she did not enjoy these activities as she felt that she cannot learn well enough. I thought about this. My student had a problem and I could not just behave as if there had been no problems. I tried to understand her. Eventually we negotiated and solved the problem. In our profession, you cannot take things for granted. You need to show empathy."* (Instructor 12, high immunity)

As the quotations above demonstrate, being productively immunized requires establishing empathy with students and all the other stakeholders involved in the teaching process. Not showing feelings of empathy leads the ties between people to weaken. As also stated by the teachers, those with maladaptive immunity and who cannot establish empathy tend to feel no responsibility for the people around and not to cooperate to help them.

During the interview, some teachers maintained that appreciation may lead to a difference. The adversities experienced at work like tight schedule, workload, unmotivated students etc. might be alleviated if enough motivation is given to teachers through the appreciation of especially students. The following quotes illustrate this point:

> *"Students' appreciation is a motivating factor for me. When they give positive feedback, I feel great. I say to myself, 'You should continue in this way'. I forget all the adversities."* (Instructor 11, close to high immunity)

As the quotation above illustrates, positive feedback may eliminate burnout. Or, the existence of people from administration or colleagues who care for what they are trying to do or who believe in and support them may lift the mood, and thus the immunity levels of teachers.

The teachers also cited reflection as another factor influencing the immunity level. They believe that when teachers take a look at what they do and how they do it, they also think about whether this works for their students or for themselves as a

teacher. This analysis and evaluation helps them explore their own practices and underlying beliefs, which may lead to changes and improvements in their teaching, the way they deal with problems, and their relationships:

> *"I think the key word is reflection. As I have reflected more, my awareness level has increased. I have started to think 'What am I doing? How can I do things better?'. Through reflection, I realized that problems are inevitable. I started to focus on what I can learn and how the situation can be improved."* (Instructor 2, high immunity)

> *"I may feel unhappy for some reasons, especially for the unawareness of my colleagues, but I deal with my unhappiness through reflection. I always say to myself perhaps my cosmos, what I do, what I believe is not the only correct one. Perhaps they are right. I just take one step back and in this way I feel more relaxed. This increases my immunity."* (Instructor 12, high immunity)

As these quotations demonstrate, being reflective helps teachers to be emotionally more mature. They question what they do and how they do it. They question whether they did something wrong or offended somebody. These feelings lead them to be more tolerant and more understanding towards others, and also take action if they believe they were wrong. All these processes make teachers more productively immunized.

In brief, this section of the thesis tried to explore the pathways followed by teachers with different immunity types along the self-organization process as well as the factors influencing teachers' immunity levels touching upon beliefs, motivational factors and classroom practices along the way. The data suggests that productively immunized and maladaptively immunized teachers make different choices once they encounter adversities at work in the triggering stage and follow a different self-organization path. A secondary purpose of this section was to examine the factors that influence teachers' immunity levels and how influential these factors are. The data showed that according to the teachers, as far as the difference in immunity levels are concerned, the most influential factor is the character and mindset of

teachers. The other factors that were found to be influential were listed as the institution where the teacher works, perspectives about the profession, empathy, appreciation, and reflection.

The following chapter summarizes and discusses both the quantitative and qualitative findings dwelling on the answers to each research question, the implications of language teacher immunity for the field of second language teacher education, the contributions and limitations of the study and links back what is discussed to the literature to better situate the findings.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

In this chapter, the findings obtained from the stages of the study and presented in the previous chapter are discussed with a view to the research questions formulated to guide the study. Also, the implications of the findings for the field of second language teacher education are discussed drawing on the literature. Furthermore, the limitations of the study and some recommendations for further research are presented.

5.1 The Discussion of the Major Research Findings

5.1.1 Individual and Pair Interviews

The aim of the first phase of the study, Individual and Pair Interviews, was to construct the item tool for the language teacher immunity questionnaire to be designed, and to reveal the different categories of teachers in terms of dealing with the stressful situations experienced in professional life and the salient characteristics of the teachers falling under each category. To this end, 21 teachers were interviewed. During the interview sessions, the teachers were asked to elaborate on the stressful situations they experience in their professional lives, giving concrete examples. Then, they were asked to explain the way they deal with those stressful situations and their approach in the face of adversity. Upon talking about their own professional lives, they were asked to talk about other teachers in the institution, focusing on their approaches in dealing with the problems at work. They were asked to categorize teachers into groups in terms of the methods teachers employ in dealing with problems and the attitudes they adopt. They had the chance to talk about the salient characteristics of teachers falling under the category formed. Here

the aim was reveal the qualities that set apart L2 teachers who thrive from L2 teachers who struggle to survive.

As the findings revealed, teachers used different names to categorize the teachers in terms of the coping strategies they use in the face of adversity in their professional lives compared to Hiver's study. Teachers made their own categorization of the teachers using some adjectives. The adjectives they used recurrently suggest that the teachers in the study divided the teachers basically into two groups: those with positive traits and those with negative traits (see Table 4). It was seen that the categories revealed by the teachers in this phase of the study correspond to the "productively-immunized" and "maladaptively-immunized" immunity categories of Hiver (2015).

The teachers also mentioned "halfway teachers" who are sometimes positive or sometimes negative depending on what they experience throughout their professional and personal life. As stated earlier, Hiver also found a "halfway" category, but he used this category to refer to the teachers who used to care in the past but not now, who have given up trying to make a difference, who are discouraged by repeated failures and frustrations, who resigned themselves into passivity, and who go into classroom everyday defeated because of losing the fight against system. For this reason, it can be said that there is a mismatch between what "halfway teacher" refers to in Hiver's study and how it was described in my study.

As for the "immuno-compromised" category in Hiver's study, the teachers in my study did not refer to such a category. In Hiver's study, immune-compromised teachers are those who have not developed a strong teacher identity yet, who constantly question whether their classroom practice is as it should be, and who are professionally perfectionist. None of the descriptions made in my study point to this category. As a result, the first stage of my study revealed *productively-immunized* and *maladaptively-immunized* categories.

The teachers interviewed at this stage also listed the salient characteristics of the teachers falling under the "productively immunized" and "maladaptively-immunized" immunity categories based on their own observations and experience. Teachers provided some descriptions for the teachers falling under two immunity categories (see Table 5). This interview data suggests that teachers who are engaged, motivated, and well-adjusted and who have a well-functioning defense mechanism against the adversities experienced in teaching profession are productive and they can survive as teachers. These characteristics and the accompanying outcome are termed as *language teacher immunity* by Hiver (2015)

Upon determining the most frequently stated descriptions or sentences, an item pool was created for both productively-immunized and maladaptively-immunized teacher categories for each interview (Appendix A). The item pools created for each interview were revised by the researcher and the thesis advisor. As a result, a total of 65 questionnaire items were developed, and the first draft of the "Language Teacher Immunity Questionnaire" was devised (Appendix B). Before piloting, the first draft of the questionnaire was submitted to expert opinion to receive feedback and thus, to ensure content validity. Based on expert opinion, 22 items were removed from the questionnaire and the second draft questionnaire with 43 items was obtained (Appendix C).

5.1.2 The Pilot Study

This phase of the study was conducted to pilot the 43-item questionnaire designed as a result of the first phase of the study. The 43-item draft questionnaire was piloted with 116 language instructors working in the Schools of Foreign Languages of different universities. 116 instructors responded to the questions in the online draft questionnaire. The responses of the participants were subject to validity and reliability analyses. To test internal validity, first, exploratory factor analysis was

conducted and the Cronbach's Alpha coefficient was calculated. Then, confirmatory factor analysis was employed for construct validity.

To test the internal consistency of the 43-item Language Teacher Immunity Questionnaire, Cronbach's Alpha coefficient was calculated, and based on the analysis, four items were removed from the questionnaire as their reliability values were low. The total reliability of the scale was found to be $\alpha_{total=}$ .88. Furthermore, as a result of varimax rotation applied to simplify the factors, 17 more items were removed from the study, and eventually, a questionnaire with six dimensions and 22 items was obtained.

Also, the factor analysis revealed six dimensions in the questionnaire. These factors were named based on the dimensions used by Hiver (2016) while constructing the "teacher immunity" construct. Among Hiver's dimensions, six dimensions were used: attitudes toward students/profession, positive affect, resilience, coping, self-efficacy, and hardiness. The factor analysis also revealed the reliability coefficients for each dimension, which all pointed to high internal consistency. As opposed to Hiver's dimensions, the "attitudes toward students/profession" dimension emerged rather than "attitudes to teaching" dimension. Also, motivation, openness to change, and burnout dimensions did not emerge in the current study.

The results of all the statistical analysis revealed that the new 22-item Language Teacher Immunity Questionnaire is a valid and reliable scale to measure the immunity levels of language teachers.

5.1.3 The Main Study

In the main phase of the study, the final version of the Language Teacher Immunity Questionnaire was administered to the target population consisting of 241 English language instructors at Middle East Technical University, Department of Basic

English and Department of Modern Languages in Ankara, Turkey. A total of 187 questionnaires returned. 139 teachers were from the Department of Basic English, while 48 teachers were from the Department of Modern Languages. The analysis of the demographic characteristics of the instructors revealed that 168 female and 19 male instructors took part in the study. The majority of the instructors (45.5%) are between the ages of 36-44 and they have 15 to 25 years of experience (47.6%). Furthermore, the majority of the instructors (61.5%) completed their Master's degree. As far as the courses or levels mostly taught by the instructors are examined, it is seen that the majority of the teachers in the Department of Basic English teach Elementary and Intermediate groups, while the majority of the instructors (66.7%) in the Department of Modern Languages teach ENG101 course. Another interesting finding is that 54.5% of the instructors do not take part in academic activities. As for extra projects like weekend courses or private courses, 53.5% of the instructors reported that they work at extra projects. This workload may be the reason for not taking part in academic activities. Furthermore, the majority of the instructors (44.4%) worked at a private university or institution before they started working at METU. Finally, as far as total class hours a week are concerned, it can be said that 39% of the instructors teach between 13-24 hours a week, while 31.6% of the instructors teach 25 hours or more a week.

One of the major aims of this study was to explore the distribution of a group of teachers working in the School of Foreign Languages of METU across the main teacher immunity types, which were found in the first phase of the study. The statistical findings suggest that on the 6-point Likert Scale, 187 instructors clustered around 4.7. On the scale, points 1-2 was assumed to indicate maladaptive immunity, while points 3-4 indicate halfway immunity, and points 5-6 indicate productive immunity. Thus, with the average point of 4.7, the 187 instructors in this study can be said to be somewhere between the end point of halfway immunity and the starting point of productive immunity. Or, it can be said that they are close to high immunity. As far as the difference between DBE and DML teachers is concerned, it

is seen that the DML instructors who participated in the study clustered around 4.6, while the DBE instructors clustered around 4.7, which indicates that there is not much difference between the instructors in two departments in terms of their overall immunity levels.

When the arithmetic averages of each item in the scale are examined (see Table 11), it is seen that none of the respondents "strongly" agreed with the items in the scale. However, overall, 11 items out of 22 items in the scale received an average score varying between 5.05 and 5.82. Item 6 "I care about my students" received the highest score from the instructors, followed by Item 17 "I love my job", and Item 4 "I establish good rapport with my students". As far as the items with the lowest averages are concerned, the instructors disagreed with Item 1 which states, "I lose my motivation in the face of adversities". Furthermore, the instructors in the study disagreed with Item 9, which states "I tend to overreact when I encounter stressful situations at work".

As far as the individual average scores obtained from the Language Teacher Immunity Scale are concerned (see Table 12), it is seen that the majority of the teachers (N=144) had averages between 4-5, which indicates a point close to high immunity. 39 teachers were found to have very high immunity as their averages ranged between 5.0 and 5.61. An interesting finding is that only 4 teachers were within 3-4 range, that is, halfway immunized. Their scores ranged from 3.51 to 3.94. The data revealed that none of the instructors in the sample had maladaptive immunity as none of the teachers were in the 1-2 range.

When the averages of the six-dimensions of the Language Teacher Immunity Scale are examined, it is seen that the instructors of the study were productively immunized in three dimensions of the scale, namely, positive affect, attitudes toward students/profession, and self-efficacy, and they were very close to

productively immunized level as far as coping dimension is concerned (4.71). However, a noteworthy finding is that the instructors found themselves halfway-immunized as far as the resilience and hardiness dimensions are concerned.

The reason behind this finding may be attributed to the fact that the instructors in the study may not find themselves efficient as far as the three components of hardiness (control, commitment, and challenge) are concerned. They may believe that they cannot control the situations they experience. They may feel that they can control what they are doing in the classroom, their students, and their relationships with colleagues; however, they do not have a say in administrative issues such as the changes in the syllabi or most recently the changes in the proficiency exam which their students have to take at the end of the year and which they are not satisfied with at all. The feelings of desperation about this issue may have decreased their hardiness scores. Furthermore, hardiness includes perceiving challenges as an opportunity for growth. The definition of hardiness involves seeing challenges as interesting and enjoyable. However, having high immunity levels does not necessarily mean that challenges may be perceived as positive. Some of the teachers that I interviewed in the first phase of the study stated that they do not see challenges as a threat, but they do not enjoy them or find them interesting either.

Also, the reason why resilience scores were not as high as the scores for other dimensions may be fact that although teachers may be able to recover from adversities through experience and they do their best to solve problems without showing any avoidance, that does not necessarily mean that they can maintain their optimism. As stated earlier, teachers develop resilience in time (Egeland, Carlson, & Sroufe, 1993). Productively immunized people can deal with problems very well and may not lose their balance; however, they also say that sometimes they become so pessimistic about the mindset of their colleagues or the practices at school. Furthermore, resilience involves using resources like family or colleagues. In a friends circle, resilient teachers may observe each other and learn from each other.

However, not all teachers resort to these resources. The interviews showed that they generally become resilient through self-exploration and self-organization. They develop this skill through a personal journey, through which they gain experience. During the whole study, only one or two teachers mentioned support from colleagues, and none of the teachers mentioned family support to deal with the problems at work.

This study also investigated the impact of demographic characteristics on instructors' immunity levels. The results of the MANOVA analyses showed that age does not affect teachers' immunity levels overall, but it has a higher impact on coping skills compared to other dimensions. This may be considered as an expected finding because in the qualitative phase of the study all the teachers stated that they were not immunized during their initial years in the profession, but they developed immunity and their coping skills as they got mature and proceeded in their profession. In their review of studies dealing with the relationship of coping and age, Strack and Feifel (1996) show that coping strategies used among different age groups differ. They emphasize that the strength and direction of relationships between coping and age are not clear and are related to differences in the research samples, methods and stressful situations used and studied. For example, Ficková and Halama (2004, cited in Sollar & Sollarova, 2009) found that the coping methods used by older and younger people differ. They argue that older people in comparison with younger ones prefer goal-oriented strategies, while younger people prefer coping strategies related to emotional experience social support seeking strategies and avoidance. A study conducted by Chaturvedi and Purushothaman (2009) on female science teachers revealed that age positively affect the stress-coping scores. Female teachers in the age range of 40-60 years scored significantly higher than the women in the younger age range on all the dimensions of coping.

As far as the effect of department instructors work at on immunity levels is concerned, it was found that no significant differences were observed between the

instructors in two departments except for the positive affect dimension. The instructors working at DBE seem to show relatively higher positive affect compared to the instructors at DML. This finding may be attributed to the fact that DML instructors are reported to experience more problems with their students, which may decrease their positive affect scores. The students who finished the preparatory school and started studying in their departments start to pay more attention to their departmental courses and give less importance to the English courses they have to take during their freshman year. This refers to lack of shared goals or values, which leads to the emergence of negative affect between people. Furthermore, sometimes students tend to question the approaches of teachers from whom they are taking the compulsory English courses. DML instructors have more autonomy in their courses and may have different implementations as opposed to the DBE instructors who all follow the same program. Some students express their unhappiness with the different implementations of DML instructors, and thus they may cause problems like wanting to change their section or complaining about the teacher to the administration. Such behaviors also hamper the positive emotions between students and teachers.

As for the degree instructors hold, the study revealed that degree overall does not have an impact on instructors' immunity levels, but it has a higher impact on attitudes toward students/profession compared to other dimensions. Some teachers in the final phase of the study stated that their master's or PhD studies or other programs they completed like in-service and pre-service training increased their awareness about teaching profession. They defined those periods as "awakening" periods. They stated that they were so active while pursuing those degrees, which increased their knowledge and experience tremendously. They further pointed to the increased satisfaction they derived from teaching as they linked what they already do in classroom with theory. One teacher stated that the learner autonomy course she completed with the Erasmus program enabled her to realize her potential as a teacher. This experience led her to reflect on everything related to teaching,

question what she is doing and why she is doing is, and to improve her communication with all the stakeholders in teaching profession. When the literature was reviewed, it was found that some researchers worked on the relationship between level of education of teachers and their job satisfaction levels and attitudes towards profession and students. For instance, Berns (1989) found that teachers with master degrees are more satisfied with their teaching than teachers with only Bachelor degrees. Gurbuz (2007) also found that educational level is positively related to supervision and opportunities for development, which seem to increase positive attitudes towards profession. Furthermore, in the qualitative phase of her PhD thesis, Taşer (2015) found that according to seventeen out of the twenty teachers, holding a graduate degree was important in the development of their self-confidence in teaching profession, which may lead to more positive attitudes towards the profession.

The findings regarding the impact of total class hours a week on instructors' immunity levels revealed that weekly course load does not play a role in instructors' immunity levels. The only immunity dimension that seems to be affected by total class hours a week is the self-efficacy dimension. This finding may be attributed to the fact that high self-efficacy involves setting high goals with high levels of motivation, performance, and enthusiasm for the profession, while low self-efficacy involves feelings of inadequacy and incompetence. As the statistical findings revealed, almost 32% of the teachers teach more than 25 hours a week. Because of this teaching load, they may be feeling that they are not teaching as well as they want, or they may question their performance. They may believe that their performance is sloppy. This may have affected the self-efficacy scores of the instructors in the study. In contrast to this interpretation, in their study on workload and self-efficacy, Betoret and Artiga (2010) revealed that workload was not related to instructional self-efficacy and was very weakly related to management self-efficacy. Skaalvik and Skaalvik (2011) also indicate that teachers expect to carry out the tasks they are responsible for despite heavy workload, but because of

workload and not having the time to do all the tasks properly, they may experience emotional stress.

As for the impact of total years of experience on immunity levels, the study revealed no major impact. According to the statistical analysis, only the self-efficacy dimension of immunity seems to be affected by years of experience, which seems to be an expected finding because the teachers interviewed stated that in time their belief in their capabilities increased. They now better know how to deal with adversities and they can maintain their integrity and perseverance in the face of adversities as they are more experienced. They do not feel themselves incompetent in terms of handling problems. As they know what to do when faced with problems with the help of their experience, they do not lose classroom management or course organization skills. The review of literature also suggests that there is a strong relationship between years of teaching experience and teachers' self-efficacy beliefs (Campbell, 1996; Tschannen-Moran & Hoy, 2007). Campbell (1996), for instance, argued that teachers with more experience tend to feel more efficacious. Similarly, Tschannen-Moran and Hoy (2007) discovered higher efficacy levels among career teachers than among novices. In her study, Taşer (2015) also found that total years of experience positively affect sub-dimensions of self-efficacy, namely classroom management efficacy and student engagement efficacy.

When the effect of academic activities instructors engage in on their immunity levels are examined, it is seen that academic activities seem to have an impact on attitudes toward students/profession dimension. Similar to the findings regarding degree, teachers who are engaged in academic activities point to the increase in their awareness levels about their students and profession in general. To illustrate, one teacher completed the DELTA program two years ago and she stated that since then, she has had a different perspective about teaching and students. She defines this period as "enlightenment" period. She better realized her own and other teachers' mistakes and started to do research on these mistakes. She also gained an

insight into the fact that teaching is not about teachers; it is about students, and what makes a teacher a good teacher is not what she achieves in class, but what she or he helps students do. Another teacher who completed the same program also pointed to the effect of this academic activity on her attitude toward teaching and students. She stated that now she does not say "I finished this and that in my lesson. I taught my students this". Now she says "We did this together. We tried. It was a successful trial or it was not very good, so next time I am thinking of changing this aspect of the lesson". Thus, it can be understood that there is constant questioning and introspection about the teaching practice and interaction with students.

As far as the findings regarding the impact of extra projects instructors do on immunity levels is concerned, it may be said that carrying out extra projects seems to have a higher impact on the dimension of positive affect. Positive affect seems to be a little higher in those who do extra projects. This finding might be attributed to the fact that although teachers feel exhausted because of working on weekdays after their regular class hours or at the weekend, they frequently say that they have a different audience involving adult learners in these extra project classes. They generally establish close relationships with these adult learners and continue teaching the same class for years. Thus, it may be argued that they develop positive emotions towards the students in extra project classes, which increases their positive affect scores.

Overall, it was found through statistical analysis that none of the independent variables seem to have an impact on the level of immunity. In other words, no difference was observed between the independent variables in terms of having a considerable effect on immunity. Still, the eta squared affect sizes gave us an insight about the dimension which was affected more than other dimensions as far as each demographic characteristic is concerned.

5.1.4 In-depth Individual Interviews

The individual in-depth interviews were conducted to reveal the individual pathways followed by teachers with different immunity types along the self-organization process and to explore the dynamics that produce a particular teacher type, the factors that have contributed to teachers' immunity state, and the way these types influence teachers' emotions, beliefs, motivation, and instructional practices within challenging instructional settings. These in-depth individual interviews enabled me to explore what productively and maladaptively immunized teachers exactly experience during the self-organization process.

The findings suggest that in the first stage of self-organization, which is triggering, all the teachers in different immunity categories experience an adversity, which causes them to lose their balance. These adversities may stem from various factors like students, colleagues, school policies etc. In the face of these adversities, while some teachers, namely productively immunized ones, try to restore their balance so that they can survive in the profession, those with maladaptive immunity tend to let these adversities accumulate, which hampers their balance even further and leads to extreme levels of burnout and resignation.

As understood from the data, in the linking stage, teachers choose to employ different coping mechanisms. While productively immunized teachers opt for embracing the challenges and searching for solutions to protect themselves from falling into unhappiness and burnout, teachers with maladaptive immunity opt for coping mainly through avoidance and withdrawal. Both teacher types aim to restore their balance in their own ways.

In the following stage, the realignment stage, productively immunized teachers start to reach stability again through determination and generally by adopting a totally different perspective to deal with the adversities. On the other hand, those with

maladaptive teacher immunity develop apathy and indifference in this stage; they show resistance to change; and they have feelings of superiority and self-efficacy, which causes them to maintain their disequilibrium.

Finally, in the stabilization stage, those with productive immunity form a robust, conscious, solution-oriented identity, while those with maladaptive immunity eventually form a rigid, inflexible identity with sense of victimization.

This summary of the data on the journey of productively and maladaptively immunized teachers through the self-organization process indicates the differences between the two different teacher categories very clearly. We understand that at each step of the teacher immunity formation process, teachers make some choices which determine what kind of a teacher they will evolve into. The coping strategies they adopt or their mindset affects their teacher immunity category. The interview data revealed that the choices teachers make are determined by some factors, which are the character/mindset of teachers, the institution where the teacher works, perspectives about the profession, feelings of empathy, the presence of appreciation, and the ability to make critical reflection.

The data suggests that the combination of what is experienced by different types of teachers throughout their individual journey, the choices made, and the factors listed above in a way point to the identity of a teacher. Teacher immunity types affect how L2 practitioners position themselves in the profession and they are manifested in teachers' classroom behavior, their emotions, teaching motivation, and instructional effectiveness.

Based on all these findings and insights, the concepts of language teacher immunity, productive immunity, and maladaptive immunity are revisited.

5.2 Language Teacher Immunity

The research findings provide evidence for the language teacher immunity construct found by Hiver (2016). Parallel to the development of the biological adaptive immune system, language teacher immunity develops as part of a defensive reaction to the adversities that are an inherent part of L2 classroom practice. In the language teaching context, immunity serves a necessary armoring purpose. It safeguards against the hazards of the profession as well as ensuring sound teaching practice and maximum teaching effectiveness. Without this defense system, language teachers may not remain in the profession for a long time. Thus, it can be said that language teacher immunity's function is identical to biological immunity that is indispensable for a living organism.

Also, as understood from the research data, language teacher immunity does not come built in to the system, but emerges through a dynamic self-organization process. Through this process, professional identity is formed, which is widely acknowledged as a key factor in the instructional choices of educators. Language teacher immunity manifests itself in both the emotional and motivational profile as well as the behavioral characteristics of language teachers. Thus, it can be said that language teacher immunity makes a contribution to some key concerns in language teacher psychology (e.g., emotion, motivation, and identity) and addresses teachers' capacity to sustain their psychological well-being, their commitment to the profession, and their effort in improving the quality of student learning.

5.2.1 Productive Immunity

The productive form of language teacher immunity refers to adaptive teachers who have been able to develop immunity against the demands of the L2 teaching profession like heavy workload, demotivated students, uncooperative colleagues etc. In productive immunity, the system tries to survive within this complex system

and eventually reaches stability. However, this takes time, effort, and experience. They learn to give appropriate responses to disturbances or instances of vulnerability that they encounter in their practice using a repertoire of coping strategies they have developed. They make some adaptations in response to the changes or problems they encounter not to be harmed by adversities and to function optimally. When faced with threats, stress, or adversities again, they can sustain this protective armoring capacity, their well-being and classroom effectiveness.

5.2.2 Maladaptive Immunity

On the other hand, when manifested in its maladaptive outcome, it threatens the very functioning of the teacher, decreases the effectiveness of teachers, and prevents teacher reflection and development. Teachers with this form of immunity seem to have lost their zeal of teaching. They are conservative in their pedagogies, and do not enjoy change. When they receive input, feedback or advice that is intended to increase their effectiveness, they interpret this as a threat to their survival and consciously and intentionally choose to resist change or innovation. They tend to not reflect on their practice and not develop as a professional, which has detrimental consequences for learners they come in contact with (Cole, 1997). From the self-organization perspective, although the maladaptively teachers assume that the final state they reach protects them well, actually they become fossilized and plateaued.

These negative consequences bring to mind the questions of whether and how these serious consequences can be avoided. Can its emergence prevented? Can the self-organization process of maladaptively immunized teachers be influenced or changed? Is it possible to intervene in this developmental process? Possible answers to these questions will be explored below with reference to Second Language Teacher Education.

5.3 Implications for Second Language Teacher Education

Considering the benefits of productive immunity for teachers, students, and teaching practice, one of the goals of second language teacher education should be to assist teachers in developing a robust, productive form of language teacher immunity. In this way, it may be possible to ensure that teachers at every stage in the profession remain motivated and committed to teaching, innovative and productive in their practice, and emotionally well-adjusted despite setbacks.

However, as this study and Hiver's study (2016) revealed, the emergence of a particular form of language teacher immunity is dependent on what a teacher chooses to do during the self-organization process. Thus, a logical question to ask is "Is it possible to direct this process of development in the teacher so that the teacher has a productive form of immunity, and if yes, how?".

As stated earlier, teaching profession and its components are complex and unpredictable. Many mechanisms, stakeholders, relationships, and processes act together within this system. Thus, it would be a huge mistake to believe that change could be achieved with a certain input or force.

At this point, Kubanyiova's (2012, cited in Hiver, 2016) theory of Language Teacher Conceptual Change (LTCC) can be used to initiate transformational change in teachers' educational beliefs and practices. According to this theory, at least three elements are required to induce any meaningful and lasting change in teachers' motivation and practice. First, change requires creating a *positive vision* with resonance for the individual practitioner that helps them engage more deeply with the message of change. Second, it necessitates introducing some sort of a *dissonance* to dislodge the teacher from their comfort zone and prove that change is needed. Finally, it entails providing goals and *procedural guidelines* supported by a safety net of *hope* that can help teachers to achieve change (Dörnyei & Kubanyiova,

2014). As turning the maladaptive immunity into productive immunity requires a dramatic change, these principles of LTCC, which will be further explored below, could be used.

Maladaptive language teachers may not be aware of maladaptive teacher immunity and its adverse effects. Therefore, informing teachers about this form of immunity and its counterproductive features may raise the awareness of teachers, which is critical to rebooting the formation of language teacher immunity. This awareness raising may lead to the enlightenment that there is problem and may lead to confrontation with the facts. Reflection, which was strongly emphasized by the teachers in this study as a characteristic of productively immunized teachers, can be employed for the purpose of raising awareness. The maladaptive teachers may start questioning what they are doing and why they are doing it. They may ponder on how things could be different if a change is initiated. At institution level, more controlled and supportive reflection practices could be introduced through pre-service teacher education workshops or in-service professional development seminars.

Following the awareness-raising practices, the next move could be to introduce the maladaptive teacher with alternative responses or coping strategies to adversities as opposed to the traditional ones that seem to be malfunctioning. The typical coping strategies which are adopted by maladaptive teachers such as denial, isolation, avoidance and which were revealed by the qualitative data in this study as well could actually be changed by making teachers aware that there are alternative coping behaviors which productively immunized teachers exhibit (Hiver, 2016):

- being optimistic, thinking about the positive all the time, and avoiding negative thoughts as this optimism may reinforce positive feelings and hope
- dealing with the problem as they occur as repressing the problem or not wanting to make a change to solve it may cause the problem to worsen and get out of control

- being solution-oriented and thinking of various solution methods to resolve the conflict
- being open to establishing relationships and friendships and sharing problems as outlets for stress and to receive social support
- anticipating the problems and taking precautions before they even arise
- believing that all problems can be solved, and thus maintaining a positive perspective and positive emotions

Here, the key point is the strategies that are assumed to be more effective, desirable, or productive should not be imposed on the maladaptive teacher, but rather should be offered as attractive choices for solving the problems experienced in the profession and for improving as a teacher (Dörnyei & Ryan, 2015). If these strategies are imposed, the teacher may feel that his or her autonomy is reduced and all the efforts may backfire. The introduction of these strategies should definitely involve reflection on the previously-used coping strategies and identifying the drawbacks of them. The new productive strategies may also be introduced through productive and non-evaluative mentors who will give specific support on controlling the challenges of daily teaching experience by reflecting on emotions. However, at this point it should be noted that only a few principles will not be enough to ensure a developmental change. All these strategies and principles should be a part of teacher immunity, which could only be achieved by empowering "maladaptively immunized language teachers to exercise more control over their professional identities" (Hiver, 2016). This is the key to restructure the developmental trajectory of maladaptively immunized teachers.

For teachers, gaining an insight into uncertainty and adversity that is part of their experience and having a positive insight from these adversities is a crucial factor in acquiring a professional identity (Golombek & Johnson, 2004). If teachers embrace and reflect on negative experiences, are open to learning from them and changing, and actively work towards resolution, they can ensure positive restoration, while

incorporating these adversities into their experience and maintaining coherence in their identity (Helsing, 2007). This pathway corresponds with the productive teacher immunity type. However, struggle with adversities can also result in the maladapted outcome, and individuals may construct faulty narratives that block development and growth in their professional identity (Pals, 2006). At this point, giving more information about narratives and their relationship with identity formation will contribute to the discussion.

Narratives function to express, shape, and internalize features of human identity. Narratives are more than simple verbal descriptions of things (Barkhuizen, 2014). Humans structure perceptions and experiences largely in the form of narratives; they internalize components of their life stories, which allows them to establish a stable core sense of identity that in turn determines well-being and purpose, and shapes behavior (Bauer, McAdams, & Pals, 2008). From this perspective, narratives are so powerful that, in effect, individuals become the narratives that they construct about their lives (Bruner, 1986), which is called narrative identity.

If teachers integrate challenging experiences into their narratives, they can benefit from adversities. According to Hiver (2016), this utilitarian narrative emphasizes that risk-taking and change are natural and inevitable for the development for teachers. If teachers adopt this narrative or perspective, they understand that hardships are actually necessary for growth and to be able to reach a new, superior level of professional maturity, and if they process adversities in their daily practice analytically, their developmental process will stabilize into the productive form of immunity. Teachers who internalize this narrative into their professional identity will see that it is not only possible but also beneficial to face adversities.

As a result, it can be said that rebooting the self-organization process of teacher immunity and replacing some of the faulty components in the system may yield fruitful results. However, this does not guarantee that teachers will definitely be

productively immunized in the end. The process may need to be re-initiated through awareness-raising, re-transforming coping options and strategies, and emphasizing the importance of reflection in order to give the system a chance to find the most productive and comfortable position to internalize.

5.4 Limitations and Directions for Future Research

One of the main limitations of my research concerns the sampling of respondents. Only the sample for piloting the newly-constructed questionnaire was recruited from different universities. The sample of teachers in the other three stages of the study was recruited from a single context, a prestigious public university in Ankara, Turkey. In the final phase of the study, the teachers argued that in this research context, an average immunity score of 4.8 over 6 is quite expected as teachers in the study work in one of the best universities in Turkey with a standardized and democratic system. They further argued that the new questionnaire should be administered to a more varied sample, including L2 practitioners from various geographical and language learning and teaching contexts. They stated that in this way, more robust and compelling results may be achieved, and specifically, the pathways followed by teachers with different immunity types and the factors influencing teacher immunity may be better explored.

A second limitation of the overall research design is that the data collected is non-longitudinal. As the development of language teacher immunity occurs in time through a dynamic process, taking this aspect into consideration in future studies may shed better light on the aspects that remained unexplored, the nuances of the self-organization process, and the formation of each immunity type.

Additionally, the identification of how language teacher immunity manifest itself in motivated behavior or classroom practice drew entirely on self-report interview data, rather than observations or another more objective measure of teacher

practices. Tracking teachers with the various teacher immunity profiles over time by collecting in-depth observational data is likely to reveal much more about how the various teacher immunity types manifest themselves in teachers' sense of self, mindset, and behaviors in and out of classroom.

Furthermore, what remains completely unexplored is the impact of intervening in the development of teacher immunity. As discussed in the implications for second language teacher education section, maladaptive teacher immunity may be turned into productive immunity by employing some strategies. Future research may initiate a longitudinal program of intervention for maladaptive teachers, investigate the outcomes of this program focusing on whether and how the self-organized process is affected, and evaluate ideas for rebooting the process and for supporting teachers' wellbeing and growth if a change in self-organization process is achieved.

Finally, future research may also investigate the effect of the level of teacher immunity on teacher attrition, student perceptions of teacher effectiveness, student engagement, and student learning over time.

The aims of this research were to investigate the concept of language teacher immunity which Philip Hiver found in a new context, to reveal the main types of teacher immunity and their salient characteristics, to devise a new questionnaire to explore the distribution of a group of teachers across the teacher immunity types, to explore whether demographic characteristics of the teachers have an impact on their immunity levels, to investigate individual pathways of development in a particular teacher immunity type, and to explore the factors influencing teachers' immunity levels. This study is the second study in the world on teacher immunity, and is believed to have added on Hiver's study, yet, undoubtedly, this study also needs fine-tuning by further research.

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APPENDICES

A. ITEM POOL FOR EACH INTERVIEW

Instructors A&B

Productively immunized

I am after emotional satisfaction.

I establish friendly relations with students.

I am able to resolve conflicts.

I have good relations with people in general.

I aim to teach well.

Maladaptively immunized

I am afraid to try different methods.

I am demotivated in the face of adversities.

I am an inflexible person.

I find it difficult to think outside the box.

I generally have problems with students.

I generally have problems with colleagues.

I have a certain system in my mind and I get angry if I encounter something that does not fit this system.

I have a tendency to complain a lot about everything at work.

I can complain to students about the administrative problems.

Instructor C

Productively immunized

I think positively all the time.

I am solution-oriented.

I am a flexible person. I am open to negotiation with students.

I am a tolerant person.

I am open to change.

I can see the underlying reasons behind the problems.

I see the flaws, but I give constructive feedback.

I can adapt my rules/principles.

I have several plans in mind in case of problems.

Maladaptively immunized

I have a linear perspective in life.

I am rule-obsessed.

I do not prefer change because of a possible increase in workload.

I see problems as a huge mountain to surmount.

Instructor D&E&F

Productively immunized

I am open to cooperation.

I first question myself if anything goes wrong at work. I believe in the power of introspection.

I establish good rapport with my colleagues.

I establish good rapport with my students.

I find it easy to deal with problems.

I do my best to solve a problem before reporting it to the administration.

I see the work-related problems as temporary.

I love my job.

I love my students.

I believe that things at work will improve in time.

Maladaptively immunized

I avoid dealing with problems at work.

I expect the administration to solve the problems.

I avoid doing anything that will increase my workload.

I see students as the root of the problems.

I am distant from my students.

Instructor G

Productively immunized

I think we can solve all the problems at work.

I can show different alternatives to solve the problems at work.

In the face of adversity, I focus on the situation, not the person.

I calm others down by looking at the situations from a different perspective.

Maladaptively immunized

I may show sudden reaction if things are not the way I want.

I get disappointed even by the small mistakes of my students.

I get disappointed even by the small mistakes of the administration.

I cannot tolerate mistakes.

Instructors H&I

Productively immunized

I generally have a positive attitude no matter what the problem is.

I care about my school.

My students are important to me.

Maladaptively immunized

I can confront students if they cause problems.

Instructors J&K

Productively immunized

I can lower my expectations from students thinking of my own learning experiences.

Maladaptively immunized

I have very high expectations from everyone at school.

I get angry if my expectations are not met.

Students must try hard without any excuse as I did in the past.

I always question others when I encounter difficulties at work.

Instructor L

Productively immunized

I maintain my integrity if I face some problems in my profession.

Maladaptively immunized

I tend to overreact and protest when I encounter stressful situations at work.

Not teaching the course/shift I want is a serious problem to me.

Instructors M&N

Productively immunized

I always think of the effort exerted before critisizing anything at school.

I first try to solve problems at work myself.

I think problems are inevitable, so we should not dramatize them.

Maladaptively immunized

All the problems we encounter at school arise from either students or inefficient administration.

Instructors O&P

Productively immunized

I am responsible for teaching, so I need to resolve all the problems that hinder this responsibility.

I always try to make a contribution to the efforts of the administration by giving feedback (because of feelings of responsibility).

To me, change is a good way to break the routine.

I can embrace challenge in any case.

Although I start the semester with a feeling of burnout and decide to do the minimum in class, my feeling of responsibility always overweighs my negative feelings and I find myself doing my best to teach.

Maladaptively immunized

I report the problematic students or situations directly to the administration.

I just teach my lesson and leave the classroom when students do not act as I want.

Any change at school means more workload to me.

Instructor Q

Productively immunized

I am passionate about my job so I can handle all the problems.

I fight for anything that will benefit my students.

I can stay cool when I encounter problems at work.

I love my school so I will do anything to sustain its standards.

I love my students, which helps me continue despite all the problems.

Although I am sometimes very unhappy for some reasons, I am never disconnected from my students.

Maladaptively immunized

My students do not mean much to me because they are the strangers who I will be in contact for a limited period of time.

Instructors R&S

Productively immunized

As soon as I realize the problem, I try to solve it using my own strategies.

My students are important to me and I will always take care of them.

Problems are a part of life, so I always welcome them.

I have a sense of belonging to my school. It is not my workplace; it is a very important part of my life.

Although I sometimes feel I have lost my enthusiasm, I still try to manage because of my sense of responsibility.

Maladaptively immunized

Before questioning the reasons behind anything failing, I choose to directly talk to my coordinator/administration.

I want my problems to be immediately solved.

I tend to reflect my unhappiness in life on my relations at work.

I have a tendency to critisize everything at work.

I tend to make a fuss over trivial matters.

I am almost always unwilling to talk anybody around me at work. (asık suratlı)

I tend to keep silent when things work well, whereas I tend to speak up when things fail.

The source of my failure as a teacher is always the others.

Instructors T&U

Productively immunized

I perceive the problems I encounter at work as a way to improvement.

I am a resilient person in my profession.

I have a great passion for my job, so I will never surrender to the problems I encounter no matter what.

Making a contribution to the lives of my students is of great significance to me.

I believe as a teacher I have to touch my students' lives.

Although I sometimes feel burnout, I always look for ways to be out of that mood.

I want to work on the problems at work to reach a solution.

I see myself as a part of the problem.

Despite going through hard times in my life from time to time, I tend to forget my worries and problems as far as my profession and students are concerned.

Maladaptively immunized

I am indifferent to the problems of my students/school.

I distance myself from the problems at work.

I have extrinsic motivation to pursue teaching career.

I teach everything in the syllabus. If a student cannot learn, this is his/her problem.

I am a professional and I believe there is no need to touch students' hearts.

B. THE QUESTIONNAIRE WITH 65 ITEMS

LANGUAGE TEACHER IMMUNITY QUESTIONNAIRE

Dear participant,

Thank you for taking part in my PhD dissertation study. The purpose of the study is to find out more about language teachers' experiences and their feelings about their work and life.

Your answers will be kept completely anonymous and 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.

There are no right or wrong answers, so please give your answers sincerely. If you have any questions or comments about this questionnaire, you can contact the researcher Deniz Saydam at dkucuk@metu.edu.tr

Thank you very much for your time and support.

PART I

Demographic Information
Age:

Gender: □ Female □ Male

Degree: □ BA □ MA □ PhD

Level(s)/ courses you are currently teaching:

Levels / courses you have taught in your institution:

Total class hours a week:

Years of Experience:

Previous teaching experiences: □ Public institution □ Private institution □ Both □ None

Extra projects (courses, private lessons etc.): □ Yes □ No

Academic activities (seminars, conferences etc.): □ Yes □ No

PART II

Please indicate how much you agree or disagree with the following statements by choosing a number from 1 (strongly disagree) to 6 (strongly agree). Please do not leave out any items.

	Strongly disagree 1	Disagree 2	Slightly disagree 3	Slightly agree 4	Agree 5	Strongly Agree 6
1. I have good relations with people in general.						
2. I lose my motivation in the face of adversities.						
3. I generally have problems with my students.						
4. I generally have problems with my colleagues.						
5. I can adapt my rules and principles.						
6. I am open to cooperation.						
7. Rules drive my life to the extent that I cannot be flexible.						
8. I establish good rapport with my colleagues.						
9. I establish good rapport with my students.						
10. I do my best to solve a problem using my own strategies before reporting it to the school administration.						
11. I have a tendency to complain a lot about everything at work, including trivial matters.						
12. I care about my students.						
13. I care about my school.						
14. I get angry if my expectations are not met at work.						
15. I can come up with different alternatives to solve the problems at work.						

16. In the face of adversity; I focus on the situation, not the person.						
17. I calm others down by looking at the problems from a different perspective.						
18. I tend to overreact and protest when I encounter stressful situations at work.						
19. I maintain my integrity if I face some problems in my profession.						
20. I am indifferent to the problems of my students and school.						
21. Problems are a part of life, so I always welcome them.						
22. I am responsible for teaching, so I need to resolve the problems that hinder this responsibility.						
23. I see the flaws, but I give constructive feedback to the administration.						
24. To me, change is a good way to break the routine.						
25. Although I sometimes feel I have lost my enthusiasm, I still try to manage because of my sense of responsibility.						
26. I distance myself from the problems at work.						
27. I fight for anything that will benefit my students.						
28. I see students as the root of the problems.						
29. Although I am sometimes unhappy for some reasons, I am never disconnected from my students.						
30. I can confront students if they cause problems.						
31. I perceive the problems I encounter at work as a way to improvement.						
32. I tend to keep silent when things work well, whereas I tend to speak up when things fail.						
33. I have great passion for my job, so no matter what I encounter, I embrace challenges.						

34. I do not prefer change because of a possible increase in workload.						
35. Although I sometimes feel burnout, I always look for ways to be out of that mood.						
36. I find it easy to deal with problems at work.						
37. I am a professional and I believe I do not need to touch students' hearts.						
38. I am afraid to try different methods.						
39. I am solution-oriented.						
40. As I am a flexible person, I am open to negotiation with students.						
41. I can see the underlying reasons behind problems.						
42. I have a certain system in my mind and I get angry if I encounter something that does not fit this system.						
43. I love my job.						
44. I first question myself if anything goes wrong at work.						
45. I believe as a teacher, I have to touch my students' lives.						
46. I see problems as a huge mountain to surmount.						
47. I expect the administration to solve problems immediately.						
48. My love for my students helps me continue.						
49. I am distant from my students.						
50. I cannot tolerate even the small mistakes of my students.						
51. I cannot tolerate even the small mistakes of the school administration.						
52. I believe that things at work will improve in time.						
53. If I fail, it is because of others.						
54. I can withstand and recover quickly						

from difficult situations at work.						
55. I generally have a positive attitude no matter what the problem is.						
56. I usually show a negative reaction if things are not the way I want.						
57. My passion for my job helps me handle the problems at work.						
58. I just teach my lesson and leave the classroom when students do not act as I want.						
59. My students do not mean much to me because they are the strangers who I will be in contact for a limited period of time.						
60. I directly talk to my coordinator/administration before questioning the reasons behind any failure or problem.						
61. I tend to reflect my unhappiness in life on my relations at work.						
62. I always consider the effort exerted before criticizing anything at school.						
63. My school is not my workplace; it is a very important part of my life.						
64. I have extrinsic motivation to pursue this profession.						
65. If a student cannot learn, this is his/her problem because I teach everything in the syllabus.						

C. THE QUESTIONNAIRE WITH 43 ITEMS

LANGUAGE TEACHER IMMUNITY QUESTIONNAIRE

s

Dear colleague,

Thank you for taking part in my PhD dissertation study. The purpose of the study is to explore language teachers' immunity levels, i.e. their ability to overcome the adversities they are faced with at work.

Your answers will be kept completely anonymous and 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. There are no right or wrong answers, so please give your answers sincerely. If you have any questions or comments about this questionnaire, you can contact the researcher Deniz Saydam at dkucuk@metu.edu.tr

Thank you very much for your time and support.

PART I

Demographic Information

Age:

Gender: □ Female □ Male

Degree: □ BA □ MA □ PhD

Your department:

Level / course you are currently teaching:

Level / course you mostly teach in your institution:

Total class hours a week (including project hours):

Total years of experience:

Previous teaching experiences: □ Public institution □ Private institution □ Both □ None

Extra projects (weekend courses, private lessons etc.): □ Yes □ No

Academic activities (seminars, conferences etc.): □ Yes □ No

PART II

Please indicate how much you agree or disagree with the following statements by choosing a number from **1 (strongly disagree)** to **6 (strongly agree)**. Please do not leave any items unanswered.

	Strongly disagree 1	Disagree 2	Slightly disagree 3	Slightly agree 4	Agree 5	Strongly Agree 6
1. I have good relations with people in general.						
2. I lose my motivation in the face of adversities.						
3. I can adapt my rules and principles.						
4. I am open to cooperation.						
5. Rules drive my life to the extent that I cannot be flexible.						
6. I establish good rapport with my colleagues.						
7. I establish good rapport with my students.						
8. I do my best to solve a problem using my own strategies before reporting it to the school administration.						
9. I care about my students.						
10. I care about my school.						
11. I can come up with different alternatives to solve the problems at work.						
12. In the face of adversity, I focus on the situation, not the person.						
13. I calm others down by looking at the problems from a different perspective.						
14. I tend to overreact when I encounter stressful situations at work.						

15. I see the flaws, but I give constructive feedback to the administration.						
16. I am indifferent to the problems of my students and the school.						
17. Problems are a part of life, so I always welcome them.						
18. I am responsible for teaching, so I need to resolve the problems that hinder this responsibility.						
19. I maintain my integrity when I face problems at work.						
20. To me, change is a good way to break the routine.						
21. Although I sometimes feel I have lost my enthusiasm, I still try to manage because of my sense of responsibility.						
22. I fight for anything that will benefit my students.						
23. Although I am sometimes unhappy for some reasons, I am never disconnected from my students.						
24. I perceive the problems I encounter at work as a way to improvement.						
25. I have great passion for my job, so no matter what I encounter, I embrace challenges.						
26. I do not prefer change because of a possible increase in workload.						
27. Although I sometimes feel burnout, I always look for ways to get out of that mood.						
28. I find it easy to deal with problems at work.						
29. I am solution-oriented.						
30. As I am a flexible person, I am open to negotiation with students.						
31. I can see the underlying reasons behind problems.						

32. I love my job.						
33. If anything goes wrong at work, I first question myself.						
34. I believe as a teacher, I have to touch my students' lives.						
35. I expect the administration to solve the problems at school immediately.						
36. My love for my students helps me continue.						
37. I believe that things at work will improve in time.						
38. If I fail, it is because of others.						
39. I can withstand and recover quickly from difficult situations at work.						
40. I generally have a positive attitude no matter what the problem is.						
41. My passion for my job helps me handle the problems at work.						
42. I always consider the effort exerted before criticizing anything at school.						
43. My school is not my workplace; it is a very important part of my life.						

D. THE FINAL QUESTIONNAIRE WITH 22 ITEMS

LANGUAGE TEACHER IMMUNITY QUESTIONNAIRE

Dear colleague,

Thank you for taking part in my PhD dissertation study. The purpose of the study is to explore language teachers' immunity levels, i.e. their ability to overcome the adversities they are faced with at work.

Your answers will be kept completely anonymous and 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. There are no right or wrong answers, so please give your answers sincerely. If you have any questions or comments about this questionnaire, you can contact the researcher Deniz Saydam at dkucuk@metu.edu.tr

Thank you very much for your time and support.

PART I

Demographic Information

Age:

Gender: □ Female □ Male

Degree: □ BA □ MA (ongoing) □ MA (completed) □ PhD (ongoing) □ PhD (completed)

Your department: □ DBE □ DML

Level / course you are currently teaching:

□ UIN □ INT □ PIN □ ELE □ BEG □ REP

□ ENG 101 □ ENG 102 □ ENG 211 □ ENG 311 □ Other……..

Level / course you mostly teach in your institution:

□ UIN □ INT □ PIN □ ELE □ BEG □ REP

□ ENG 101 □ ENG 102 □ ENG 211 □ ENG 311 □ Other……..

Total class hours a week (including project hours):

Total years of experience:

Previous teaching experiences: □ Public institution □ Private institution □ Both □ None

Extra projects (weekend courses, private lessons etc.): □ Yes □ No

Academic activities (seminars, conferences etc.): □ Yes □ No

PART II

Please indicate how much you agree or disagree with the following statements by choosing a number from **1 (strongly disagree)** to **6 (strongly agree)**. Please do not leave any items unanswered.

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2. I am open to cooperation.						
3. I establish good rapport with my colleagues.						
4. I establish good rapport with my students.						
5. I do my best to solve a problem using my own strategies before reporting it to the school administration.						
6. I care about my students.						
7. In the face of adversity, I focus on the situation, not the person.						
8. I calm others down by looking at the problems from a different perspective.						
9. I tend to overreact when I encounter stressful situations at work.						
10. I am indifferent to the problems of my students and the school.						
11. Problems are a part of life, so I always welcome them.						
12. I maintain my integrity when I face problems at work.						

13. Although I sometimes feel I have lost my enthusiasm, I still try to manage because of my sense of responsibility.						
14. I perceive the problems I encounter at work as a way to improvement.						
15. I have great passion for my job, so no matter what I encounter, I embrace challenges.						
16. I can see the underlying reasons behind problems.						
17. I love my job.						
18. If anything goes wrong at work, I first question myself.						
19. My love for my students helps me continue.						
20. I can withstand and recover quickly from difficult situations at work.						
21. My passion for my job helps me handle the problems at work.						
22. My school is not my workplace; it is a very important part of my life.						

If you would like to take part in the interview phase of the study, please write your email address below.

Email address:

E. IN-DEPTH INTERVIEW SCHEDULE

Aim: to identify factors that have contributed to respondents' current teacher immunity type, to determine how respective types influence teacher identity and self-concept, and to shed light on how the types manifest themselves in the classroom

1. To begin with, could you tell me about how you came to be a teacher?

2. If I ask you to divide your career so far into major stages, can you do that and tell me about each stage?

3. Now, can you tell me a story from each stage that will explain a bit more what you
were experiencing?

4. Can you think of one or two major events in your career that have shaped who you
are as a teacher? What were the events? How did they influence you?

5. Can you think of one or two major individuals in your career that have shaped who
you are as a teacher? Who were the people? How did they influence you?

6. Can you think of a time when you did something that helped define you as a teacher?
What was the situation?

7. What are some of the key things somebody needs to know to understand you as a teacher?

8. As a teacher, how are you similar or different now compared to when you just began teaching?

9. Many teachers struggle in their careers. How do you deal with stressful situations at work? What do you think are the keys/secrets to long term success as a teacher?

F. HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Ayşegül DALOĞLU

Danışmanlığını yaptığınız doktora öğrencisi Deniz SAYDAM'ın **"Language Teacher Immuuity"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-EGT-111** protokol numarası ile **08.08.2018 - 30.12.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

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Başkan V

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G. CURRICULUM VITAE

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EDUCATION

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2002-2005 Hacettepe University, Ankara, Turkey
MA in Translation and Interpretation
Dissertation: "Teaching Translation to Students at English Language Teaching Departments"
1997-2001 Middle East Technical University, Ankara, Turkey
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WORK EXPERIENCE

2011-2019 Coordinator of the Academic Writing Center, Middle East Technical University, Ankara, Turkey
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H. TURKISH SUMMARY / TÜRKÇE ÖZET

Öğretmenler düzenli olarak hem sınıfta hem de çalıştıkları kurumlarda ve sosyo-kültürel ortamlarda çeşitli problemlerle, karşı çıkışlarla ve sıkıntılarla karşılaşırlar. Karşılaşılan bu problemlerin nedenlerinden bazıları akademik ve kurumsal otorite, öğretmen otonomisi üzerindeki sınırlamalar, dayatılan hedefler, yeterli destek olmadan bilgiyi, yeterliliği ve konuya hakimiyeti sürekli artırma beklentileri ve öğrencilerin talepleridir. Sebep ne olursa olsun, bu problemlerin öğretmenlerin motivasyonu ve profesyonel kimlikleri üzerinde doğrudan etkisi vardır, ki bu durum da öğretmenlerin meslekte kalma olasılıklarıyla yakından alakalıdır (Hiver, 2015).

Hiver ve arkadaşları (2015) öğretmen motivasyonu ve mesleki kimliğin gözardı edilen bu boyutuna dikkat çekmek için öğretmen bağışıklığı kavramını ortaya atmışlardır. Bu kavram, öğretmenlerin, mesleki kimliklerine ve motivasyonlarına zarar veren unsurları azaltmak ya da engellemek için oluşturdukları çoklu savunma mekanizmalarını ve bu mekanizmaları oluşturma süreçlerini tanımlar. Öğretmen bağışıklığı, öğretmenlerin günlük sınıf içi uygulamalarının önündeki sorunlarla mücadele etme ve bu sorunlara adapte olma yeteneklerine ve bu uzun surely mücadelenin onların profesyonel kimliğini ve kariyerini nasıl etkilediğine odaklanır. Bu bağışıklık öğretmenlerin üzerindeki taleplere ve karşılaşılan travmatik deneyimlere karşı bir savunma mekanizmasıdır. Bu savunma mekanizması olmazsa duygusal yorgunluk ve tükenmişlik duygusu ortaya çıkar.

Bu yeni kavram, biyolojik bağışıklığa benzetilmiştir. Biyolojik bağışıklıkta organizma, dış dünyanın negative, istenmeyen ya da zararlı etkilerine karşı korunur. Öğretmenlerin zihninde gerçekleşen süreçleri inceleyen öğretmen psikolojisi literatürüne göre, öğretmen bağışıklığı psikolojik bir kavramdır. Bir öğretmenin zihninde olup bitenleri anlamak ve yeni ortaya atılan öğretmen bağışıklığı kavramını daha iyi anlamak için öncelikle öğretmen bağışıklığını oluşturan

unsurların yani öğretmen kimliği, duyuşsal ve motivasyonel faktörler, öğretmen öz-yeterliliği, öğretmenlerin duygusal yeterliliği ve adaptasyonu, öğretmen stresi, öğretmen tükenmişliği, uğraş, şevk, ve kendine yabancılaşma kavramlarının keşfedilmesi gerekir.

Bu unsurlardan ilki olan öğretmen kimliğini anlamak için öncelikle kimliğin ne olduğunu anlamak gerekir. Kimlik, sürekli bir ortaya çıkış ve oluş süreci olarak tanımlanmaktadır. Bazı araştırmacılar sosyal ve kültürel kimlik üzerinde dururken, bazıları da etnik ve profesyonel kimliüer odaklanırlar. Örneğin Norton'a (2000) göre kimlik, bir inanın dünyayla ilişkisini nasıl anladığı, bu ilişkinin zaman ve uzam içinde nasıl oluşturulduğu, ve kişinin gelecek olasılıklarını nasıl anladığı ile ilgilidir. Diğer taraftan Johnson'a (2003) göre kimlik, ilişkisel, oluşturulmuş ve değiştirilen bir kavramdır ve bu kavram bizim başkalarını nasıl gördüğümüz ve başkalarının bizi ortak deneyimlerimiz ve etkileşimlerimiz içinde nasıl gördükleri ile ilgilidir. Öğretmen kimliğine ya da daha özel olarak dil öğretmeni kimliğine geldiğimizde ise, son zamanlarda yapılan araştırmalar sosyo-kültürel çerçeveye büyük önem vermektedir. Duff ve Uchida (1997) dil öğretmenlerinin, öğretmen, öğrenci, aile üyesi, kurum ve toplum üyesi vs. olarak çok çeşitli sosyal ve kültürel role sahip olduklarını belirtmişlerdir. Gee (2000) ise dil öğretimi ve sosyal dil kullanımı, sosyal uygulamalar, sosyal ve kurumsal bağlamlar ve bu bağlamlara üyeliğin tamamının birbirleriyle bağlantılı olduğunu bildirmişlerdir. Miller'ın (2009) da belirttiği gibi her öğretmenin kendi oluş biçimleri vardır ve bu oluş, gücü, etkileşimsel becerileri, bilgiyi, tutumları, ve sosyal ve kurumsal bağlamı içerir. Daha net ifade etmek gerekirse, öğretmenlerin mesleki kimlikleri işyeri koşullarından, müfredat politikalarından, kültürel farklardan, okulun ve öğrencilerin sosyal demografisinden, kurumsal uygulamalardan, öğretmen ve öğrenci kaynaklarından, mesleki gelişim fırsatlarından vs. etkilenir. Ancak tüm bu unsurlar öğretmenlerin becerileri, geçmişi, inanışları, değerleri, bilgisi, tutumları vs. ile çatışabilir ve öğretmenlerin bu çatışmalarla başa çıkma şekilleri onların meskeli kimliklerini oluşturur.

Diğer bir unsur olan öğretmen motivasyonu ise öğretmenlerin yaptıkları şeyleri neden yaptıkları ve onları iten gücün ne olduğu konularına eğilir ve bu tezin ana odak noktalarından biridir çünkü bağışıklık kavramıyla yakından ilgilidir. Motivasyon, bir hedefe ulaşmak için harekete geçme ve zihinsel ve fiziksel çaba gösterme kararını etkileyen bilişsel bir uyarandır. Motivasyonun gücü kişinin hedeflenen amaca verdiği değere bağlıdır. Öğretmen motivasyonu öğretmenleri öğretmeye çeker, onların meslekte ne kadar süre kalacaklarını ve öğrettikleri derslere ve mesleğe ne kadar kendilerini verdiklerini belirler.

Öğretmen motivasyonunu etkileyen birçok factor vardır. Bunlardan bazıları, otonomiye sahip olmak, mesleki gelişim, ilişkiler ve bağlar, iş yeri koşulları ve liderlik, iş yerindeki ilişkiler, kurumsal destek, öz değerlendirme ve zihinsel uyarılma gibi iç değerler, maddi faydalar, ail eve toplum etkisi, rahatlık gibi dış değerlerdir. Diğer yandan, motivasyona zarar verne faktörler şöyle sıralanabilir: strese yol açan çalışma ortamı, yetersiz kariyer fırsatı, öğretmenin kendini tekrar etmesi, zihinsel gelişim için sınırlı fırsatlar, yetersiz öz yeterlik ve öğretmen otonomisinin engellenmesi, düşük maaş, araştırma yapma fırsatının verilmemesi, öğrencilerin tutumları ve davranışları vs.

Birçok çalışmada da belirtildiği gibi, öğretmen motivasyonu geliştirilebilir. Eğer öğretmenler otonom yani örneğin kullanacakları malzemeyi seçmelerine fırsat tanınırsa, uygulanan programlar ve öğretim metodları konusunda söz hakları varsa, ve eğer sınıflarındaki organizasyondan ve disiplinden sorumlu iseler daha motive olurlar. Packard and Dereshiwsky'e (1990) göre ise eğer öğretmenler mesleki ilişkiler ve bağlar kurabilirlerse, liderlik rolleri üstlenebilirlerse, ve öğretmen gelişimi için kendilerine fırsat tanınırsa motive hissederler. Birçok çalışma, öğretmenlerin kariyerleri boyunca yüksek oranda mesleki stress yaşadıklarını ve sonuç olarak da sahip oldukları motivasyonu kaybedip mesleği bırakma eşiğine geldiklerini ortaya koymuştur. Carson ve Chase'e (2009) göre, öğretmen motivasyonu ve sınıf içinde etkili olma arasında doğrudan bir ilişki vardır ve

öğrencilerin öğrenme durumunu etkileyen unsurlardan biri öğretmen motivasyonudur. Bu motivasyon öğretme uygulamasının kalitesi üzerinde pozitif bir etkiye sahiptir.

Öğretmen motivasyonu, bağışıklığın bir diğer unsure olan öz yeterlik kavramı ile de açıklanabilir. Bandura'ya (1995) göre öz yeterlik, gelecekteki durumlarla mücadele etmek için gereken eylemleri organize edip uygulama konusunda kişinin kendi yeteneklerine inanmasıdır. Öz yeterlik, hedef koyma noktasında motivasyonu etkiler. Eğer bir kişinin öz yeterlik duygusu yüksekse, o zaman daha yüksek hedefler koyar, başarısızlıktan daha az korkar ve zorluklar söz konusu olduğunda daha uzun süre direnir. Diğer taraftan, öz yeterlik duygusu düşük olduğunda kişi eyleme geçmekten kaçınır ve zorluklarla karşılaştığında kolayca pes eder. Yüsek öz yeterlik duygusu meslekte yüksek seviyede motivasyon ile ilişkilendirilirken, düşük öz yeterlik, yetersizlik ve motivasyonsuzluk ile ilişkilendirilir. Öğretmen öz yeterliği son derece önemlidir çünkü sınıf idaresini, ders işlenişini, iletişim ve etkileşimi doğrudan etkiler. Bandura'nın (1977) da belirttiği gibi, öğretmenler başarılı oldukça öz yeterlik duyguları artar. Ancak, başarısız olduklarında kendilerini izole ederler ve mesleği bırakma eğiliminde olurlar.

Öğretmen bağışıklığını oluşturan bir diğer kavram ise öğretmen duygusudur. Öğretmen motivasyonunu incelerken mutlaka öğretmen duygusunun da göz önünde bulundurulması gerekir. Duygular özellikle insanlar çevreleriyle etkileşim halindeyken ortaya çıkar. Öğretim alanında duygu araştırmaları genellikle öğrencilerin deneyimlerine ve duygularına odaklanır ve öğretmen duyguları daha az vurgulanır.

Öğretmenlerin duyguları beklentilerden ve bu beklentilerin öğretmen hislerini ve davranışlarını biçimlendirme şeklinden etkilenir. Öğretmen duyguları önemlidir çünkü bu duygular öğretmenlerin ne derece iyi hissettiklerini ve sınıfta ne derece iyi performans sergilediklerini etkiler. Yani, öğretim sürecinde duygular son derece

önemlidir. Duygular, düşünceler ve eylemler sürekli beraber inşa edilirler, beraber yok olup beraber tamir edilirler. Öğretmen duygular pozitif öğretmen duygusu ve negatif öğretmen duygusu olmak üzere ikiye ayrılır.

İlk olarak, pozitif öğretmen duygusundan bahsetmek gerekirse, şu çok net söylenebilir ki öğretmenler ara ara tükenmişlik yaşasalar da meslekte kalmayı başarır ve hatta gelişme kaydederler. Bunun en büyük nedeni, pozitif duyguların öğretmenlerin yaşadığı en yaygın duygular olmasıdır. Tüm zorluklara rağmen çoğu öğretmen mesleklerinden zevk alır ve şevkle doludurlar, ki bu duygular etkili öğretmenlerin özellikleri arasında yer alır. Eğer bir öğretmen şevkli ve kendini mesleğine adamışsa, derslerini daha iyi yaparlar ve bud a öğrencileri pozitif etkileyip öğrenme motivasyonlarını artırır.

Öğretmenlerin sahip olduğu duygusal enerji onların öğrenmeye katkı sağlayan pozitif bir sınıf ortamı oluşturmalarıyla doğrudan bağlantılıdır. Bu nedenle, pozitif öğretmen duygusu, öğretme kalitesi ve öğrencinin öğrenme başarısı açısından son derece önemlidir. Hiç şüphesiz, pozitif duygular kişinin psikolojik olarak kendini iyi hissetmesine de yol açar ve öğretmenler meslekleriyle daha üretken ve doyurucu şekilde uğraşırlar. Ayrıca kendilerini işleriyle tanımlayıp yorgunluk ve yetersizlik hissetmek yerine enerji ve yeterlilik hissederler. Ancak unutmamak gerekir ki, bu pozitif duygular çeşitli kişisel, durumsal ve bağlamsal faktörden olumsuz şekilde etkilenebilir. Örneğin, öğrenciler, idari problem, günlük yaşamda karşılaşılan problemler pozitif duygulara zarar verebilir. Bu faktörler karşısında öğretmenlerin öncelikle duygularına neyin sebep olduğunu keşfetmeleri ve sonrasında da pozitif duygularına zarar veren bu faktörlerden kurtulup etkili yöntemlerle bir geriye dönüş sergilemeleri beklenir. Burada amaç, öğretmenlerin duygusal durumlarını ve dolayısıyla da motivasyon ve işlerinden aldıkları zevki geliştirmektir. Bu beklentiler "duygusal düzenlemeyi" içeren "duygusal yeterlilik" olarak nitelendirilebilir. Bu iki unsure sayesinde öğretmenler duygusal deneyimlerinin şiddetini ve süresini kontrol edebilirler. Daha önce de belirtildiği gibi, öğretmek söz konusu olduğunda

öğretmenler savunmasız durumdadırlar, ancak mesleklerine devam edebilmek, öğrencileri ve iş arkadaşlarıyla pozitif ilişkilerini sürdürebilmek, ve öğrencilerin akademik performanslarına katkı sağlayabilmek için olumsuz duyguları azaltıp pozitif duyguları artırmak durumundadırlar. Hiç şüphesiz, öğrenciler gibi öğretmenler de negatif duygular yaşayabilirler. Örneğin, sıkılabilirler, dikkatleri dağılabilir, ve hem sınıf içindeki hem de dışındaki durumlar onları zorlayabilir. Duyguları ise bu negatif durumları değerlendirme ve düzenleme biçimleri ile şekillenir. Day'in (2011) de belirttiği gibi, bu duygusal düzenleme sayesinde hem öğretmenlik uygulamaları hem de mesleki kimlik gelişir. Diğer taraftan, öğretmenler duygusal düzenlemeden yoksun olduğunda, duygusal yorgunluk yaşarlar, ki bu da onların kimliğini ve sınıftaki rollerini olumsuz yönde etkiler. Bu nedenle öğretmenlerin tüm yaşanan olumsuzluklara rağmen pozitif duygulara sahip olmaları beklenir.

Negatif öğretmen duygusu ise öğretmenlerin yaşadıkları problemlerden kaynaklanır (aşırı çalışma yükü, çoğunlukla öğrencilerden kaynaklanan stres, tekrarlayan uygulamalar, disiplin problemleri gibi zorluklar, motivasyonunu kaybeden öğrencilere öğretmek zorunda kalmak vs.). Meslekteki tüm bu sorunlar ve diğerleri öğretmenlerin verimliliğini düşürür ve fiziksel ve mental açıdan iyi hissetmemeye rağmen işe gitmeye yol açar.

Öğretmenlik mesleğinin boyutlarından biri olan stres, sıklıkla öğretmenlerin öz saygısını ve iyi durumunu tehdit eden mesleki durumlardan kaynaklanan hoş olmayan duygular olarak tanımlanır. Peki mesleğin stresli olarak düşünülen yönleri nelerdir? Birçok çalışma strese yol açan çeşitli faktörleri belirlemiştir: öğrencilerdeki davranış bozuklukları, disiplin problemleri, zaman baskısı ve yoğun iş yükü, otonomi eksikliği, artan endişeye yol açan değişen talepler ya da net olmayan beklentiler, zayıf öğrenci motivasyonu, yoğun öğrenci çeşitliliği, iş arkadaşlarıyla yaşanan uzlaşmazlıklar, idari desteğin olmaması, okulda organizasyonun olmaması, değer çatışmaları, ortak hedeflerin ya da değerlerin

benimsenmemesi (örn., Shernoff, Mehta, Atkins et al., 2011; Skaalvik & Skaalvik, 2015; Skaalvik & Skaalvik, 2009, 2011a, 2011b). Bu ve benzeri stress faktörlerinin öğretmenler üzerindeki etkilerine gelince, bir çok çalışma göstermiştir ki strese yol açan faktörler tükenmişlik, azalan öğretme etkinliği, öğrencilere ve iş arkadaşlarına karşı azalan duyarlılık, artan oranda yetersizlik duygusu, ve tepkili davranışlar gibi sonuçlar doğurur (Ball, 2003; Parker vd., 2012).

Negatif öğretmen duyguları arasında, bu çalışmanın da temel kavramlarından biri olan tükenmişlik vardır. Tükenmişlik, stresin uzun süre birikmesinin sonucudur ve "psikolojik erozyon" olarak nitelendirilir (Maslach & Leiter, 2000). Daha net ifade etmek gerekirse tükenmişlik aşırı yorgunluk, kendini soyutlama ve yetersizlik duygularından oluşur (Schaufeli vd., 2001). Aşırı yorgunluk iyi olma duygusuyla negatif ilişkiliyken, kendini soyutlama mesleği bırakma, mesleğe düşük oranda bağlılık, azalmış memnuniyet, ve etkili mücadele stratejileri uygulama konusunda başarısız olma ile pozitif ilişkilidir (Maslach & Leiter, 2008; Zapf vd., 2001).
Dil öğretimi yapan öğretmenler iş yerinde karşılaştıkları tüm zorluklar sonucunda bağışıklık geliştirirler ve bu bağışıklık bir bakıma mesleğin duygusal taleplerine karşı bir savunma mekanizmasıdır. Bağışıklık sayesinde bir çeşit mesleki denge sağlanır. Bu nedenle, bağışıklık geliştirmek dil öğretmenlerinin meslekte kalabilmeleri için gereklidir. Daha genel ifade etmek gerekirse, öğretmen bağışıklığı öğretmenlerin mesleki öz algılarının ayrılmaz bir parçasıdır ve bu bağışıklığın gelişmesi öğretmenlerin motivasyonu, duyguları, varsayımları, tutumları ve sınıftaki uygulamaları üzerinde çok önemli bir etkiye sahiptir.

Hem olumlu hem de zararlı öğretmen bağışıklığının özelliklerini anlamak ve her birinin nasıl geliştiğini anlamak, zararlı tür öğretmen bağışıklığının engellenmesine yardımcı olabilir ve öğretmen bağışıklığı, değişim ve gelişimle uyumlu bir araca dönüştürülebilir. Olumlu olduğunda öğretmen bağışıklığı motivasyonunu sürdüren ve gelişen yaratıcı ve açık görüşlü öğretmenler ortaya çıkarır.

Öğretmen bağışıklığı araştırmalarının ikinci dil öğretmen eğitimine yansıması göz önüne alındığında şunu söyleyebiliriz ki öz-organizasyon sürecinin anahtar noktalarında müdahale edilemesi yoluyla olumsuz bağışıklığa sahip olan öğretmenler olumlu bağışıklığa sahip öğretmenlere dönüşebilir. Bu kavramı anlayarak, dayanıklılıklarını yeilemek isteyen hem yeni hem de deneyimli öğretmenler için olumlu bağışıklığı elde etmek ve desteklemek için bazı yöntemler önerilebilir.

Daha önce de belirtildiği gibi, Philip Hiver (2015) üretken ve motive dil öğretmenlerini meslekte kalmak için mücadele eden öğretmenlerden ayırt etmek için yaptığı vaka çalışması sonucunda, "dil öğretmeni bağışıklığı" olarak adlandırdığı bir kavram bulmuştur. Bu çalışmayı ve devamında gelen tüm çalışmaları Güney Kore'de gerçekleştirmiştir. Dil öğretmeni bağışıklığı kavramı yeni bir kavram olduğu için şu ana kadar başka yerlerde bu kavramı araştıran başka bir çalışma yapılmamıştır. Bu bağlamda mevcut çalışma, bu kavramı başka bir bağlamda araştıran ilk çalışmadır. Hiver'ın oluşturduğu anketten farklı olarak bu çalışmada öğretmenlerin bağışıklık seviyesini ölçmek için yeni bir Öğretmen Bağışıklığı Anketi tasarlanmıştır. Bu bağlamda dab u çalışmanın öğretmen araştırmaları literatürüne katkı sağlaması beklenilmektedir.

Gerçekleştirilen çalışmanın amaçları şunlardır: (1) Bir dil öğretmeni örneklemiyle Türkiye bağlamında öğretmen bağışıklığının ana türlerini ve belirgin özelliklerini ortaya koymak, (2) bir anket geliştirmek ve bir devlet üniversitesinde çalışan bir grup dil öğretmeninin öğretmen bağışıklığı türlerine dağılımını ortaya koymak, (3) Örneklemde yer alan öğretmenlerin demografik özelliklerinin bağışıklık seviyelerine etki edip etmediğini bulmak, (4) belli bir öğretmen bağışıklığı türünde kişilerin izlediği bireysel yolu araştırmak, and (5) öğretmenlerin sahip oldukları bağışıklık seviyelerine etki eden faktörleri ortaya çıkarmak.

Bu çalışma dört aşamada gerçekleştirilmiştir:

a) Anket için madde havuzunu oluşturmak amacıyla bireysel, ikili ve üçlü görüşmeler

b) Yeni Öğretmen Bağışıklık Anketi'nin pilot çalışması

c) Öğretmen Bağışıklık Anketi'nin ana çalışma grubuna uygulanması

d) Öğretmen bağışıklığının bireysel gelişim yolunu araştırmak için bireysel görüşmeler

Çalışma kapsamında cevaplanmaya çalışılan araştırma soruları şunlardır:

1) Türkiye'de bir devlet üniversitesinde çalışan bir grup İngilizce öğretmeninin ana öğretmen bağışıklık türlerine dağılımı nedir?

2) Öğretmenlerin demografik özellikleri bağışıklık seviyelerini etkiler mi?

a. İngilizce dil okutmanlarının bölümlerinin (TIB ve MDL) bağışıklık düzeylerine etkisi var mıdır?

b. İngilizce dil okutmanlarının yaşlarının bağışıklık düzeylerine etkisi var mıdır?

c. İngilizce dil okutmanlarının eğitim seviyelerinin (Lisans, Master, Doktora) bağışıklık düzeylerine etkisi var mıdır?

d. İngilizce dil okutmanlarının haftalık girdikleri toplam ders saatinin (ekstra proje sınıfları dahil) bağışıklık düzeylerine etkisi var mıdır?

e. İngilizce dil okutmanlarının toplam deneyim yılının bağışıklık düzeylerine etkisi var mıdır?

f. İngilizce dil okutmanlarının yaptıkları ekstra projelerin (haftasonu kursları, haftaiçi kursları, özel dersler vs.) bağışıklık düzeylerine etkisi var mıdır?

g. İngilizce dil okutmanlarının akademik faaliyetler yürütmesi (seminerler, konferanslar, mesleki gelişim aktiviteleri) bağışıklık düzeylerine etki eder mi?

3) Öğretmenlerin sahip oldukları bağışıklık seviyesine etki eden faktörler nelerdir?

Şu ana kadar çalışmanın arka planı, önemi, amaçları ve araştırma soruları ele alınmıştır. Öğretmen bağışıklığı kavramını oluşturan bazı kavramlar özetle

açıklanmıştır. Bu kavramı oluşturan diğer unsurlara ve bağışıklık kavramına daha detaylı olarak aşağıda yer verilecektir.

Bağışıklık kelimesi Latince *immunis* kelimesinden türemiştir ve birşeye karşı direnme durumudur (Chiappelli & Liu, 2000, akt. Hiver, 2016). Bağışıklık, organizmayı dış çevreden gelen olumsuz, istenmeyen ya da zararlı etkilere karşı koruyan bir savunma sistemidir. Bağışıklık sisteminin ana fonksiyonu insane vücuduna içerden ya da dışardan gelen saldırıların etkisini minimum indirgemektir. Bu sistem enfeksiyonlara karşı savaşır ve vücudu korur.

Bağışıklığın psikolojik paralelleri ise zorluklarla başa çıkma, dayanıklılık ve iyileşme gücüdür. Zorluklarla başa çıkma, strese yol açan faktörleri rahatlatmak ya da engellemek için kullanılan tekniklerdir (Somerfield & McCrae, 2000). Dayanıklılık ise stresin performans üzerindeki etkisini hafiflettiği düşünülen bir kişilik özelliğidir (Maddi, 2004). İyileşme gücü ise, psikolojik problemleri atlatma kapasitesi ya da travmatik durumlara rağmen etkili bir şekilde performans gösterebilme kapasitesidir (Masten, 2001). Bağışıklık kavramını oluşturan bu psikolojik unsurlar aşağıda derinlemesine ele alınacaktır.

Zorluklarla başa çıkma kişinin kaynaklarını aşan bazı iç ve dış talepleri idare etme için sürekli olarak bilişsel ve davranışsal çaba göstermek olarak tanımlanabilir (Lazarus & Folkman, 1984). Zorluklarla başa çıkma bir süreç içerir. Bu süreç durumun zarar, tehdit, ya da zorluk olarak değerlendirilmesiyle başlar. Sürecin sonraki aşamasında birey, strese yol açan faktörle mücadele etme yeteneğini değerlendirir ve bazı başa çıkma stratejilerine başvurur. Bu stratejilerin kişinin psikolojik ve duygusal iyi olma durumu üzerinde doğrudan etkisi vardır (Somerfield & McCrae, 2000). Eğer birey etkili bir strateji seçerse durum esnasında yaşanan stress azalabilir ya da tamemen ortadan kalkabilir. Eğer etkili bir strateji seçilmezse, değerlendirme yeniden yapılabilir ve başa çıkma mücadelesinin yeni bir safhası başlayabilir (Beers, 2012).

İnsanların kullandığı başa çıkma stratejileri, stresin kaynağını ortadan kaldırmak için doğrudan eylemde bulunmaktan, yani sorun odaklı başa çıkma yönteminden, bir durumu değerlendirme biçimini değiştirmeye ve böylece de stres düzeyini azaltmaya, yani duygu odaklı başa çıkmaya kadar değişebilir (DeLongis ve Preece, 2000). Başa çıkmanın en yaygın yollarından olan sorun odaklı ve duygu odaklı başa çıkmanın yanı sıra, insanlar sosyal destek arama ve kaçınma stratejilerine de başvurabilirler. Ancak literatürde kaçınma genellikle duygu odaklı başa çıkma altında düşünülür. Sosyal destek, alınan sosyal desteğin kullanımına bağlı olarak, sorun odaklı ya da duygu odaklı başa çıkma altında olabilir.

Araştırmalar, sorun odaklı başa çıkma stratejileri benimseyenlerin strese karşı önlem almakta büyük başarı gösterdiğini ve böylece öz-değer duygularının arttırdığını (Parker ve ark., 2012) ve psikolojik sıkıntılarının azaldığını göstermektedir (Chan, 1998). Bu yaklaşımda, sorunu doğrudan ele almak için çeşitli çözümler düşünülmekte, sorunu çözmek için doğrudan müdahale yapılmakta ya da sorun, daha aktif problem çözme tekniklerine yol açan bir zorluk olarak algılanmaktadır (Beers, 2012). Chan (1994) 'e göre, bu strateji, bireyin ne yapacağını bildiği, çabalarını iki katına çıkardığı ve en kötüsüne hazırlıklı olduğu için rasyonel bir problem çözme stratejisidir.

Öte yandan, duygu odaklı başa çıkma stratejileri kullananlar, stres ile ilişkili duyguları hafifletmeye çalışırlar. Duygularını ifade etmeye ya da başa çıkmaya çalışırlar; ancak, bu durum kendilerini sınırlı bir süre için stresten korumalarına olanak sağlar, ki bu da tekrar strese maruz kalmaları anlamına gelir (Beers, 2012). Kaçınma tipik olarak, sorunla başa çıkmadan stresli durumdan çekilme ya da kaçma ya da bir başka deyişle, kişinin dikkatini stresli olaydan uzaklaştırmasını ve/veya durumun kendi kendine çözülmesini ummasını içerir. Bu kaçınma ve sorunu çözmek için harekete geçilmemesi, sorunla doğrudan bir mücadele olmadığı için genellikle duygu odaklı bir strateji olarak kabul edilir. Dolayısıyla, olumsuz bir başa çıkma stratejisi olduğu da düşünülmektedir. Öte yandan, destek arama, tavsiye veya

yardım için başkalarına yönelmeyi içerir ve daha önce belirtildiği gibi, desteğin nasıl kullanıldığına bağlı olarak problem odaklı veya duygusal odaklı bir strateji olarak kabul edilebilir. Örneğin, alınan destek, bireyi durumu değiştirmek için doğrudan harekete geçmeye teşvik ederse, sorun odaklı bir strateji olarak kabul edilir. Ancak, birey doğrudan harekete geçmeden çeşitli insanlardan duygusal destek isterse, duygu odaklı bir strateji olarak kabul edilir (Beers, 2012).

Öğretmenler mesleki yaşamlarında yüksek düzeyde stres yaşayan bireylerdir (Helsing, 2007), ancak öğretmenlerin çoğunluğu mesleklerinde kalmayı seçmekte, bu durum stresle başa çıkabildiklerini ve hayatta kalabileceklerini göstermektedir (Hiver, 2016). Mesleğe ilişkin taleplerle ve stresle başa çıkmak için, öğretmenlerin başa çıkma amacıyla kullandıkları bazı etkili stratejilere sahip olmaları gerekir. Örneğin, arkadaşlarından veya ailelerinden yardım alırlar (Aldrup ve ark., 2017); strese yol açan durumları ve kendilerini incelerler; bazıları stres yaratan durumlardan veya kişilerden kaçınmayı seçer (Fengler, 2016) vs. Ayrıca, yakın sosyal bağlar kurarak veya meslektaşlarıyla duygusal deneyimler paylaşarak sosyal destek ararlar, ve işyerinde karşılaştıkları sorunları çözmek için birbirlerine danışırlar veya personel ve yönetim ile iyi ilişkiler kurarlar (Kyriacou, 2001). Bazıları iyimserliklerini sürdürmeyi seçer ve strese yol açan faktörler üzerindeki kontrollerini asla bırakmazlar (Griffin ve diğerleri, 1999), bazıları yüzleşmekten kaçınır, duyguları kontrol altında tutar ve problemlerle başa çıkmada sınırlamaları olduğunu kabul eder (Kyriacou, 2001).

Bu ve diğer pek çok stratejiyi kullanarak, öğretmenler travmatik durumlara yalnızca geçici veya küçük rahatsızlıklar yaşayarak katlanırlar (Rahe, 2000). Bu stratejilere ek olarak, son kanıtlar benlik saygısı, iyimserlik ve dışa dönüklük gibi bazı kişilik özelliklerinin problemlerle baş etmede önemli bir rol oynadığını göstermektedir (Somerfield ve McCrae, 2000). Benlik saygısı, bireyin iş yerindeki zorluklarla başarılı bir şekilde başa çıkabilme ve çalışmasını sürdürme yeteneğine ilişkin öz algılarıdır. Yüksek özsaygı düzeyi, kendini kaygı ve depresyona karşı koruma

yeteneği ve stresin etkilerini minimuma indirgeme ile ilişkilidir (Parker ve Martin, 2009). Düşük özsaygı ise yeterli başa çıkma kaynaklarına sahip olunmamasından dolayı depresyona neden olur. Nes ve Segerstrom (2006) tarafından yapılan meta-analitik incelemede, iyimser olanların farklı stres faktörlerine daha iyi adapte oldukları ve böylece stresi ortadan kaldırmak, azaltmak veya yönetmek için başa çıkma stratejileri kullandıkları ortaya çıkmıştır. Lisans öğrencilerinin kişiliklerinin sosyal destek kullanımı ve diğer başa çıkma stratejileri üzerindeki etkisini inceleyen çalışmalarında, Amirkhan ve ark. (1995), dışa dönüklüğün sosyal destek arayışı ile ilgili olduğunu, sorunlarla başa çıkmada özgüveninin arttığını, ve kaçınma ile olumsuz yönde ilişkili olduğunu bulmuşlardır.

Kısacası, başa çıkma, öğretmenlerin mesleklerinin çoklu talepleriyle başa çıkabilmeleri için önemli bir kaynaktır. Başa çıkma stratejilerini kullanan öğretmenler, daha az tükenmişlik (Betoret, 2006) ve daha etkili öğretme yönelimi gösterirler (Parker ve Martin, 2009). Bazı başa çıkma stratejilerini kullanarak, stres faktörleri ile karşılaştıklarında duygusal bakış açılarını değiştirirler veya stres faktörlerinin kaynağını ortadan kaldırmak için harekete geçerek, etkilerini azaltabilir (Lazarus, 1993).

Psikolojik olarak bağışıklığa paralel olan ve stres ile tükenmişliğin etkisini hafifleten bir başka yapı da dayanıklılıktır (Kobasa, 1979). Yüksek stres düzeyine sahip insanların sağlıklı kalabileceklerini belirten Kobasa (1979), dayanıklılık terimini ortaya koydu. Dayanıklılık, üst düzey stresin olumsuz sonuçlarına aracılık eden bir direnç kaynağıdır ve üç tutumla tanımlanır: kontrol, kendini adama ve zorluk. Dayanıklı insanlar yaşadıkları durumları kontrol edebildiklerine inanırlar, kendilerini adamışlardır ve değişimi zorlu bir durum olarak görürler, ama aynı zamanda bir gelişme fırsatı olarak da görürler (Kobasa, 1979). Kontrol, hayattaki çeşitli olumsuzluklar karşısında çaresiz olmadığını hissetmek ve buna göre hareket etmek demektir. Kendini adama ise kaçmak veya kaçınmaktan ziyade hayatta karşılaşılan şeylere dahil olmak demektir. Öte yandan, zorluk, değişimin normal

olduğu inancını ifade eder ve karşılaştığımız değişiklikler hayatımızı tehdit etmek yerine gelişme için fırsatlar sağlayabilir (Cole ve ark. 2004). Bütün bu dayanıklılık tutumları stresli durumların algılanma, tecrübe edilme ve mücadele yöntemlerini etkilemektedir (Maddi ve Hightower, 1999).

Psikolojik dayanıklılığı yüksek bireyler iyimserdir ve zorlukları ve değişiklikleri pozitif olarak algılarlar (Cole ve ark. 2004). Zorlukları yaşamlarındaki en kötü şey olarak görmediklerinden, yaşadıklarından zevkli ve hatta ilginç bulabilirler çünkü yaşamlarındaki stresli olayların kendilerini geliştirmelerine yardımcı olabileceğine inanırlar (Cole ve ark. 2004). Ayrıca, problemlerden kaçınmazlar, çözmek için harekete geçerler, böylece yaşamlarındaki stres sebeplerini ortadan kaldırırlar (Maddi, 1999). Dayanıklı bireyler, stres algılandığında veya deneyimlendikten sonra davranışlarını uyarlayabilir veya değiştirebilir. Ayrıca, stresli olaylara ve değişime gelişmenin eşlik edeceğine inandıklarından, onları keşfetmeye ve öğrenmeye çalışırlar (Ganellen ve Blaney, 1984). Tüm bu nedenlerden dolayı, dayanıklı bireyler, yaşamdaki stresli durumlara rağmen fiziksel ve zihinsel olarak sağlıklı kalabilmektedir (Kobasa, Maddi ve Kahn, 1982).

Diğer taraftan, dayanıklığı düşük olan bireyler depresyondadır ve tükenmişlik, kaygı ve sıkıntı hissederler (Rhodewalt & Zone, 1989; Sheppard ve Kashani, 1991). Özellikle tükenmişlik boyutları daha yüksektir (Maslach ve ark. 2001). Dayanıklı insanlar başa çıkma stratejilerini iyi kullanırken, başka bir deyişle başa çıkma öz-yeterliliği güçlüyken, diğerleri başa çıkmaktan çekinir, duygu odaklı başa çıkma ya da kaçınmayı benimserler (Kobasa, 1979; Maddi, 2002). Başka bir deyişle, dayanıklı insanlar, duygusal odaklıdan ziyade problem odaklı başa çıkma stratejileri uyguladıklarında stresli bir duruma daha etkili tepki verebilirler. Delahaij ve arkadaşlarına göre (2010), dayanıklılık ile problem odaklı başa çıkma tarzı arasında pozitif bir ilişki ve dayanıklılık ile duygu odaklı başa çıkma tarzı arasında negatif bir ilişki vardır. Ayrıca, Chan (2003, akt. Azeem, 2010) öğretmenler arasındaki

dayanıklılığı ve tükenmişliği incelemiş ve dayanıklı olmanın duygusal tükenme ve kişisel başarı üzerinde önemli bir etkisi olduğunu tespit etmiştir.

İyileşme gücü, bireylerin, olumsuzluklara, zorlu ve tehdit içeren durumlara rağmen hayatta kalmalarına ve çalışmalarına yardımcı olan en önemli psikolojik niteliklerden biridir (Masten, Best, ve Garmezy, 1990, akt. Hiver, 2016). Riskleri ve tehditleri çözmek veya bunlara uyum sağlamak için iç ve dış kaynakları başarıyla kullanma sürecidir. İyileşme gücü olan insanlar problemler karşısında pozitifliklerini ve iyimserliklerini korurlar ve bazı travmatik deneyimlerle karşı karşıya kalsalar da iyileşebilirler, eski hallerine ve normal hayatlarına dönebilirler (Zautra, Hall ve Murray, 2008). Masten'in (2009) ve Wu ve diğ.'nin (2013) belirttiği gibi, dirençli insanların olumlu öz-algıları vardır ve iyimserdirler; kendilerini düzenleyebilirler; yüksek öz yeterliliğe ve başa çıkma etkinliğine sahiptirler. Başkalarıyla ilişkilerinin olumlu olduğu söylenebilir; başkalarını beslerler; kendilerini desteklemeye hazır olan arkadaşları veya meslektaşları seçerler ve gerektiğinde bu destek ağlarını kullanırlar.

İyileşme gücü fenomeni çeşitli disiplinlerde çalışılmıştır. Son zamanlarda öğretmenlerde esnekliği inceleyen araştırmalar artmaktadır çünkü kariyerleri boyunca öğretmenler çatışma ve strese yol açan birçok durumla karşılaşmaktadır. Bu durumlar iyi yönetilmezse, çatışma ve stres sonunda fiziksel sağlığı ve psikolojik refahı etkiler ve özellikle depresyona neden olur, iş tatminini ve özgüveni azaltır (Bobek, 2016). Ayrıca, öğretmenlerin okuldan ayrılma oranı birçok ülkede önemli bir sorundur ve araştırmacılar bazı öğretmenlerin meslekte hayatta kalmalarını sağlayacak şeyleri araştırmaya çalışmaktadır (Beltman ve diğerleri, 2011).

Öğretmen iyileşme gücü, öğretmenlerin "sıkıntı ve zararlı koşullar karşısında başarı elde etmek için mevcut tüm kaynakları verimli bir şekilde kullanmaları" olarak tanımlanabilir (Day ve Gu, 2014; Patterson, Collins ve Abbott, 2004, akt. Hiver.

2016, s.73). Öğretmenlerin mesleğe olan bağlılıklarını sürdürmelerinde ve en uygun öğretim etkinliğini elde etmelerinde kilit bir faktördür (Gu ve Day, 2007). Öğretmen iyileşme gücü araştırmaları öğretmenlerin motivasyonlarını ve bağlılıklarını sürdürmeyi nasıl başardıklarını, olumsuzluklara rağmen nasıl geri dönüş yapabildiklerini ve başarılarına ve öğrencilerin başarısına odaklanarak öz yeterliliklerini nasıl artırdıklarını anlamayı amaçlamaktadır (Gu & Day, 2007).

Öğretmenler zamanla bu gücü geliştirir (Egeland, Carlson ve Sroufe, 1993). Öğretmenler olumsuz durumları değerlendirmeyi öğrenirken, başa çıkma seçenekleri hakkında bilgi edinir ve uygun kararlar alırlar, esnek olurlar. Werner (1995) tarafından belirtildiği gibi, eğer öğretmen bazı bireysel, ailevi ve çevresel kaynaklar kullanıyorsa, öğretmenin yaşamında strese neden olan faktörler elimine edilebilir. Sorun çözme becerileri ve geçmiş deneyimler bireysel kaynaklara örnek olarak verilebilirken, aile üyelerinin desteği bir aile kaynağıdır ve destekleyici meslektaşlar çevresel kaynaklar olarak kabul edilir. İyileşme gücü olan öğretmenler bu kaynakları olumsuz koşullar üzerinde kontrol sahibi olmak için nasıl kullanacaklarını bilirler.

Philip Hiver'e (2015) göre, öğretmenlerin çoğunluğu hayatta kalmaktadır, ki bu da göstermektedir ki öğretmenler arasında bir zarar görmezlik durumu vardır ve bunun sayesinde motivasyon seviyelerini ve mesleki kimliklerini tehdit eden çeşitli baskılar ve aksaklıklarla başa çıkabilirler. Bu bulgu ile, 2015 yılında Hiver, bazı öğretmenlerin neden öğretim vizyonlarını koruduğunu ve geliştiğini ve diğerlerinin neden öğretmenlik kariyerleri boyunca acı çektiklerini ve zorlukla meslekte kaldıklarını bulmak için bir çalışma tasarladı. Meslekte kalmak için mücadele eden yabancı dil öğretmenlerinden, kendini adamış, iyi adapte olmuş ve üretken dil öğretmenlerini ayıran nitelikleri araştırmak istedi. Bu amaçla, aşağıda ayrıntıları verilen çok aşamalı bir araştırma çalışması yürütmüştür.

Hiver ilk olarak Güney Kore'de üç farklı öğretim ortamından dört öğretmen ile özel bir keşif çalışması yaptı. Seçtiği öğretmenler yüksek düzeyde profesyonel memnuniyet ve kendini adamışlığa sahipti ve stres, başarısızlık ve tükenmişliğe çok iyi karşı koyabiliyorlardı. Eğitim kalitesi ve performansları konusunda kendilerinden emindiler. Hiver, bu dört öğretmenle bir dizi çok oturumlu derinlemesine görüşme yaptı. Hiver, topladığı verilere ilişkin bilgileri rapor etmek ve yorumlamak için, öz-organizasyom sürecini teorik çerçeve olarak kullandı. Bu çerçeveye göre, sistemler bazı dış koşullara yanıt olarak iç yapılarını veya genel işlevlerini değiştirirler (Dekker, Cilliers & Hofmeyr, 2011; Banzhaf, 2009). Öz-organizasyon, öğrenme ve bilişsel gelişim gibi insan davranışının birçok önemli yönünü açıklayabilir. Öz-organizasyon kavramının bir modeli Lewis'in psikolojik modelidir (2005). Modelde dört aşama vardır: (1) tetikleme, (2) bağlama, (3) yeniden düzen kurma ve (4) stabilizasyon.

Tetikleme aşamasında, bir rahatsızlık, öğretmeni kendi motivasyonel rahatlık bölgesinden uzaklaştırır. Bağlantı aşaması, rahatsızlıklara uyan belirli bir cevap veya başa çıkma mekanizmasının üretilmesini içerir. Bir sonraki aşamada, yani yeniden düzen kurma aşamasında, bireyler bu rahatsızlıkları anlama yeteneğini geliştirir, onlarla başa çıkabilir ve hatta onları kontrol edebilir. Tecrübe ettikleri rahatsızlıklarla başa çıkmanın ve üretkenliklerini yeniden kazanmanın bir yolunu bulurlar. Bilinçli bir şekilde uyguladıkları stratejileri var. Stabilizasyonun son aşamasında, öğretmenler deneyimledikleri durumu kimliklerinin yeni bir yönü olarak kabul ederler. Gelecekte zorluklara tepki gösterme şekillerini etkileyecek yeni bir deneyim katmanını kendilerine eklerler. Bu yeni sonuç öğretmen bağışıklığı olarak kabul edilebilir.

Hiver'a göre bağışıklık sistemin öz-organizasyonundan kaynaklanmaktadır. Bu nedenle, bu teorik çerçeveyi kullanarak vaka çalışmasının verilerini raporlamıştır. Katılımcılar tarafından söylenen cümleleri kullanarak, çalışmadaki dört öğretmenin öğretmen bağışıklığı geliştirirken izlediği süreci ortaya koymuştur. Sonuçlar,

çalışmadaki öğretmenlerin sınıf deneyimlerinde karşılaştıkları sorunlara karşı bir tür sistem geliştirdiklerini ortaya koymuştur. Dil öğretmenlerinin üzerindeki taleplere karşı bir savunma mekanizması olarak işlev gören bu sistem, dili öğretmeninin bağışıklığı olarak ifade edilmiştir.

Hiver, öğretmen bağışıklığının, öğretmenlerin karşılaştıkları ve tükenmişlikle sonuçlanan travmatik deneyimlere karşı bir savunma hattı olarak hareket ettiğini bulmuştur. Katılımcılar tarafından verilen açıklamalara ve örneklere dayanarak, bu bağışıklığın pozitif (üretken ve sağlam) veya negatif (üretken olmayan/ uyumsuz) olabileceğini ve öğretmenlerin kariyerlerinde yaptıkları hemen hemen her şeyi etkileme potansiyeline sahip olduğunu da bulmuştur. Çalışmasına katılan hiçbir katılımcı olumsuz bağışıklığa sahip olmamasına rağmen, bu tür bağışıklığa sahip meslektaşlarla karşılaştıklarını veya onlarla çalıştıklarını bildirmişlerdir.

Bu keşif çalışmasının ardından, Hiver birçok sorunun cevapsız kaldığına inanmıştır. Olumlu ve olumsuz bağışıklık tiplerine ek olarak, bağışıklığı olmayan ve nispeten bağışıklığı olan türlerin de olması gerektiğini de düşünmüştür. Ayrıca, her bağışıklık türünün belirgin özelliklerini belirlemek istemiştir. Bu amaçla, Hiver keşif çalışmasının ardından bir doğrulama çalışması yapmıştır.

Bu doğrulama çalışmasında, Hiver, 44 İngilizce öğretmeninin odak grup görüşmesi verilerini kullanmıştır. Öğretmenlere, yaşadıkları zorluklara direnebilecek ve problemlere açık hale gelmeden sınıfta etkin bir şekilde çalışabilecek öğretmenlerle karşılaşıp karşılaşmadıklarını sormuştur. Katılımcılardan, ilk çalışmada tanımlanan öğretmen bağışıklığı türleri için karşılaştıkları veya gözlemledikleri öğretmen türlerini listelemelerini istemiştir. Sonuçlar, yaklaşık 30 öğretmen türü ortaya çıkarmıştır. Odak grup oturumlarını takiben, Hiver bu öğretmen türlerini daha küçük öğretmen bağışıklık türlerine ayırmıştır.

Bu noktada, öğretmen bağışıklığının tıpkı biyolojik bağışıklık gibi, iki genel biçimde kendini gösterdiğine dikkat etmek önemlidir: olumlu bağışıklık ve olumsuz bağışıklık. Olumlu bağışıklık geliştiren öğretmenler genellikle strese, başarısızlığa ve tükenmişliğe boyun eğmezler. Rahatsızlıkları görmezden gelip stresle başa çıkabilirler ve böylece daha yüksek düzeyde kariyer memnuniyeti, güven ve bağlılık gösterirler ve sonunda meslekte başarılı olurlar. Öte yandan, olumsuz bağışıklık geliştiren öğretmenler, düşük moral, motivasyon ve öz yeterliliğe sahiptir. Pedagojik olarak muhafazakar ve daha iyisi için olsa bile değişmeye isteksiz olabilirler. Gerektiğinde bile tepki vermeyebilirler ve bunu yapmaktan gurur duyabilirler. Çalışmalarında, Hiver ve Dörnyei (2015), olumsuz bağışıklığı "düzeltmek" için bir müdahale çerçevesi sunmaktadır. Profesyonel kimliklerini yeniden keşfederek başarılı bir şekilde yeniden düzelten veya yapılandıran öğretmenlerin olumlu bağışıklıkları sayesinde çalışmalarına devam edebileceklerini savunmuşlardır.

Hiver, odak grup verilerini daha büyük bir gruba uygulanacak bir anket oluşturmak için kullanmıştır. Bu amaçla, literatürü incelenmiş ve aşağıdaki yedi teorik kurgunun, tüm öğretmen alt tiplerinin oluşturulmasında temel olduğunu bulmuştur: öz-yeterlik, öğretme tutumları, başa çıkma, öğretmenlerin sınıftaki pozitif duygusal enerjileri, tükenmişlik, iyileşme gücü, ve değişime açıklık. Bu yedi yapı Hiver tarafından bir sonraki aşamada kullanılacak veri toplama aracını oluştururken kullanılmıştır.

Ankette yer alan maddeler yukarıda belirtilen yedi yapıya karşılık gelen mevcut ölçeklerden en yüksek faktör yüküne sahip maddeler arasından seçilmiştir. Daha sonra, maddeler revize edilmiş ve sonuç olarak, 39 maddelik altılı skalada hazırlanan anket, 293 İngilizce dili öğretmenine uygulanmıştır. Sonuçta bu örneklem grubunun öğretmen bağışıklığı türlerine ve alt gruplara dağılımı bulunmuştur. Anket çalışmasının devamında Hiver, her öğretmen bağışıklık türünün gelişimsel sürecini görmek istemiş ve bu nedenle de son doğrulama çalışmasını

yapmıştır. Her bir bağışıklık türünü iyi temsil eden katılımcılarla derinlemesine görüşmler yapmış ve katılımcıların mevcut bağışıklık türlerine etki eden faktörleri bulmaya çalışmıştır. Sonuç olarak, Hiver'ın çok aşamalı çalışması sonucunda "dil öğretmeni bağışıklığı" kavramı ortaya çıkmıştır.

Bu çalışma ise dört aşamada gerçekleştirilmiştir. Birinci aşama, bireysel, ikili ve üçlü görüşmeleri içermektedir. Burada amaç, Türkiye bağlamında öğretmen bağışıklığını incelemek için öncelikle bir madde havuzu ve sonrasında da yeni bir anket oluşturmaktır. Bu aşamanın bir diğer amacı mesleki hayatta karşılaştıkları stresli durumlarla mücadele etme açısından farklı öğretmen gruplarını ve bu grupların belirgin özelliklerini ortaya koymaktır. Bu amaçlara ulaşmak için bir devlet üniversitesinin Temel İngilizce ve Modern Diller bölümlerinden toplamda 21 İngilizce dili okutmanı ile görüşmeler yapılmıştır. Görüşmelerde öğretmenlere mesleki hayatlarındaki stresli durumlarla nasıl mücadele ettikleri, nasıl bir yaklaşım benimsedikleri sorulmuş, ve etrafında karşılaştıkları öğretmenleri düşünüp onların nasıl mücadele sergiledikleri ile ilgili yorumda bulunmaları istenmiştir. Burada öğretmenlerden gruplar oluşturmaları ve her grupta yer alan öğretmenlerin özellikleri hakkında konuşmaları istenmiştir. Veri analizi aşamasında ise, görüşmelerde en sık dile getirilen tanımlamalar ve cümleler belirlenmiş ve bu tanım ve cümleler tasarlanacak anket için madde havuzunu oluşturmuştur. Bu madde havuzu tez danışmanıyla birlikte revise edilmiştir ve sonuçta Ek B'de yer alan 65 maddelik anket ortaya çıkmıştır. Bu anket içerik geçerliliği için uzman görüşüne sunulmuş ve alınan dönütler neticesinde anket madde sayısı 43'e indirgenmiştir.

Sonraki aşamada, 43 maddelik bu anket, maddelerin işleyişini görmek için hedef örnekleme benzer bir örneklem üzerinde pilot edilmiştir. Pilot çalışmanın katılımcıları çeşitli üniversitelerin Yabancı Diller Yüksek Okulu'nda görevli 116 İngiliz dili okutmanıdır. Bu pilot uygulama sonucunda geçerlik ve güvenirlik analizleri yapılmış ve anketin yüksek güvenirliğe ve geçerliğe sahip olduğu anlaşılmıştır. Ayrıca faktör analizi sonucunda güvenilirliği düşüren maddeler

elenmiş ve madde sayısı 22'ye indirgenmiştir. Elde edilen bu son anketle çalışmanın ana kısmına geçilmiştir.

Ana çalışmanın katılımcıları Orta Doğu Teknik Üniversitesi Yabancı Diller Yüksek Okulu'nda görev yapan İngiliz dili okutmanlarıdır. Toplam okutman sayısı 241'dir. Bu okutmanlara anket bireysel olarak ya da online şekilde ulaştırılmış ve 187 okutman ankete dönüş sağlamıştır. Bu kişilerden elde edilen veriler istatistiki analize tabi tutulmuş ve okutmanların öğretmen bağışıklığı türlerine dağılımı ve demografik özelliklerinin bağışıklık seviyesini etkileyip etkilemediği incelenmiştir. Sonuçlar incelendiğinde, anketi tamamlayan 187 okutmanın altılı sakalada 4.7 civarında toplandığı görülmüştür. Bu da katılımcıların olumlu bağışıklığa çok yakın oldukları anlamına gelmektedir. Bölümler arasında fark ortaya çıkmamıştır. Ayrıca bireysel skorlara bakıldığında okutmanların çoğunun 4-5 aralığında bir skora sahip olduğu, yani yüksek bağışıklığa yakın oldukları bulunmuştur. 39 okutmanın ise bağışıklık seviyelerinin çok yüüksek olduğu anlaşılmıştır. Sadece 4 okutman orta seviye bağışıklığa sahip olup, hiç bir okutman olumsuz bağışıklığa sahip değildir.

Demografik özelliklerin bağışıklığa etkisi incelendiğinde ise, yaşın bağışıklık düzeyini etkilemediği, sadece başa çıkma boyutu üzerinde nispeten bir etkiye sahip olduğu bulunmuştur. Çalışılan bölümün etkisi incelendiğinde ise bölümler arasında bir fark bulunmamış, sadece olumlu duygular boyutunda ufak bir fark ortaya çıkmıştır. Okutmanların sahip olduğu dereceler söz konusu olduğunda ise, derecenin genel itibariyle okutmanların bağışıklık düzeyini etkilemediği, yalnızca öğrencilere/mesleğe karşı tutum boyutunda nispeten daha fazla bir etkiye sahip olduğu anlaşılmıştır.

Haftalık ders saatinin bağışıklık düzeyine etkisi düşünüldüğünde, sonuçlar göstermektedir ki ders yükünün bağışıklık üzerinde etkisi yoktur. Bu değişken sadece öz-yeterlik boyutunu etkiliyor gibi gözükmektedir. Toplam deneyim yılının etkisi incelendiğinde ise, yine bir etki bulunmamıştır. Ders yükünde olduğu gibi

yalnızca öz-yeterlik boyutu toplam deneyimden etkileniyor gibi gözükmektedir. Akademik faaliyetler yürütmenin bağışıklık üzerindeki etkisine gelince, bulgular göstermektedir ki bu tür faaliyetler öğretmenlerin öğrencilere ve mesleğe karşı olan tutumlarına etki etmektedir. Ekstra projeler yürütmenin bağışıklık üzerinde etkisi bulunmazken, sadece olumlu duygular boyutunda daha yüksek bir etkiye sahip olduğu bulunmuştur.

Sonuç olarak, hiç bir bağımsız değişkenin bağışıklığı seviyeleri üzerinde etkisi yoktur. Yalnızca bağışıklığın bazı boyutları bu değişkenlerden etkilenmektedir.

Bu bulguları takiben araştırmanın son aşamasına geçilmiştir. Burada amaç, öz-organizasyon sürecinin dört aşamasını göz önünde bulundurarak belli öğretmen bağışıklığı türlerinin gelişimini bireysel olarak izlemektir. Başka bir deyişle, belli bir öğretmen tipine yol açan süreçler, öğretmenlerin sahip oldukları mevcut bağışıklık türlerine etki eden faktörler, ve bu bağışıklık türlerinin öğretmenlerin duygu, düşünce, öğretim etkinliği, kendini adamışlık, ve zorlu koşullarda dirayet gösterme durumlarına nasıl etki ettiği keşfedilmeye çalışılmıştır. Bu aşamanın katılımcıları anketi cevaplayanlar arasından seçilmiştir. 12 okutman ile Ek B'de yer alan sorularla derinlemesine görüşmeler gerçekleştirilmiştir.

Veriler göstermiştir ki öz-organizasyon sürecinin ilk aşaması olan tetikleme aşamasında bağışıklık türü ne olursa olsun her okutman bir zorlukla karşılaşmış ve bu zorluk onların dengesini sarsmıştır. Mülakat sonuçlarına göre, olumlu bağışıklığa sahip olan öğretmenler dengelerini yeniden kurmaya çalışırken, olumsuz bağışıklığa sahip öğretmenler bu zorlukların birikmesine izin vermekte, dengeleri daha da sarsılmakta ve bud a yüksek derecede tükenmişlik ve pes etme durumlarına yol açmaktadır. Öz-organizasyon sürecinin ikinci basamağı olan bağlama aşamasında ise öğretmenler farklı başa çıkma mekanizmaları kullanmaya başlarlar. Olumlu bağışıklığı olanlar zorlukları kucaklamayı ve mutsuzluktan ve tükenmişlikten kendilerini korumak için çözümler aramayı tercih ederken, olumsuz

bağışıklığa sahip olanlar, sadece kaçarak ve geri durarak başa çıkmayı tercih ederler.

Bir sonraki aşama olan yeniden düzen kurma aşamasında ise olumlu bağışıklığa sahip olan öğretmenler kararlılık göstererek ve genelde öncekine göre farklı bir bakış açısı benimseyerek yeniden denge sağlamaya başlarlar. Olumsuz bağışıklığı olan öğretmenler ise umursamazlık ve duyarsızlık geliştirirler, değişime direnç gösterirler, yaptıklarının doğru olduğunu düşünüp üstünlük duygusuna bürünürler, ki bud a onların dengesizlik durumunu devam ettirir. Son olarak stabilizasyon aşamasında olumlu bağışıklığı olanlar sağlam, bilinçli, çözüm odaklı bir kişilik geliştirirken, olumsuz bağışıklığı olanlar sert, esnek olmayan ve kendilerini mağdur gösteren bir kimliğe bürünürler.

Bu veriler iki öğretmen tipi arasındaki farkı açıkça ortaya koymaktadır. Öğretmenlerin zorluklarla karşılaştıklarında yaptıkları tercihler ve hayata bakış açıları nasıl bir öğretmene dönüşeceklerini belirler. Öğretmenlerin yaptıkları tercihleri etkileyen bazı faktörler olduğu görüşme verilerinden ortaya çıkmıştır. Bu faktörler, öğretmenlerin karakteri, çalıştıkları kurumlar, mesleğe bakış açıları, empati duyguları, takdir edilip edilmedikleri, ve eleştirel yansıtma yapıp yapmadıklarıdır. Tüm bunlar bir öğretmenin kimliğini oluşturur. Öğretmen bağışıklık türleri İngilizce öğretmenlerinin meslekte kendilerini nerede konumlandırdıkları belirler ve öğretmenlerin sınıf içi davranışlarına, duygularına, motivasyonlarına ve öğretim etkinliklerine yansır.

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