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**INSTITUTE OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF FOREIGN LANGUAGE TEACHING**

**ENGLISH LANGUAGE TEACHING**

# A NARRATIVE INQUIRY INTO IN-SERVICE EFL TEACHERS' IMMUNITY: ERZURUM CASE

**M.A. THESIS**

**Rumeysa AKTAŞ**

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**İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

# HİZMETİÇİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETMEN BAĞIŞIKLIĞI ÜZERİNE BİR ANLATI ÇALIŞMASI: ERZURUM ÖRNEĞİ

**YÜKSEK LİSANS TEZİ**

**Rumeysa AKTAŞ**
**0009-0006-1060-554X**
**DR. ÖĞR. ÜYE. PINAR SALI**

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Adı Soyadı: Rumeysa Aktaş
Öğrenci No: 801993023
Anabilim Dalı: Yabancı Diller Eğitimi Ana Bilim Dalı
Programı: İngiliz Dili Eğitimi
Statüsü: Yüksek Lisans
Danışman
Dr. Öğr. Üye. Pınar SALI

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**EĞİTİM BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE,**

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Sınav Komisyonu Başkanı
DR. ÖĞR. ÜYE. PINAR SALI
0000-0003-2711-6997
56015671400
Bursa Uludağ Üniversitesi

Üye
DOÇ DR. ŞULE ÇELİK KORKMAZ
0000-0003-4354-844X
57204889851
Bursa Uludağ Üniversitesi

Üye
DR. ÖĞR. ÜYE EBRU MELEK KOÇ
0000-0003-3224-7609
36816255900
Malatya İnönü Üniversitesi

# ÖZET


| | |
|---|---|
| Yazar Adı ve Soyadı | Rumeysa Aktaş |
| Üniversite | Bursa Uludağ Üniversitesi |
| Enstitü | Eğitim Bilimler Enstitüsü |
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## HİZMETİÇİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETMEN BAĞIŞIKLIĞI ÜZERİNE BİR ANLATI ÇALIŞMASI: ERZURUM ÖRNEĞİ


Bu anlatı çalışmasının amaçları İngilizceyi yabancı dil olarak öğreten hizmetiçi öğretmenlerin bağışıklık türlerinin neler olduğunu ortaya çıkarmak, belirli öğretmen bağışıklığı türündeki kişisel gelişim yollarını araştırmak ve öğretmenlerin mevcut bağışıklık düzeylerine etki eden faktörleri araştırmaktır. Bu amaçları gerçekleştirmek için, Erzurum Karaçoban'da devlet okullarında çalışan 20 hizmet içi İngilizce öğretmeni ile yarı yapılandırılmış, derinlemesine görüşme yürütülmüştür. Veriler tematik içerik analizi metodu kullanılarak analiz edilmiştir ve amaçlı örnekleme kullanılmıştır. Çalışmanın bulguları üç çeşit öğretmen bağışıklığı olduğunu ortaya çıkarmıştır: üretken, uyumsuz ve ortada bağışıklık. Çalışmaya katılan öğretmenlerin pek çoğu yüksek bağışıklığa veya üretken bağışıklığa; üç öğretmen düşük ya da uyumsuz bağışıklığa ve iki öğretmen de ortada bağışıklığa daha yakın gözükmektedir. Öğretmenler mesleklerinde, tetikleme, bağlantı, yeniden düzen kurma ve stabilizasyon aşamalarını içeren öz-örgütleme süreçlerinden geçmişlerdir. Öğretmenlerin dokuzu stabilizasyon aşamasında; yedisi yeniden düzen kurma aşamasında; ikisi bağlantı aşamasında ve ikisi tetikleme aşamasındadır. Çoğu öğretmenin stabilizasyon aşamasında olduğu ortaya çıkmıştır. Öğretmenler bu aşamalardan geçerken, okul ya da idare, veli, öğretmenin kendisi, meslektaşlar, müfredat, çevre ya da jeoloji ve öğrenciler gibi faktörlerden etkilenmişlerdir. Sonuç olarak, derinlemesine görüşmelerin bulguları göstermiştir ki, üretken bağışıklı, uyumsuz bağışıklı ve orta bağışıklı öğretmenler öz-örgütleme sürecindeyken çeşitli

ve zorlu mesleki gelişim yollarından geçmekte ve farklı faktörler onların bağışıklık düzeylerini etkilemektedir. Tüm by bulgulara bağlı olarak bazı çıkarımlar, sınırlamalar ve dil öğretmenlerinin bağışıklık düzeylerini arttırabilmek için çeşitli öneriler sunulmuştur.

***Anahtar Sözcükler:*** *dil öğretmeni bağışıklığı, İngilizce dili öğretimi, uyumsuz bağışıklı, üretken bağışıklı, yabancı dil olarak İngilizce*

## ABSTRACT


| | |
|---|---|
| Name and Surname | Rumeysa Aktaş |
| University | Bursa Uludag University |
| Institution | Institute of Educational Sciences |
| Field | Foreign Language Education |
| Branch | English Language Education |
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| Supervisor | Assist. Prof. Dr. Pınar SALI |


### A NARRATIVE INQUIRY INTO IN-SERVICE EFL TEACHERS' IMMUNITY: ERZURUM CASE


The main aims of this narrative inquiry are to reveal the main types of teacher immunity, explore individual pathways of development in a particular teacher immunity type, and search for factors contributing to teachers' current immunity levels. In order to achieve these aims, semi-structured, in-depth interviews were conducted with 20 in-service EFL teachers working in state schools in Erzurum Karaçoban. Data were analyzed by means of the thematic content analysis method, and purposive sampling was applied. The study's findings revealed that there were three types of teacher immunity: productive, maladaptive, and halfway immunity. Most of the teachers who participated in the study had high immunity or productive immunity; three teachers seemed closer to low or maladaptive immunity, and two teachers to halfway immunity. It was also seen that in their professional pathways, the teachers went through self-organization processes, which included the stages of triggering, linking, realignment, and stabilization. Nine of the teachers were in the stabilization stage; seven of them were in the realignment stage; two of them were in the linking stage; and two of them were in the triggering stage. It was revealed that most teachers were in the stabilization stage. While teachers were going through these stages, there were some factors which influenced them such as school or administration, parents, the teacher herself or himself, colleagues, the curriculum, the environment or geography, and students. Finally, the findings of the in-depth interviews showed that the

productively immunized, maladaptively immunized, and halfway immunized teachers went through various and challenging paths of professional development through the self-organization process, and that different factors influence their immunity levels. In light of all these findings, some implications, limitations, and suggestions were put forward in order to develop language teacher immunity.

***Keywords:*** *English as a foreign language, English language teaching, language teacher immunity, maladaptive immunity, productive immunity*

***To my mom..***

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First of all, I would like to say that I started this journey in the most difficult period of my life so it was very important for me to finish this thesis. I still can't believe I finished it! To the point of view, I would like to thank my dear advisor Assist. Prof. Dr. Pınar SALI. She always supported me, gave her time, and contributed a lot to me both emotionally and academically. She was so kind, cheerful, supportive, and understanding to me.

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## List of Abbreviations

**EFL:** English as a Foreign Language
**MoNE:** Ministry of National Education
**ELT:** English Language Teaching
**ELL:** English Language Literature
**GLT:** German Language Teaching
**L2:** A Second Language
**LGS:** Liselere Geçiş Sistemi

## List of Definitions

**Language Teacher Immunity:** The term language teacher immunity is a medical metaphor for the coping mechanism that teachers frequently create as a response to challenges.
**Productive Immunity:** It is a protective barrier which develops in stressful situations in teaching.
**Maladaptive Immunity:** Teachers can impede their ability to advance professionally and result in fossilization, negativity, and inflexibility.
**Halfway Immunity:** Teachers can demonstrate both productive and maladaptive features in their professional life.
**Narrative Inquiry:** It is an approach to studying human lives known as narrative inquiry created as a way to respect lived experience as a source of significant knowledge and insight.
**In-service Teacher:** It means teachers who are already teaching in a classroom.

# CHAPTER 1
# INTRODUCTION

Teachers are viewed as the most obvious group of educational resources in charge of building the future culture, for better or worse, by educating and developing the next generation (Maulana, et al., 2016). The metaphors used in the literature on teaching and learning, such as "architects of society," reflect this (Hiver & Dornyei, 2015, p. 405), and these are the "critical pillars" of academic systems (Khani & Mirzaee, 2015, p. 93). This is primarily because they communicate not only their knowledge and abilities but also their unique character qualities, psychological states, and behaviors (Haseli Songhori et al., 2018), which means they are crucial for creating a society that will be healthy in the future (Skinner & Beers, 2016). Teachers' crucial role is inextricably linked to pressures from a variety of sources, including limitations placed on their ability to teach autonomously, anxiety brought on by their low proficiency even though they are pedagogically self-assured, and unsatisfactory working conditions like low pay and scarce resources (Rahmati et al., 2019). In addition to imposing costs on individuals and organizations, the aforementioned sources may result in teacher turnover or burnout (Farrell, 2016), which has a major negative impact on students, teachers, and institutions.

This chapter is divided into four parts. The study's background is given in the first section. Then, in the second chapter, it makes a case for the study's significance by pointing out how rare such a thesis study is in the literature. The third and last section presents the study's purpose as well as the research questions that served as its framework.

## 1.1. Background to the Study

Teachers generally have different problems or stressors both in the classroom and socio-cultural contexts. These issues may occur for a variety of reasons such as authorities, high expectations of parents, low motivation of students, lack of success of students, colleagues, working environment, curriculum, and so on. These factors can have an effect on teachers' efficacy, motivation, emotion and so teacher immunity level can also vary.

Teacher immunity is chiefly related to teachers' capacity to cope with stressors, adapting to stressful situations, overcoming different disturbances in the classroom, motivating themselves positively, and keeping the level of teacher immunity high. Teacher immunity functions as a wall between teachers and their expectations and the heartbreaking stories that lead to psychological fatigue and stress. This new phrase is compared and linked with biological immunity which is a coping system that shields a living from detrimental, or dangerous effects of the external environment. It is also connected to psychological situation of L2 teachers. In order to understand teachers' mind, teachers' feelings and get them out of this whirlpool they

have entered, teacher immunity construct must be researched in terms of teacher motivation, teacher enthusiasm, teacher burnout, teacher self-efficacy, teacher emotinal endurance and so on. When teacher immunity is examined deeply, some constructs are interrelated with one another. Firstly, teacher immunity affects teacher motivation a lot. Teacher motivation is "one of the crucial factors that might have to do with the success or failure of educational systems" (Soodmand Afshar & Doosti, 2016). Teacher motivation has different definitions by various scholars, and many "theoretical strands have been put forward to explain the relationship between individual motivation, job satisfaction, and performance at work" (Müller et al., 2009, p. 579). As Ryan and Deci (2000) stated, "to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p. 54). Thus, motivation can be defined as a tool or reason that encourages someone to work toward a specific objective. On the other hand, Williams and Burden (1997) define motivation as a form of cognitive stimulation that drives action and mental and/or physical effort with the intention of reaching a goal. Moreover, Sinclair (2008) stated 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. 79-104).

Teachers' motivations are continuously altered and reshaped by the events, feelings, and stressors they go through throughout their careers (Hiver & Whitehead, 2018). The motivating factors can be noted: teacher autonomy (Kaiser, 1981); professional aspects such as professional input, professional growth, professional connections and relationships, etc. (Carson & Chase, 2009; Packard & Dereshiwsky, 1990); workplace and leadership, working relations, institutional assistance, etc. (Mani, 2002; Packard & Dereshiwsky, 1990); intrinsic concerns including self-analysis and mental simulation (Sinclair, 2008); and extrinsic values such as financial advantages, family and community influence, practicality, and educational advantages (Sinclair, 2008). So, these factors motivate teachers, and their motivational concerns may provide insight into how to comprehend the concept of teacher immunity. On the other hand, the following are some examples of demotivating factors: a stressful work atmosphere, poor career paths, monotonous instruction, inadequate opportunities for intellectual growth, etc. (Dörnyei & Ushioda, 2011; Kızıltepe, 2006); lack of self-efficacy and restraints on teacher autonomy (Dörnyei & Ushioda, 2011); external variables like low salaries, limited research opportunities, etc. (Kızıltepe, 2008); and variables relating to learners, such as their attitudes and behaviors (Kızıltepe, 2006; Sugino, 2010). Furthermore, teacher efficacy, which is cheifly

linked to motivation and also classroom management, educational strategies, student management, and job satisfaction, is crucial for teacher immunity. Teacher efficacy can be defined as teachers' belief in their capacity to guide and create their learning objectives. The ability of a teacher to achieve the appropriate levels of student engagement and learning, even with challenging or unmotivated students, is measured by his or her efficacy beliefs (Armor et al., 1976; Bandura, 1977). Teachers who feel very efficient generally show higher levels of organization and planning (Allinder, 1994). Also, they are more receptive to unique ideas and eager to try out novel approaches in ways that benefit their students (Berman, 1977; Guskey, 1988; Stein & Wang, 1988). Efficacy beliefs shape teacher resilience in the face of difficulties when something goes wrong. Higher effectiveness encourages teachers to be less intolerant of students' mistakes (Ashton & Webb, 1986), to continue working with a challenging student (Gibson & Dembo, 1984), and to be less likely to recommend special education for a challenging student (Meijer & Foster, 1988; Podell & Soodak, 1993; Soodak & Podell, 1993). Teachers who have high efficacy, take pleasure in teaching, want to spend more time with their students, have high devotion to their students, and wish for continuity in the teaching process. Therefore, it can be claimed that teacher efficacy provides a measure of both teachers' skill and commitment to their profession. On the other side, motivation has been revealed to have a substantial association with teacher efficacy (Huangfu, 2012). Thus, motivation is related to teachers' self-efficacy. As stated by Betoret (2006), teachers with poor self-efficacy may experience problematic situations like difficult classroom situations, a decline in job satisfaction, and stress brought on by professional-related concerns. In conclusion, concerns like stress level, job satisfaction, and teaching in the classroom have an effect on teachers. On the other hand, teachers in Turkey possess different attitudes, academic tendencies, and educational abilities. They demonstrate various degrees of classroom management, teaching practices, and methodologies. Thus, in-service training is required to establish standards for teachers' competence, pedagogy, and teaching methods (Aslan, 2013). Regarding teacher immunity, maladaptively immunized teachers may have encountered these unfavorable circumstances, which may eventually lead to teacher burnout. Hence, lack of motivation, lack of self-efficacy, and teachers' difficulties in their teaching can also have an effect on their emotion. Teacher immunity types and their teaching in the classroom are affected by teacher emotions in a positive or negative way. Positive emotions obviously also contribute to psychological well-being (Bullough et al., 2006; Nias, 1996). Teachers interact with their work in a constructive and satisfying way because of these positive emotions; they feel motivated and effective rather than tired and useless (Bakker et al., 2008; Maslach, 2011). On the other

hand, the factors of negative emotions may be listed as heavy workload, stress because of students, colleagues, parents, or administrators, monotonous instruction, intensive curriculum, discipline problems, demotivated students, etc. All of these characteristics of the job, along with a number of others, ultimately decrease teachers' productivity and cause "presenteeism," which means keeping going to work while feeling down physically or mentally (Gu & Day, 2007).

Broadly, the literature demonstrates that teacher immunity may be influenced by lots of factors and these factors are interrelated with one another.

### 1.2. Significance of the Study

Language teaching should not raise teachers' stress levels. In spite of all the challenges, it is a respectable work. Every teacher may encounter some difficulties or obstacles in teaching contexts. Thus, language teachers build up immunity that becomes a defensive barrier against the monotonous curriculum and heavy demands of the job. Acquiring a certain level of immunity can lead to stability, equilibrium, and nobility. Hence, teacher immunity is so vital for language teachers. Language teachers can be conscious of their immunity level and types to use techniques independently, adjust pedagogical changes easily, and maintain psychological protection from job-related stress (Noughabi et al., 2020). Regarding an essential component of a teacher's career path, teacher immunity can have a significant impact on a teacher's motivation, emotions, and classroom behavior depending on its nature and qualities (Ordem, 2017). In particular, teacher immunity is related to teachers' perceptions of themselves and their commitment to their purposes. Language teachers who develop these qualifications raise their immunity level towards their profession. Language teachers may prevent detrimental effects, and teacher immunity may be a useful instrument with the help of being aware of the traits of productive and maladaptive types of teacher immunity. When used effectively, teacher immunity may be an aspect that encourages and supports the success of innovative and sensitive teachers.

On the other hand, as teachers have maladaptive immunity, they frequently minimize risks, refuse novel teaching approaches, and exhibit fossilization. Hence, a greater awareness of teacher immunity from every point of view will allow for the development of teaching that will help teachers completely understand who they are and work in a successful atmosphere, as well as take the necessary precautions to stop such unusual situations.

In Turkey, as 'teacher immunity' has recently attracted attention in the field of education, there is a scarcity of research on this key aspect of teacher well-being in the field of ELT. Thus, the present study attempts to explore English as a foreign language teachers' immunity through narrative inquiry. More specifically, it is in pursuit of an understanding of

these teachers' immunity types, which were put forward by Hiver and Dörnyei (2017), their professional pathways of development, and the factors affecting their current immunity levels. Such a study seems to be of importance in that it would help us devise strategies about how to increase EFL teachers' immunity in the context of the present study and in similar educational contexts. Those strategies would undoubtedly enable these teachers to withstand the threats and challenges of teaching and, hence, to develop productive teacher immunity.

### 1.3. The Purpose of the Study and Research Questions

The aims of this study are: (1) to reveal the main types of teacher immunity of EFL teachers; (2) to explore individual pathways of development in a particular teacher immunity type; and (3) to search for factors contributing to Turkish EFL teachers' current immunity levels. The study was conducted in two stages:

a. Pilot study

b. In-depth interviews

The following research questions are addressed:

1. What are EFL teachers' immunity types in a Turkish educational context?
2. What are EFL teachers' professional pathways of development in a Turkish educational context?
3. What are the factors that may influence EFL teachers' current immunity state in a Turkish educational context?

So far, the background of the study, significance of the study, purpose of the study, and research questions have been introduced in this chapter. More details will be given in the following chapter.

# CHAPTER 2
# REVIEW OF THE LITERATURE

The format of this chapter is as follows: First, a thorough explanation of the concept of immunity and three concepts that can be used to examine immunity on a psychological level will be provided. Giving appropriate data would help in understanding the phenomenon because there are not many studies on language teacher immunity. The development of language teacher immunity will then be discussed. The concept will be properly described in relation to the study of Phil Hiver and Zoltán Dörnyei (2017). To provide information about teacher immunity, relevant research from Turkey and throughout the world will be explored. These studies focused on various characteristics of language teacher immunity. Finally, the theoretical framework will be based on complexity theory and the self-organization process, which are key components of this theory.

## 2.1. Immunity

The term "immunity" comes from the Latin immunis and describes the state of being resistant to something (Chiappelli & Liu, 2000, cited in Hiver, 2016). The organism protects itself against the unfavorable, harmful, or undesirable effects of the external environment through its defensive system. The biological explanation, which is frequently connected to the field of medicine, provides a more common understanding of the issue. Immunity works to lessen the impact of threats from both inside and outside the body and aims to halt and avoid diseases (Hiver, 2016). This system defends the body and fights diseases. Regarding the context of teaching, it can be considered that a teacher's immunity to stresses and problems can be compared to a safeguard that can shield them throughout their career and practice as a teacher.

Regarding the psychological similarities between immunity and the following three concepts: *coping*, strategies in order to avoid and lessen the adverse consequences of stressors (Somerfield & McCrae, 2000); *hardiness*, a personality trait that is believed to minimize the negative impacts 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, p. 233), Each construct is detailed in the section that follows.

**2.1.1. Coping:** Coping can be described 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). The other definition is given by Compas et al. (2001): “in reaction to stressful situations or events, coping involves making deliberate, voluntary efforts to control one's emotions, thoughts, behavior,

physiology, and environment" (p. 89). According to this definition, coping refers to the methods used after evaluating a stressful incident (Fletcher & Sarkar, 2013). In other words, coping can be described as "processes that are enacted in response to stress" (Compas et al., 2014, p. 72). When faced with stressful circumstances, coping mechanisms can be either productive, such as problem-solving, getting help, re-assessment, gathering information, and expressing and controlling emotions, or maladaptive, such as prevention, flee, deep thinking, rejection, despair, inaction, distraction, hiding, solitude, and addiction (Skinner & Zimmer-Gembeck, 2015). Thus, language teacher immunity and coping have both negative and positive aspects. In fact, coping is simply controlling teachers' behaviors in challenging circumstances. Developing coping strategies is vital for a teacher as it provides productive immunity. These strategies may change during the coping process. The strategies that people may use to deal with stress can be divided into problem-focused strategies and emotion-focused strategies by Lazarus and Folkman (1984). According to Lazarus and Folkman (1984), those who use problem-solving strategies try to stop the primary cause of their stress, whereas those who use emotion-focused strategies try to eliminate the stress-related emotions. According to a different study, men may choose to take a problem-focused approach to stress management, whereas women typically utilize an emotion-focused strategy (Baker & Berenhaum, 2007). Additionally, it has been hypothesized that teachers who are skilled at using coping strategies might have less burnout (Betoret, 2006).

Teachers are some of the individuals that endure a lot of stress in their careers (Helsing, 2007); however, a large number of teachers continue to work in their jobs, demonstrating their resilience to stress (Hiver, 2016). Teachers need to have some effective techniques for dealing with stress in order to handle the tasks and stressors involved with their line of work. For instance, they get support from their friends or family members (Aldrup et al., 2017); they evaluate both themselves and the stressor(s); some people decide to entirely stay away from stressful circumstances or people (Fengler, 2017); etc. Likewise, they look for psychological assistance by developing close relationships or trusting colleagues during difficult times. They also communicate with one another to resolve issues they run into at work, or they build strong relationships with the staff and management (Kyriacou, 2001). Some people decide to keep their enthusiasm and never lose the power they possess over the stressors (Griffith et al., 1999); however, some people keep their emotions in control, avoid conflict, and are aware of their constraints when it comes to solving the issue(s) (Kyriacou, 2001).

By using these and multiple other techniques, teachers can tolerate distressing events with just brief or small disruptions (Rahe, 2000). Along with these techniques, current research

indicates that some personality traits, such as self-esteem, optimism, and extraversion, have a substantial influence on problem-solving (Somerfield & McCrae, 2000). Self-esteem refers to a person's opinion of his or her capacity to overcome difficulties at work and maintain involvement. A high degree of self-esteem is linked to the capacity to ward off anxiety and despair and to soften the negative consequences of stress (Parker & Martin, 2009), whereas poor self-esteem, due to a lack of adequate coping strategies, makes one more likely to experience depression. As Nes and Segerstrom (2006) stated, those who are optimistic are better able to cope with a variety of stressors and use coping techniques designed to get rid of, lessen, or control stress or emotions.

Concisely, coping is a crucial tool that teachers can use to manage the numerous expectations of their line of work. Teachers who are skilled at using coping strategies might have less burnout (Betoret, 2006) and be more adaptive to teaching, which is a strong indicator of participation, job satisfaction, and a positive outlook on the future (Parker & Martin, 2009). Teachers can lessen the effects of stressors by using coping strategies, altering their emotional viewpoint while dealing with stressors, or taking steps to stop the primary cause of stressors (Lazarus, 1993).

**2.1.2. Hardiness:** The other concept that relates to immunity is hardiness. The phenomenon that Kobasa (1979) first described can be thought of as a way to combat and control the detrimental effects of excessive levels of stress. According to Kobasa (1979), resilient people are able to handle difficult circumstances and view them as opportunities for growth. Hence, the detrimental effects of high-level stress are controlled by hardiness, which serves as a source of resistance.

There are three perspectives on hardiness: control, commitment, and challenge. Hardy people are determined, believe they have some control over their circumstances, and view variety as both a difficult condition and an opportunity for their personal development (Kobasa, 1979). If someone can look at negative situations from a control perspective, it is the feeling and act of not refraining from dealing with the problems, and people are more proactive when dealing with challenging conditions (Kobasa, 1979; Maddi, 2002). Since they are confident that they will profit from these unfavorable circumstances in their lives, they are able to face issues and challenges with delight and satisfaction (Cole et al., 2004). The way that stressful situations are viewed, experienced, and handled is affected by all of these hardiness attitudes (Maddi & Hightower, 1999).

People with high psychological resilience are upbeat and see difficulties and changes as positive ones (Cole et al., 2004). Moreover, they do not neglect the problems; rather, they go

over the problems and try to get rid of the stressors in their lives (Maddi, 1999). In brief, hardy people are able to save their mental and physical health in spite of these challenges in their lives (Kobasa et al., 1982).

On the other hand, people with low hardiness experience worry, exhaustion, and distress in addition to depression (Rhodewalt & Zone, 1989; Shepperd & Kashani, 1991). Others avoid coping, which means they use emotion-focused coping or prevention, while hardy individuals use coping approaches well, i.e., they have better coping self-efficacy (Kobasa, 1979; Maddi, 2002). To put it another way, hardy individuals may respond to a stressful circumstance more skillfully as they use problem-focused coping techniques rather than emotion-focused ones. Delahaij et al. (2010) found that hardiness has a positive correlation with problem-focused coping style and a negative correlation with emotion-focused coping style. Furthermore, Chan (2003) and Azeem (2010) looked at teachers' hardiness and burnout and discovered that hardiness had a significant impact on emotional fatigue and a sense of accomplishment.

**2.1.3. Resilience:** One of the most crucial psychological traits that helps people work well and survive despite difficulties or dangerous conditions is resilience (Masten et al., 1990, cited in Hiver, 2016). It is a method of effectively utilizing both internal and external resources to deal with or prepare for risks and dangers and be resilient. When a teacher is resilient, they make use of the tools at their disposal to help students learn even in the face of challenging circumstances (Day & Gu, 2013). When faced with difficulties, resilient people maintain their positivity and optimism, and they may recover from terrible experiences and go back to their regular lives (Zautra et al., 2010). Masten (2009) and Wu et al. (2013) describe resilient people as having good perspectives on themselves, being optimistic, being able to control their emotions, being independent, having high levels of self-efficacy, and coping. Moreover, they are prepared to work with others to nurture one another (Bobek, 2002), so resilient teachers are willing to communicate, try to understand, and support one another. On the other side, school leaders and managers can help teachers develop their resilience (Day, 2014). Giving teachers the proper support and advice may improve their sense of competence and resilience. Because it appears to be crucial for the teacher to keep going when they encounter challenging situations, administrators and school psychologists should offer positive behavioral methods when needed (Kangas-Dick & O'Shaughnessy, 2020). Hence, ineffective conflict and stress management can lead to physical and psychological sickness, including depression, decreased job satisfaction, and low self-esteem (Bobek, 2002). A major issue in many nations is the teacher dropout rate, so researchers have been looking at what makes certain teachers succeed rather than merely survive in their line of work (Beltman et al., 2011).

Teacher resilience can be summarized as teachers' "using all the resources available in a productive way to achieve success in the face of adversity and detrimental conditions" (Day & Gu, 2013; cited in Hiver, 2016, p. 73). It is crucial for teachers to maintain their dedication to their job to maintain the highest level of teaching effectiveness (Gu & Day, 2007). Based on their own success and students' success, teacher resilience research now tries to understand how teachers keep their passion and commitment, recover from setbacks, and have more self-efficacy (Gu & Day, 2007).

Over time, teachers become more resilient (Egeland et al., 1993). Teachers develop resilience when they learn to analyze challenging circumstances, become aware of their alternatives for coping, and make intelligent decisions. According to Werner (1995), if a teacher makes use of some personal, family, and environmental resources, the causes of stress in their life can be avoided. Individual resources include things like problem-solving abilities and life experience, while familial resources include things like assistance from family members, and environmental resources include things like helpful colleagues. Teachers who are resilient are capable of using these tools to take charge of difficult situations.

Beltman et al. (2011) found in their assessment of the literature on teacher resilience that personal traits including self-efficacy, confidence, and coping skills are essential for navigating challenges and enhancing resilience. They also demonstrated the significance of reciprocal, mutually beneficial connections in peer, professional, and personal contexts (Brunetti, 2006). According to research on resilient teachers, they develop fruitful, honest, and open connections with people who have a variety of solutions to challenges at the school (Bobek, 2002). Overall, it appears that the three psychological concepts outlined here have been accepted by language teachers. Knowing how language teachers deal with unexpected and unfavorable events is crucial for understanding their immunity. Their impact on the intellectual, interpersonal, and social development of their students is essential to them (Bobek, 2002).

**2.2. The Emergence of Language Teacher Immunity**

As stated by Hiver (2015), "the majority of teachers do survive, which suggests that a form of psychological invulnerability" as a way to cope with many challenges and interruptions that decrease motivation levels and professional identities develops among teachers. This "psychological invulnerability" is likely to be related to resilience, which means fighting with challenges and trying to beat them during teachers' careers.

The term "language teacher immunity" is a medical metaphor for the defense mechanism that teachers frequently create as a response to challenges. Teachers have the psychological strength to deal with pressure and other disturbances that could undermine their

motivation. During their careers, all teachers encounter this psychological resilience to varying degrees and work to find a solution (Hiver, 2015). Hiver (2015) tried to figure out the underlying cause of why some teachers are good at keeping a balance so as not to lose their teaching abilities, commitment to the job, enthusiasm, or desire to teach, and why some teachers feel demoralized against these disturbances and cannot let them cease and just survive throughout their careers. He was interested in finding out what distinguishes L2 teachers who are productive, involved, and balanced from those who are trying to live. He carried out a multi-stage research study—the specifics of which are provided below—for that purpose.

Hiver (2016) initially carried out an exploratory study in South Korea with four teachers from three different teaching environments: the private sector, the public K–12 sector, and tertiary education. The participants of this exploratory study had high motivation, were quite satisfied with their jobs, and were good at coping with stress, disappointment, and burnout. In terms of their academic performance and quality, they had confidence. Hiver interviewed these four teachers in depth over the span of several sessions. Hiver used the self-organization process as the theoretical framework to analyze and report on the data he gathered. This framework states that systems go through a process known as self-organization, where they modify their internal components or general function in response to some outside factors (Dekker et al., 2011; Banzhaf, 2009). Lewis' psychological model (2005) is one of the current models of self-organization. In this model, four stages are presented: (1) triggering, (2) linking, (3) re-alignment, and (4) stabilization.

Triggering is a disturbance that removes the teachers from their motivational comfort zone. The linking stage entails the development of a particular response or coping strategy that corresponds to the disturbance(s). In the following step, known as the realignment stage, teachers learn to make sense of these disturbances, accept them, and even control them. It is because they have consciously used techniques to ensure stability that they are able to deal with disturbances and continue their production. In the final stage, stabilization, the teacher has the chance to embrace the results of these experiences as a new aspect of their identity. They built yet another stone of experience, retaining the capacity to respond to potential disturbances. This new stone can be viewed as 'teacher immunity'.

According to Hiver, immunity comes from the self-organization of the system. Hiver (2015) indicated that teachers in this study were able to come up with a defense mechanism against disturbances after providing the data from the participants, and the phrase language teacher immunity was born. This system, which serves as a defense mechanism against the educational and psychological strain put on L2 users, is known as language teacher immunity.

According to the explanations of the participants, teacher immunity can be positive (productive and robust) or negative (counterproductive or maladaptive), and it may have an impact on practically everything teachers do during their careers. Productive immunity is a positive defense system, but the other is just the opposite. According to Hiver and Dörnyei (2017), productive immunity may improve teaching practice in addition to shielding against the risks associated with the profession.

Hiver felt that a lot of concerns were not explained clearly after this exploratory study. Based on his perspective on teacher immunity, there must also be a partially immunized type and some sub-types of the productive and maladaptive types. He looked at the teacher types from a wider perspective and wanted to create more noticeable features for each type. Finally, in order to ensure this, Hiver followed up the exploratory investigation with a validation study.

Hiver collected data from 44 L2 professionals' (administrators, teacher trainers, and English teachers in public and private schools) focus-group interviews for this validation research. He asked teachers if they had ever worked with teachers who were able to overcome challenges they had faced and perform well in the classroom without becoming prone to challenges. In addition, he asked for the participants to submit a brief and original term for each of the global teacher immunity types found in the exploratory study, as well as a list of different types of teachers they had met or noticed. Participants were then prompted to use examples from their own lives to explain what these teachers' thoughts, beliefs, behaviors, and desires were.

The findings revealed a variety of teacher types and traits, along with some overlaps and repetitions. Therefore, participants in the previous focus group were told to carefully scan for overlaps and repetitions in teacher types and personalities. In the end, illustrative descriptors for close to 30 different teacher types were obtained.

Hiver categorized the teacher types into more universal teacher immunity types after the focus group meetings, which are: (a) productively-immunized teachers (i.e., those who have a strong but healthy kind of teacher immunity); (b) partially-immunized teachers (i.e., those who mastered certain elements of the resilient and useful sort of teacher immunity); (c) maladaptively-immunized teachers (i.e., those who practice a strict, counterproductive type of teacher immunity); (d) partially-maladaptively-immunized teachers (i.e., those who have partially gained symptoms of the harmful maladaptive type of teacher immunity); and (e) immunocompromised teachers (i.e., those who haven't acquired a teacher immunity).

It is crucial to stress at this point that, similar to biological immunity, teacher immunity emerges in two basic ways: productive immunity and maladaptive immunity. The two types of immunity are discussed in depth in the section that follows.

**2.2.1. Productive immunity :** Just as biological immunity shields the body from specific diseases, productive immunity has a similar function (Hiver & Dörnyei, 2017). To put things into perspective, productive immunity has some traits. Specificity: a productively immunized person should have the capacity to identify, distinguish, and quantify responses to disturbances and to develop a specific coping strategy against a certain disturbance. The other thing is memory; a productively immunized person struggles with current and upcoming challenges while remembering prior experiences. Moreover, adaptability means that this person has the capacity to adapt to any differences. And durability: this person, who is resilient, has a long-term defense against problems. It is possible to say that a language teacher's immunity grows with time. Maladaptive immunity is presented in the sections below.

**2.2.2 Maladaptive Immunity:** Teachers may not be able to build up their productive immunity because of a variety of factors (Hiver, 2015). Teachers may show very strict control processes, too much resistance to risks, and avoid new methods (Hiver & Dörnyei, 2017). Thus, teachers can feel themselves meaningless and display fossilization. Furthermore, maladaptively immunized teachers lack motivation, self-efficacy, and endurance to change. In short, EFL teacher immunity, then, is a "double-edged sword" (Hiver & Dörnyei, 2015, p. 405) that serves as a necessary protection barrier but can occasionally become so overprotective that it leads to hardiness and conservatism among EFL teachers and thereby limits change and growth of teachers.

In addition, the other reasons that teachers can be maladaptive may be cultural effects, high expectations of parents, students, and administration, limited facilities, low confidence, a lack of motivation, negative attitudes toward foreign language learning, a teacher’s reluctance to teach or take risks, a limited number of lessons and lesson time, weather conditions, transportation, low income, and so on. No matter how hard teachers try to cope with these challenges, the inability to find a solution to the problems and the continuation of the process reduces their beliefs, and thus, they are classified as negatively or maladaptively immunized teachers. Hence, Hiver and Dörnyei (2015) offer a framework for treatment in their study that can help "reboot" maladaptive immunity. The phrase "reboot" refers to lessening this frozen and maladaptive system by modifying how it works and allowing it to rebuild into productive teacher immunity (Hiver, 2015). Some strategies for activating language teacher immunity were put forth by Hiver (2017). The first thing that teachers should do is to become aware of problems

and consider that everything can change and be fixed. The second strategy is that teachers should develop coping strategies and finally, teachers should narrate their stories to keep the new identity steady.

Hiver created a reduced list of nine teacher kinds by cross-checking for overlaps and repetitions in the illustrative descriptors for the first group of approximately 30 teacher types (Spark Plug, The Visionary, Sell-out, The Fossilized Teacher, Overcompensator, The Bleeding Heart, Defeated Teacher, The Poseur, The Striver), whose names all came up during the focus group meetings. Additionally, he made sure that the descriptions of each teacher type reflected the key qualities that were highlighted in the focus group interviews. He combined the teacher types with the global teacher immunity types in the final stage. The data analysis revealed that each of the nine teacher sub-types belonged to one of the more universal teacher immunity types.

**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 |

To support the findings of the focus group interviews, the primary objective of the focus group data was to offer recommendations for creating a questionnaire that would be sent to a larger sample of L2 teachers. To achieve this, background literature was reviewed, and similarities with key principles including self-efficacy, durability, trust and optimism, motivation, and autonomy were drawn for a more theoretically grounded description and categorization of each teacher sub-type. A theoretical justification for the development of a questionnaire was given as a consequence of coding all of the current descriptive terms and personality characteristics relevant to teacher sub-types into these concepts of theory.

All teacher sub-types were essentially composed of the following seven theoretical constructs: teaching self-confidence (i.e., teachers' individual perceptions on their capacity to

do their duties effectively); attitudes towards teaching (i.e., teachers' dedication to their work and feeling of responsibility); coping (i.e., teachers' planned response to a problem or reduce stress); classroom affectivity (i.e., teachers' positive spirit in the classroom); burnout (i.e., the psychological breakdown caused by increasing and ongoing stress); resilience (i.e., teachers' ability to deal with or prepare for risks and dangers); and, willingness to change (i.e., teachers' resistence to risks and novelty in their teaching). Hiver employed these seven components when developing the data collecting tool that will be applied in the next phase since the data indicated that they were an essential part of any teacher immunity type.

Following the exploratory investigation, Hiver (2015) hypothesized that there may be other questions that need to be addressed. The study also looked at non-immune outcomes and partially immune types of immunity, in addition to productive and maladaptive immunity. A retrodictive qualitative modeling approach was used to gather data from 44 individuals (Chan et al., 2014; Dörnyei, 2014). The data analysis of the focus group with seven constructs of teaching self-confidence, attitudes toward teaching, resilience, classroom affectivity, stress, durability, and willingness to change led to the discovery of immunity archetypes for language teachers, as abovementioned. Afterwards, Hiver (2015) created a 39-item questionnaire and gave it to 293 Korean EFL teachers to investigate their levels of immunity. Three participants were chosen for in-depth life story interviews after a group analysis of the questionnaire, which revealed several patterns. Four worldwide categories were produced by the review of both quantitative and qualitative data: (1) productively immunized, (2) maladaptively immunized, (3) immunocompromised, and (4) halfway immunized.

A core of six subtypes of language teachers was developed following the findings of the two-step cluster analysis and the information gathered from the focus group, which is shown in Table 2 below:

**Table 2**

*Global Teacher Immunity Types and Corroborated Teacher Sub-types based on Cluster Analysis*

| Global Teacher Immunity Types | Teacher Sub-types |
|---|---|
| Productively Immunized | The Spark Plug |
| | The Visionary |
| Maladaptively Immunized | The Sell-out |
| | The Fossilized Teacher |
| Immuno-compromised | The Overcompensator |

| Halfway Immunized | The Defeated Teacher |
|---|---|

Overall, in this stage, it was found out whether the focus group's selected language teacher sub-types would match real teacher sub-types in a sample of L2 teachers. Additionally, six robust, fundamental language teacher immunity types rather than nine were validated as a consequence of the two-step cluster analysis, which narrowed the scope of the immunity types. These immunity types were classified into 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). The first focus group data and the cluster analysis were very compatible.

As a result, in order to figure out which of these language teacher immunity types could be validated and confirmed, data from a sample of 293 L2 teachers was matched with the first nine focus group prototypes and combined with them.

Descriptive statistics could be utilized with the survey's findings. This survey showed how many language teachers there were in the sample across all teacher immunity categories and teacher subtypes. Hiver was also able to assess and evaluate data using the seven theoretical constructs, like "Cluster 6 corresponds 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".

Hiver intended to investigate the core changing trends and pathways that each teacher type develops after confirming the existence of the six different types of language teachers. In the initial exploratory case study, it was discovered that the four phases, which were triggering, linking, realignment, and stabilization, during a developmental pathway caused the emergence of language teacher immunity. The individual pathways of development for each teacher immunity type were a mystery. Hence, this final validation phase's purpose was to look into the individual development pathways for each teacher immunity type. In-depth interviews' participants were selected directly from among the respondents from the questionnaire stage of the study. There was no information provided to the interviewees on the type of teacher immunity they represented. The purpose of each interview was taken into consideration when creating the interview schedule. The purpose of Interview I was to determine the variables that contributed to the respondents' current immunity types as teachers. The goal of interview II was to ascertain how different teacher types affect a teacher's identity and conception of oneself. Lastly, interview III sought to determine how teacher types appear in motivated behavior.

Data from the validation study's final phase provided support for visualizing the developmental patterns of triggering, connecting, realignment, and stabilization. It was attempted to study what teachers go through during these stages and how they react.

In a word, Hiver developed the new term "language teacher immunity", which makes up different types of teacher immunity and the main characteristics of teachers falling into those categories. Moreover, he created a questionnaire using the current questionnaires on the factors that contribute to teacher immunity. Finally, through in-depth interviews, he investigated how individual teachers came to fall into a particular teacher immunity group.

The emergence of the "language teacher immunity" term has been discussed in this section. Productive and maladaptive immunity types and their concerns have been clarified in detail. Furthermore, how teachers can gain productive immunity and promote maladaptive immunity has been explained. Complexity Theory and Self-Organization as the Theoretical Framework are presented in the section that follows.

**2.3. Complexity Theory and Self-Organization as the Theoretical Framework**

In this thesis, the theoretical framework will be based on complexity theory and the self-organization process, which is a key component of this theory. 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" (Bartram, 1998; Morrison, 2002, cited in Morrison, 2006). According to complexity theory, an organism and its environment have a dynamic interaction and frequently modify one another (Bartram, 1998). They are dynamic, so they develop or change through time; they are nonlinear, and hence they are generally unexpected and intermittent; they are vulnerable to external effects and thus accessible (De Bot, 2008). The links and connections that exist within the organism define it in relation to the environment. Additionally, due to external factors, its identity may alter. As stated by Morrison (2006), the environment as a whole and its components merge dynamically and create novel facts and new connections. Complex adaptive systems (Waldrop, 1993) are able to recognize their external environment and then adapt to it in order to live. Self-organization strengthens this key process.

Self-organization "refers to the spontaneous pattern formation and change in complex dynamic systems" (Eve et al., 1997, cited in Hiver, 2016, p. 96). During the self-organization process, systems or organisms can alter their inner structure or general functionality in response to certain external circumstances (Banzhaf, 2009). Effective self-organization enables an organism to adjust, be receptive to learning, offer and accept feedback, and interact (Prigogine

& Stengers, 1982; Cohen & Stewart, 2000). The self-organization process allows the organism to create its own identity (Bartram, 1998). Its fight to live makes it special.

According to Lewis' psychological model (2005, cited in Hiver, 2016), self-organization consists of four stages: the triggering stage, the linking stage, the re-alignment stage, and the stabilization stage (Hiver, 2016).

In the triggering stage, the system or organism encounters an emotion. Namely, the system or organism experiences a stressful situation, and then the system or organism loses its normal state and becomes more vulnerable than usual. The organism or system tries to change or reorganize itself in response to changing circumstances because it is prepared to react to disturbances that it finds relevant (Lewis, 2005). That is to say, this stressful situation that the organism or system experiences is a trigger, and this trigger makes the process of self-organization begin. According to Strogatz (1994, referenced in Hiver (2016)), disturbances in dynamic systems can either grow stronger to collapse the system or organism, or they can be put an end to by power and endeavor.

In the linking stage, by using feedback chains, the organisms in the system communicate with one another and share energy and information. The system is shielded from chaos in this way, and growth and change are emphasized with the aid of positive feedback chains.

In the realignment stage, with the harmony of sharing energy and information to reach equilibrium, the system's organisms begin to remodel themselves (Thelen & Bates, 2003). When an organism obtains an entirely different result from its initial characteristics, this indicates that the organism encountered a significant spontaneous change as a result of adaptive self-organization (Boschetti et al., 2011, cited in Hiver, 2016).

In the stabilization stage, the organism in the system prevents vulnerability as stability is attained by strengthening itself against potential shocks. Namely, the self-organization that has already been revealed during the phases begins to affect subsequent self-organization procedures. The organism understands the experiences gained from the prior stages of the self-organization process and bases its subsequent decisions on this knowledge (Prigogine & Stengers, 2018, cited in Hiver, 2016). That is to say, the organism comes to the attractor state, in which it settles down and has steady attitudes (Newman, 2009). It is the state that a system or an organism reaches after a period of time (Hiver, 2016).

As to my study, the aim of using complexity theory and especially the self-organization process as the theoretical framework is that teachers also deal with some disturbances in a complex system. After getting through these stages, teachers may adopt, adapt, change, and develop themselves. Every day, teachers work in the abovementioned dynamic system or

environment, and over time, they shape and modify themselves. Teachers interact with their colleagues, parents, students, and administration, and because of these external factors, they sometimes have difficulties with them, and they develop their relationships during this process. Hence, as humans adapt everything, teachers also adapt the environment, the workplace, colleagues, students, etc. through self-organization. Thanks to the self-organization process, they can develop their communication skills, cope with stressful situations, adapt, and so on.

If we talk about what teachers have experienced in the stages of self-organization they have passed, firstly, in the triggering stage, teachers encounter a problem that demotivates them and get stuck there. This negativity may influence their emotions, and they can have trouble controlling something. In the linking stage, teachers devise a coping mechanism that fits this problem to better cope with this negativity. They can get help from their colleagues or try to comfort themselves i.e., by communicating with someone. They can defend themselves from more stressful situations. In the realignment stage, teachers can develop the ability to understand this problem, deal with it, and control it. They can find a way to regain my motivation, and they have strategies that they apply. Lastly, in the stabilization stage, they are able to master how to protect themselves against more stress; they know what to do and how to react. It can also be said that they reach the point where they have their own settled strategies.

In this study, complexity theory and self-organization as the major processes in this theory were employed as English teachers in my study experience these kinds of stressful situations in their work lives and they try to survive, which is the self-organization process. Hence, the results of the data collected in the final stage of this study are clarified within this framework. Nonetheless, making generalizations about teachers or their stages may be deceptive or confusing, as it is uncertain that all teachers experience all these stages or that all teachers go through these stages in a similar manner. Being in the final stage of stabilization does not mean that teachers become flawless teachers. This study aims to investigate if the final stage that teachers reach indicates productive immunity or maladaptive immunity.

### 2.4. Social Constructivist Approach

According to social constructivism theory of learning, students actively develop their knowledge via their interactions with others rather than having it passively taught to them. Teachers have a wide range of influence over learning that extends far beyond the simple delivery of information and some of these strategies are probably teaching students how to learn, improving their self-esteem, encouraging them, showing a personal interest, and setting up a suitable learning atmosphere (Williams, M., & Burden, R. L., 1997). In terms of teacher immunity, social constructivism can be used to study how teachers build resilience and coping

skills in the face of the difficulties and pressures they encounter in their field of work. Social constructivism can be related to teacher immunity in terms of social interaction, cooperative education, reflection, contextual education, and active learning. Teachers should share their stories or strategies with their colleagues while coping with challenging situations and in this way they may gain resilience. And also, teachers may develop resilience and try to cope with stress thanks to a collaborative learning environment. Furthermore, social constructivism gives a priority to reflection as teachers can develop an understanding of how to deal with negative situations in their profession through reflection and increase their immunity level to stress and problems. As to contextual learning, the school setting and the culture of the school may have an effect on teachers' immunity while dealing with problems. Additionally, according to this theory, learning is a dynamic process so teachers can have an active role in strengthening their immunity and they can join training program about psychological resilience, wellness, and controlling stress.

All in all, social constructivism may be used to examine the idea of teacher immunity in terms of social interaction, cooperative and contextual education, reflection, and active learning. In order to successfully negotiate the obstacles of their career, teachers can benefit from both their own stories and the experiences of their colleagues.

### 2.5. Recent Studies about Language Teacher Immunity

There have not been many studies on language teachers' immunity that recognize different notions (Noughabi et al., 2020; Rahmati et al., 2019; Songhori, Ghonsooly, & Afraz, 2018). Songhori, Ghonsooly, and Afraz (2018) looked at the process through which teachers build teacher immunity using a self-organization approach. Rahmati et al. (2019) researched teachers' immunity types and their traits. Noughabi et al. (2020) also investigated the link between language teacher immunity and feelings of self-determination and involvement. The concept of language teacher immunity necessitates additional study in order to comprehend the variety of immunity types among teachers and how it affects teachers' teaching processes and learners' learning processes. The purpose of this section is to discuss recent research on language teachers' immunity.

First, a study by Songhori, Ghonsooly, and Afraz (2018) used a self-organization perspective to look at the immunity types of Iranian English teachers and how Iranian language teachers have produced immunity types. They conducted interviews with 13 people and distributed a teacher immunity questionnaire to 230 participants to gather data. According to the findings, maladaptive immunity constituted the majority of immunity among Iranian EFL teachers. 53.5% of teachers showed maladaptive immunity, compared to only 43.5% of teachers

with 8 or more years of experience who showed positive immunity. The main causes of maladaptive immunity were apparently a lack of motivation and a great deal of stress. Additionally, the difficulties Iranian teachers face severely impact their self-efficacy, resilience, coping mechanisms, and attitudes toward teaching, which can be factors in the development of maladaptive immunity in teachers. Teachers with productive immunity displayed good attitudes regarding the job and students despite the instructional pressures. It is argued that productive immunity would result from intrinsic and altruistic motivation.

Rahmati et al.'s (2019) most recent study looked at the types and characteristics of teacher immunity. The researchers conducted their study with 15 in-service EFL teachers (10 male and 5 female). To gather information from the participants, semi-controlled interviews were held. The significant variables influencing teachers' immunity displayed a distinct diversity. The biggest sources of stress for teachers were low self-esteem, unmotivated students, a lack of time, and excessive parental expectations. They claimed that teachers used a variety of coping mechanisms to deal with these adverse situations. In order to deal with the disturbances noted earlier, the teachers created lesson plans, worked to foster a pleasant environment in the classrooms, and even told parents about the goals. According to the survey, teachers typically think back on bad experiences and believe that teaching is a stressful career. On the other hand, limited teacher training, a mismatch between teaching and examination, and a lack of time were cited as the three biggest sources of professional stress. The study demonstrates that teachers could not avoid creating a negative immunity, despite the possibility that they had established ways of coping with troubles. It follows that teacher training appears to have an effect on the nature of language immunity among teachers.

Despite contributing important information to the literature, only 15 teachers participated in Rahmati et al.'s (2019) study. So, it is evident that additional investigation may be required to clarify the characteristics and immunity of language teachers. In the end, with the aid of such important information from the literature, professionals and teachers may discover more successful methods for helping teachers handle challenges and acquire productive immunity. Effective teacher education programs should teach teachers how to create coping mechanisms and prepare them for any problems in the future.

Noughabi et al.'s (2020) study looked into the relationship between competent teachers' immunity and commitment, emotions, and autonomy. 390 experienced EFL teachers from various parts of Iran participated in the study. The teacher autonomy scale (TAS), created by Pearson and Hall in 1993; the engaged teacher scale (ETS), created by Klassen et al. in 2013; the teacher emotions inventory (TEI), created by Chen in 2019; and the teacher immunity scale

(TIS), created by Hiver in 2017, were just a few of the data collection tools used by the researchers. The findings showed that teachers with experience and high immunity levels displayed higher degrees of self-determination, emotion, and commitment. Language teacher immunity may be impacted by teacher self-determination, psychological state, and involvement (Noughabi et al., 2020). The results showed that assessing teachers' levels of self-determination may disclose the nature of their immunity. As the teachers become more autonomous, they will be positively immunized. The study showed that experienced teachers are very sensitive. Yet, the study's findings show that even qualified teachers need to take professional development courses to find out how to manage their feelings and maintain commitment on a social, mental, and psychological level. Therefore, there are many options for teachers to join some innovative educational projects to develop their self-determination and control over their positive and negative feelings.

Rahimpour et al. (2020) carried out a similar study on the variables that influence language teacher immunity. They gather information from 483 English teachers throughout Iran. The predictors of language teacher immunity were studied using four data collection instruments. Hiver (2017) created the first questionnaire to assess language teacher immunity. The HEXACO-60 Scale was used to assess personality traits (Ashton & Lee, 2009). The questionnaire was picked to learn more about Reflective Teaching (Behzadpour, 2007). The study's final scale, developed by De Witte in 1999, assesses Job Insecurity. According to findings, job insecurity as a result of maladaptive immunity may affect teacher immunity and reflective teaching negatively. If teachers work for a short time, they may experience high levels of job insecurity. Other findings had a connection to reflective teaching. Teachers become more aware of their strengths as a result of reflecting on their experiences, self-critiquing, and rewinding. So they are likely to improve with more positive immunity. At last, given their significance in the development of positive immunity, teacher personality types should be taken into account by training programs for teachers.

As mentioned above, studies on teacher immunity (Noughabi et al., 2020; Rahmati et al., 2019; and Songhori et al., 2018;) have found that teachers can build either a positive or negative immunity to a variety of disruptions. Comparatively to inexperienced teachers, experienced teachers are likely to create good immunity. They nevertheless naturally feel the need to receive good stress-management training. Making the connection between theory and practice is difficult for new teachers, which may lead to maladaptive immunity. Regardless of their level of expertise, teachers should be taught how to deal with stressors and problems, as the literature recommends. In particular, Hiver (2017) states that language teacher immunity

removes teachers from stressful situations, allows them to cope with problems well, and has an impact on their teaching. Thus, teachers should be given opportunities like training programs.

### 2.6. Recent Studies about Language Teacher Immunity in Turkey

To the researcher's knowledge, there have been few studies done to look into the different types of language teacher immunity among Turkish teachers because the concept is relatively new (Ordem, 2017; Saydam, 2019).

Initially, a qualitative study by Ordem (2017) provided some useful data for the literature. He studied a single case, and it was a thorough longitudinal investigation. The aim of the study is to explain what kind of immunity a teacher exposed to disruption would acquire and what motivational route they would take. The 17-year-old teacher served both public and private institutions. She has completed her MA and Ph.D. Regarding the method, she attended a 14-week observation period with the goal of gathering information on her aptitude, thoughts, self-motivation, and perspective toward difficulties while dealing with risks and threats. Journals, interviews, and online feedback tools from the students were the data collection tools. The results showed that the teacher had maladaptive immunity, or negative immunity. The teacher's opposition to the development of a novel technique or strategy was another factor in this type of immunity. Yet, due to regular feedback on their prior experiences, great self-efficacy, and the perfect classroom environment, the participant displayed productive behaviors. Hence, the teacher made the decision to use a mechanical system. As stated in the abovementioned study, some opportunities should be given to teachers. These opportunities, such as seminars or conferences, support them and improve their teaching performance; thus, they can alter their immunity system as teachers.

Language teachers' immunity levels were the subject of a recent study by Saydam (2019). The researcher studied the types and characteristics of immunity in language teachers through a number of studies with teachers at a Turkish public university. 187 teachers, 168 female and 19 male, participated in the study. According to the findings, teachers' immunity levels are not significantly influenced by age, but coping mechanisms are more significantly impacted. The study found no correlation between the degrees teachers have and their immunity levels. Teachers' academic practices have an impact on how they feel about their students and their careers. Lastly, The teachers' immunity levels are not influenced by their working hours as well. In conclusion, the study was a case study employed at a public school in Turkey, despite the fact that it contributes important data to the literature. When conducted in a different scenario with various participant profiles, the results may reveal variations in terms of age, educational background, workload, and kind of institution.

As a whole, there is a scarcity in the number of studies on language teacher immunity in Turkey; however, they raise awareness about language teacher immunity. If teachers encounter stressful situations, they may be immunized maladaptively and feel demotivated. Hence, they can use stricter teaching techniques in the classroom. Furthermore, despite having positive immunity levels and being able to thrive in the classroom, teachers who work for public universities claim that they still need training to deal with some challenging circumstances. According to the results, demographic information like age or academic background does not affect teacher immunity types; however, teacher immunity types and demographic information at foundation universities should be explored more.

## 2.7. Conclusion

The literature review shows that there are not many studies on language teacher immunity and that there is not much concrete proof of its efficacy. This research study investigates the importance of the EFL in-service teachers' immunity types and their characteristics through narrative inquiry in Turkey. Giving relevant data would aid in understanding the phenomenon because there is a little research on language teacher immunity.

# CHAPTER 3
# METHODOLOGY

This chapter presents appropriate and sufficient data on research methodology with respect to this dissertation. The study's overall methodology, the instruments, the sampling, the participants, and the setting are all given in relation to the study's design. It also highlights the data collection procedures, the qualitative and individual interview techniques used in order to study individual pathways of the development of teachers' immunity, and the results of the data analysis, along with all the steps and rationale. Moreover, the validity and reliability of the instruments are explained.

The following questions are posed in the present study:

1. What are EFL teachers' immunity types in a Turkish educational context?
2. What are EFL teachers' professional pathways of development in a Turkish educational context?
3. What are the factors that may influence EFL teachers' current immunity state in a Turkish educational context?

## 3.1. The Research Model

The study is based on the social constructivist research paradigm and employs narrative inquiry, which is a type of qualitative research. A narrative inquiry is a process through which researchers try to comprehend how participants shape their stories in their natural setting and in their own self-narrative. The storytellers describe their own adventures via narrative. The researchers interpret those experiences. Social constructivism, which is also called interpretivism, stresses that participants' backgrounds have an impact on the researchers' opinions as they also live in these distinct situated realities (Creswell, 2013). In general, qualitative inquiry scrutinizes how people create meaning, and qualitative interpretation is also the process of forming meaning (Patton, 2015).

The aim of this study is to explore English as a foreign language teachers' immunity through narrative inquiry. More specifically, it is in pursuit of an understanding of these teachers' immunity types, which were put forward by Hiver and Dörnyei (2017), their professional pathways of development, and the factors affecting their current immunity levels. Such a study seems to be of importance in that it would help us devise strategies about how to increase EFL teachers' immunity in the context of the present study and in similar educational contexts. Those strategies would undoubtedly enable these teachers to withstand the threats and challenges of teaching and, hence, to develop productive teacher immunity. Also, the present study adopts a qualitative inquiry and research approach that emphasizes people's personal

experiences, the meanings they attach to these processes, events, and experiences, and how they relate these meanings to the social contexts in which they interact (Miles et al., 2014). Hence, narrative inquiry is selected so that the participants are supported to tell their experiences or stories out loud in the process of teacher immunity by thinking of their problems, stressful situations, and also their strengths, resistance, and immunity.

**3.1.1. Qualitative Research:** Qualitative research has been explained in various ways by different researchers. As an example, according to Denzin and Lincoln (2008), qualitative research uses a variety of analytical and realistic tools, such as interviews, field notes, dialogues, images, etc., to make the world simpler to understand. Additionally, “to understand or interpret situations in terms of the meanings humans attach to them, qualitative researchers observe things in their natural contexts” (Denzin & Lincoln, 2011, p. 3).

Furthermore, Creswell (2013) defines qualitative research by emphasizing the methods of inquiry and research design. According to him, in qualitative research, the research question is related to society or people, and in order to investigate this question, inductive and deductive data analysis are used to reveal patterns or themes, give participants' opinions a voice, and deliver an in-depth description and analysis of the issue. Researchers collect data in a natural setting and analyze it both inductively and deductively.

According to Fraenkel and Wallen (2006), qualitative research is adopted when researchers wish to have a more thorough understanding of education, knowledge of learners' problems, and awareness of "to what extent" or "how well" anything is done.

According to Creswell (2013), there are some similar components that describe most of the qualitative research studies, as follows: (1) In natural settings where participants are challenged by the research problem, researchers generally collect data. They really communicate with the participants in the setting and observe how they behave in order to gather data. (2) In qualitative research, the researcher is the main tool since they gather data separately by looking over materials, examining participants' behavior, and/or conducting interviews. They use open-ended questions to collect information. (3) Participant-created meanings are prioritized in qualitative research. Instead of focusing on their own thoughts or perspectives, researchers should consider the many standpoints held by the participants regarding the research problem. (4) Moreover, the qualitative research process is spontaneous, and the researchers could not stick to the original study strategy they developed because of some changes, like the beginning of the data collection process, the open-ended questions, how data is gathered, etc. When exploring and it is challenging to quantify the variables or research a group or community empirically, qualitative research is immensely beneficial when we would like to hear society's

voices, when we want to describe the basic processes or links in a quantitative study as a follow-up, when statistics "overlook the uniqueness of individuals" (Creswell, 2013, p. 52), and when constructing a questionnaire is the purpose.

**3.1.2. Narrative Inquiry:** An approach to studying human lives known as narrative inquiry was created as a way to respect lived experience as a source of significant knowledge and insight (Thomas, 2015). Narrative inquiry was first studied by Connelly and Clandinin (1990) as a methodology to bring to light the stories of teachers. Researchers try to understand real-life experiences in participants' ongoing lives. Thanks to the narrative approach, researchers derive some meaning from their experiences and explore them. In narrative inquiry, voices remain silent, and with the help of communicating the participants, their stories are delivered to a wider audience.

The main objective of narrative inquiry is to interpret experience. It also allows for the in-depth examination of people's experiences over time and in context since it is both a perspective on the phenomenon of people's experiences and a process for narratively inquiring into experience (Clandinin & Connelly, 2004). In narrative inquiry research, researchers examine every story told and lived in terms of cultural, social, and institutional ways of telling narratives. Narrative inquiry requires a somewhat relational commitment between the researcher and participants. According to Craig (2009), the narrative inquiry method, which is built on an open dialogue between the participants and the researcher, has relationships at its center. Thus, harmony between the researcher and the participants is vital in terms of the data collection process. The participants should feel that the researcher is reliable for sharing his or her story or experience. A feeling of trust provides collaboration and effective interaction between the participants and the researcher. Through effective communication, the researcher is actively involved in the process of narrating the participants' stories. In fact, the researcher's aim, which involves a wide range of academic and professional sectors, is to understand the stories through communication, interactions, and conversations. Every story or experience brings various understandings or contexts that expand approaches to narrative inquiry.

The experiences of people and points of view in these stories are regarded as improvements in qualitative research (Patton, 2015). Narrative inquiries can be seen as bridges that let researchers interpret and make sense of individual stories. Clandinin (2012) writes:

> As debates swirl around the globe about teacher education, it is important that we continue to inquire deeply and narratively into who we are and are becoming. It is in this way that we can more fully and thoughtfully engage with the preservice teachers who come to learn with us about who they are and are becoming as teachers. It is in this

> way that we can more fully and thoughtfully engage in the policy discussions about teacher education. (p.148)

Johnson and Golombek (2002) explain the importance of the narrative inquiry as in the following:

> Such inquiry is driven by teachers' inner desire to understand that experience, to reconcile what is known with that which is hidden, to confirm and affirm, and to construct and reconstruct an understanding of themselves as teachers and of their own teaching. (p. 6)

Narrative inquiry has various definitions. It can be claimed as "a story lived and told (Clandinin & Connelly, 2004, p. 20), a way of thinking about the experience" (Connelly & Clandinin, 2006), or "a methodology for inquiring into storied experiences" (Clandinin and Murphy, 2009, p. 598). Narratives are "how we make sense of our experiences, how we communicate with others, and through which we understand the world around us" (Merriam & Tisdell, 2016, pp. 33–34). Nonetheless, Chase (2018) claimed how unlikely it is to arrive at a final definition of narrative inquiry. Clandinin and Connelly (2004) state that narrative has three components: temporality, sociality, and place.

### 3.2. Setting

**3.2.1. The Main Study:** The present study was conducted with EFL in-service teachers in state schools in Karaçoban, Erzurum. The purpose of the study is to explore English as a foreign language teachers' immunity through narrative inquiry.

Qualitative research calls for intelligent choices on sampling, sample size, and participants (Creswell, 2013; Merriam & Tisdell, 2016; Patton, 2015). Purposeful sampling is used in this qualitative study, which is structured as a narrative inquiry (Creswell, 2013; Patton, 2015). Patton (2015) interprets purposeful sampling as "selecting information-rich cases to study, cases that, by their nature and substance, will illuminate the inquiry question being investigated" (p. 265). According to Patton (1990), the logic and power of purposeful sampling lie in selecting information-rich cases for an in-depth understanding of the issues under investigation. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. All participants, 20 EFL teachers, work at state schools in Karaçoban, Erzurum. Concerning narrative inquiry, data for the present study are gathered by means of individual, in-depth interviews. Interviews are classified into three categories: highly structured, semi-structured, and unstructured (Merriam, 1998). In highly structured interviews, before the interview, the questions are chosen, along with their order. On the other hand, the questions and topics to be covered in semi-structured interviews

are chosen in advance of the session. Yet, depending on the interviewee's responses, the order of these questions may be altered or they may be lengthened. Most open-ended questions are suggested in this style of interview in order to gather in-depth information regarding topics (Merriam, 1998). As to unstructured interviews, they are preferred for gathering knowledge about a subject and coming up with interview questions for the following sessions. These types of interviews are rarely employed in qualitative research to collect data. In this study, semi-structured interviews are employed, interview questions are piloted, and expert views are sought to ensure the wording and content validity of these questions. Individual in-depth interviews are conducted to clarify the individual professional pathways of development adopted by EFL teachers with various immunity types and to explore aspects of EFL teachers' experiences and the factors that assist their current immunity state in challenging educational settings. An in-depth interview is among the most commonly used data collection tools in qualitative research to get information from the participants. It is a crucial instrument for data collection to gather specific, illuminating information (Merriam, 1998). Researchers use questions to elicit information about participants and gain access to interviewees' minds, as they are unable to see participants' feelings, ideas, and intentions (Patton, 2002). Moreover, recorded spoken data from interviews is transcribed and transformed into textual form. Then, my supervisor and I met at a cafe and she showed me the process of data analysis briefly. Firstly, we determined which interview questions seek answers to which research questions. Then, we emerged themes and gave codes to them. We tried to find links between codes and started to categorize them. After this act of categorizing, patterns were recognized as repeated units from categories, and themes were created that show similar patterns.

In qualitative studies, researchers interact with people in order to get essential information from individuals who can provide it to them the most (Merriam, 1998). Hence, to fulfill the aims of a research, participation selection is of great importance.

**3.2.2. Participants and The Procedure:** While selecting participants, probability sampling and non-probability sampling are the two fundamental categories of sampling procedures (Merriam, 2009). Random selection is a key component of probability sampling, which enables you to develop meaningful statistical conclusions about the whole group. As qualitative research does not seek to generalize, the non-probability sampling methodology was adopted over the probability sampling method for sampling (Merriam, 2009). In this study, as a branch of non-probability sampling, purposive sampling, which is often used in qualitative research, was applied. In purposive sampling, participants should be proficient and well-informed with the research topic. For the benefit of the research, in purposive sampling, the

availability and willingness to participate in a study is crucial and participants need to have the ability to communicate experiences and opinions in a clear and reflective manner. Purposive sampling's primary objective is to concentrate on specific demographic characteristics that are relevant to the study questions in order to get the most accurate answers. Furthermore, this type of sampling, often referred to as judgement sampling, involves the researcher using their knowledge to select a sample that will be most beneficial to their research objectives. It is usually used in qualitative research when the researcher would rather learn more about a specific phenomenon in-depth than generalize from statistics or when the population is particularly tiny and focused. A robust purposive sample needs clear eligibility requirements and rationale. Thus, I interviewed 20 EFL teachers from different schools and departments in total.

I gave some pseudonyms to every participant considering that vibes that I got from them and the things that they experienced. These are the descriptions of those nine pseudonyms:

**Alpha:** The Alphas are ‘go to’ teachers. They like taking charge and making difficult decisions. Their classroom management is strong. They almost usually have well-behaved students.

**Mama Bear:** The Mama Bears are loved by students so much. The students always hug them. These type of teachers comfort their students when they spend hard times. They are super-friendly.

**Techie:** The Techies are super-organized. They like making to-do-lists. When students are with them, they feel more organized.

**Storyteller:** The Storytellers like talking. They always have something to share about their lives. Sometimes, they take the whole class hour.

**The Old Man:** The Old Men seem to know everything about life and knowledge the students should learn but they may not understand anything because of their weak voice.

**The Philosopher:** The Philosophers know a lot about life, they will ask rhetorical questions to you so the students can’t stop themselves thinking for days.

**The Cool Guy:** The Cool Guys are so funny all the time. Although the students do not like the school, they come to school for these teachers.

**The Counselor:** The Counselors are like father/mother of the students. They will bring out the best in the students.

**The Free Spirit:** The Free Spirits make everyone laugh. When they are teaching, they make the students think out of the box

**Participant 1 (Alpha 1):** She is twenty-seven years old. After she started to study at an Anatolian high school, she liked English, and she decided to become a teacher. She graduated

from ELT. She has been teaching for 6 years. Now, she teaches at a secondary school. She does not have a master's degree.

**Participant 2 (Mama Bear 1)**: She is twenty-eight years old. She graduated from ELT. She does not have master's degree but she wants to do it. She has been teaching for 4 years. Now she teaches at a primary school. She liked English when she was at primary school and then, she decided to become a teacher. Her role model was her English teacher at high school.

**Participant 3 (Techie 1)**: He is twenty-eight years old. He graduated from ELT. He does not have master's degree. He started to teach in 2016 for 2 years. He started to work in state school in 2019. In total, he has been teaching for 7 years. Now, he teaches at a secondary school. He liked English thanks to his English teacher at secondary school.

**Participant 4 (Alpha 2):** She is twenty-five years old. She graduated from ELT. She worked at a private school for one year and at state school for two years. In total, she has been teaching for 4 years. Now, she teaches at a secondary school. She does not have master degree but she wants to do it. The reason that she became a teacher is that she likes teaching and children. She likes communicating with everyone. She thinks she is good at communicating with children.

**Participant 5 (Mama Bear 2):** She is thirty-two years old. She graduated from GLT. She teaches German and English together because of lack of English teacher. Her motivation to become a teacher is to like children and language. She has been teaching for 3 years. Now, she teaches at a high school. She does not have master's degree.

**Participant 6 (The Storyteller):** She is twenty-seven years old. She graduated from ELT. She does not have master's degree. She has been teaching for 3 years. Now, she teaches at a secondary school. Her motivation to become a teacher is to like English and become a civil servant.

**Participant 7 (Techie 2):** She is thirty-one years old. She graduated from ELL. She does not have master's degree. She has been teaching for 4 years. Now, she teaches at both a secondary school and a primary school. The reason that she wants to be a teacher is that her aunt is a teacher and she is her role model. Also, she likes children and their perspectives on life.

**Participant 8 (The Old Man 1) :** He is twenty-eight years old. He graduated from ELL. He does not have master's degree. He has been teaching for 2 years. Now, he teaches at a high school. His role model is his teacher at high school. He thinks he is calm in class.

**Participant 9 (The Old Man 2) :** He is twenty-nine years old. He graduated from ELT. He does not have master's degree. He has been teaching for 3 years. Now, he teaches at a high school. His role model is his uncle. His uncle is also a teacher and he likes learning and studying since his childhood.

**Participant 10 (Alpha 3):** She is twenty-six years old. She graduated from ELT. She does not have master's degree. He has been teaching for 2 years. Now, she teaches at a secondary school. Her motivation to become a teacher is her English teacher at primary school.

**Participant 11 ( The Philosopher):** She is twenty-eight years old. She graduated from ELT. She does not have master's degree. She has been teaching for 5 years. Now, she teaches at both a primary school and a secondary school. The reason that she became a teacher is that she is curious about all languages rather than teaching.

**Participant 12 (Mama Bear 3):** She is twenty-four years old. She graduated from ELT. She does not have master's degree. She has been teaching for one year. Now, she teaches at a primary school. She likes teaching and children.

**Participant 13 (The Cool Guy):** He is twenty-eight years old. He graduated from ELT. He does not have master's degree. He has been teaching for four years. Now, he teaches at a secondary school. His role model is his mother. His mother is also a teacher. He likes listening to music a lot.

**Participant 14 (Mama Bear 4):** She is twenty-six years old. She graduated from ELL. She does not have master's degree. She has been teaching for three years. Now, she teaches at a secondary school. She likes teaching and English.

**Participant 15 (The Counselor 1):** She is twenty-eight years old. She graduated from ELT. She does not have master's degree. She has been teaching for seven years. Now, she teaches at a secondary school, and at the same time, she is the assistant director.

**Participant 16 (Mama Bear 5):** She is twenty-eight years old. She graduated from ELL. She does not have master's degree, but she wants to do it. She has been teaching for two years. Now, she teaches at a secondary school. Since her childhood, her dream has been to become a teacher.

**Participant 17 (Free Spirit 1):** She is thirty-one years old. She graduated from ELT. She does not have master's degree, but she wants to do it. She has been teaching for three years. Now, she teaches at a boarding (the school that has pensions) secondary school. She likes telling people what is right or wrong, and she likes teaching. Her role model is her English teacher, so she became a teacher.

**Participant 18 (The Counselor 2):** He is thirty-one years old. He graduated from ELT. He does not have master's degree. He had been teaching for two years at a private school. Then he was appointed, and now he has been teaching for 4 years at a state high school. He likes touching people's lives, communicating with everyone, and learning languages, so he became a teacher.

**Participant 19 (Free Spirit 2):** She is twenty-eight years old. She graduated from ELT. She

dropped out of her master's degree. She had been teaching for 3 years at a private school, and then she was appointed, and now she has been teaching for 2 years at a state high school. The reason that she became a teacher is that her role model was an English teacher at primary school, and she was interested in languages, singing songs, and learning about different cultures' traditions.

**Participant 20 (Mama Bear 6):** She is thirty-four years old. She graduated from ELT. She does not get her master's degree. She had been teaching for 3 years at a private school, and then she was appointed, and now she has been teaching for 4 years at a state primary-secondary school.

**3.2.3. Data Collection Procedure:** The data was collected through in-depth, semi-structured interviews in the spring of 2023. I first wrote my proposal for the ethics committee and then got its approval. Then, I called the participants and informed them about the study, voluntary participation, the audio/video recording of the interview, the time of the interview, etc. I arranged a schedule that fits every participant's availability and preferences. Before starting the interviews, I sent the interview questions to them to give them some time to think and recall their stories. In the beginning of the interview, I asked them again if video recording was a problem or if I could turn off the camera according to their preferences. It was not a problem for some of them. All in all, I arranged 20 interviews in almost one month. Due to limited opportunity and time, I interviewed fifteen participants on the online platform, Google Meets, and five participants face-to-face. With the participants' consent, interviews were carried out and in their native language so that they could feel comfortable expressing their opinions and feelings. However, some teachers used English while talking about some theoretical phrases during the interviews. The interviews were audio- and video-recorded and then transcribed for the data analysis with the consent of the participants. Table 1 shows the time and duration of the interviews:

**Table 3**

*Schedule of the Interviews*

| Participants | Time of the interview | Duration of the interview |
|---|---|---|
| Alpha 1 | May, 2023 | 25 mins |
| Mama Bear 1 | May, 2023 | 49 mins |
| Techie 1 | May 2023 | 50 mins |
| Alpha 2 | June,2023 | 1 h 3 mins |
| Mama Bear 2 | June, 2023 | 40 mins |

| | | |
|---|---|---|
| The Storyteller | May, 2023 | 42 mins |
| Techie 2 | May, 2023 | 34 mins |
| The Old Man 1 | June, 2023 | 31 mins |
| The Old Man 2 | May, 2023 | 42 mins |
| Alpha 3 | June, 2023 | 42 mins |
| The Philosopher | May, 2023 | 34 mins |
| Mama Bear 3 | May, 2023 | 34 mins |
| The Cool Guy | May, 2023 | 45 mins |
| Mama Bear 4 | May, 2023 | 30 mins |
| The Counselor 1 | May, 2023 | 42 mins |
| Mama Bear 5 | May, 2023 | 33 mins |
| Free Spirit 1 | May, 2023 | 45 mins |
| The Counselor 2 | June, 2023 | 57 mins |
| Free Spirit 2 | June, 2023 | 28 mins |
| Mama Bear 6 | May, 2023 | 41 mins |
| Total hours of the interviews | | |
| 13 h 45 mins | | |

In total, the interviews lasted 13 hours and 45 minutes. While interviewing, I paid attention to some clues stated by Thomsen and Brinkmann (2009):

> 1. Allow time for recall and assure the interviewee that this is normal.
> 2. Provide concrete cues, e.g., “the last time you were talking to a physician/nurse” rather than “a communication experience.”
> 3. Use typical content categories of specific memories to derive cues (i.e., ongoing activity, location, persons, other’s affect and own affect).
> 4. Ask for recent specific memories.
> 5. Use relevant extended time line and landmark events as contextual cues, i.e., “when you were working at x” to aid the recall of older memories.
> 6. Ask the interviewee for a free and detailed narrative of the specific memory. (p. 303)

As expressed by Patton (2015), there are ten vital concerns, and these concerns helped me during interviews. These are some of them: being a good listener and observer; being active; making transitions; and asking the questions fairly. Thanks to these strategies, I could be more empathic and neutral, and I used some probes like "give me an example of..., tell me more about that..., what was it like for you when...” (Merriam & Tisdell, 2016, p. 121).

**3.2.4. Data Analysis:** There are various methods for conducting qualitative data

analysis (Creswell, 2013; Merriam & Tisdell, 2016; Miles et al., 2014; Patton, 2015) because "there is no single right way to engage in qualitative analysis" (Patton, 2015, p. 552). As stated by Josselson (2011), narrative analysis aims to "explore and conceptualize human experience as it is represented in textual form" (p. 225) and might relate to Ricoeur (1991) from two major perspectives: "a hermeneutics of faith, which aims to restore meaning to a text, and a hermeneutics of suspicion, which attempts to decode meanings that are disguised" (p. 226). As suggested by Merriam and Tisdell (2016), "the process of making sense is a complex procedure that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation" (p. 202). Similar to this, Clandinin and Connelly (2004) refer to the process of interpretive analysis, which includes numerous steps of going back to field texts and researching them, as being "layered in complexity" (p. 132). Moreover, as "the words we choose to document what we see and hear in the field can never truly be "objective,"; they can only be our interpretation of what we experience," the data analysis itself is also a process of constructing meaning for the qualitative researcher (Miles et al., 2014, p. 30). Furthermore, Mishler (1995) calls attention to the same concern in narrative analysis:

> we retell our respondents' accounts through our analytic redescriptions. We, too, are storytellers and through our concepts and methods—our research strategies, data samples, transcription procedures, specifications of narrative units and structures, and interpretive perspectives—we construct the story and its meaning. In this sense the story is always coauthored, either directly in the process of an interviewer eliciting an account or indirectly through our representing and thus transforming others' texts and discourses. (pp. 117–118)

In the literature, narrative analysis is dealt with by Lieblich, Tuval-Mashiach, and Zilber (1998) along the dimensions of holistic vs. category and content versus form. While category approaches infer themes from data from several sources, holistic approaches view a story as complete within its context. The analysis's form and content dimensions each focus on a different aspect of what occurs in the story. Current definitions of category-centered (thematic analysis of all data) and case-centered (language use and its function, comparison to other representatives of a case) approaches to analysis are provided by Riessman (2016). Thematic analysis, a component of qualitative research, is the process of analyzing data to identify newly arising patterns (Braun & Clarke, 2006). Particular components of meaning, most often phrases, expressing thoughts, memories, and experiences can arise from the text of the interviews thanks to the thematic narrative analysis technique used in this study.

The variety of qualitative data analysis, or narrative inquiry analysis, does not affect objectivity. An interactive, iterative model of data analysis could be used to do this, taking the following phases into account: the condensing, displaying, and drawing or verifying of conclusions from data (Miles et al., 2014). This thesis generally adhered to categorical-content analysis and thematic analysis.

The first part of a qualitative study is data reduction. As the qualitative data tends to be massive and messy, the most common problem with qualitative data is the lack of any plans for data reduction. In fact, the real challenge is not to generate 'enough' data but rather to generate 'useful data'. First, the interview data was literally transcribed. I worked with one of my friends while transcribing the data because of the length of the interviews. I explained to him how the process works in detail. After the transcriptions were done, I listened to all the recordings one by one and corrected the misspelled words. The transcriptions were read by the researcher several times to be able to associate them with the research questions of the study.

The researcher quoted directly from what the participants said. Gall et al. (2003) claimed that "direct quotes of the remarks by the case study participants were particularly effective because they clarified the emic perspective, that is, the meaning of the phenomenon from the point of view of the participants" (p. 469). The reader can more easily follow quotes when reading about research findings.

One of the most crucial steps of the data analysis is to examine the qualitative data to identify structures, themes, and patterns that can be characterized and explain the phenomenon that is employed (p. 453), as during the interviews, the participants might have used different terms to convey the same thought. After this stage, the data was clustered and coded to simplify and arrange it (Miles & Huberman, 1994). Instead of using "a priori categories," "grounded categories" were used to examine the data during this procedure (Lincoln et al., 1985; Ryan & Bernard, 2000). Specifically, main themes were used to code the data. The study's research questions were analyzed in light of the themes that continually arose. Conceptual categories were developed, and each relevant piece of information was then assigned a proper label.

In the second part of the data analysis process, charts or graphs were used to organize the reduced data since they made it easier for researchers to obtain the data quickly and understand correlations (Miles & Huberman, 1994). Creswell (2012, p. 148) states that "data analysis in qualitative research consists of preparing and organizing the data (i.e., text data as in transcripts) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion".

The process of making conclusions and confirming them comes last in data analysis.

Conclusions were drawn at this point based on the phases before, and they were confirmed by reviewing both the interview notes and the categories and charts the researcher created. For each interview, an item pool was built by selecting the descriptions or statements that were used the most frequently. This method led to the completion of the study's qualitative data analysis.

***3.2.4.1. Coding of the Data:*** As narrative analysis might also rely on thematic content analysis, it was done in this thesis (Josselson, 2011). The number of recurrent words in a text is occasionally used to describe content analysis. However, content analysis is explained as "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2015, p. 541). In qualitative research, giving codes is the first stage in developing themes to compare, contrast, and categorize. A code is described as "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2013, p. 3). Codes, in Miles et al. (2014), are "labels that assign symbolic meaning to the descriptive or inferential information compiled during a study" (p. 71) so coding is the process of naming or labeling sections in a text that communicate a specific thought or make a reference to a specific event. The data was broken into convenient pieces, and the researcher gave them tags that helped shape or categorize them. In the coding process, I went through the transcripts, highlighting specific statements or sections of replies that had a specific meaning. I checked the relevant literature on teacher immunity and the theoretical framework. Immunity types (productive immunity, maladaptive immunity, and halfway), pathways of development (triggering, linking, realignment, and stabilization), and factors (school/administration, parents, teacher himself/herself, colleagues, curriculum, environment/geology, students) in the framework were jotted down to inform the overall thematic content analysis.

Using pattern codes in the form of categories or topics, the second-cycle coding method was used. Those categories, which were evaluated based on both their internal and external heterogeneity, appeared because the researcher had to examine the quality and significance of the codes and categories, as well as the proper placement of the data in related categories. At this stage, they had to be used iteratively (Patton, 2015) to reach storytellers "to elucidate the processes at work in one case, or a small number of cases, using in-depth intensive analysis and a narrative presentation of the argument" (Maxwell & Mittapalli, 2008, p. 324). As I continued to look at the transcripts, I rearranged some new codes and categories. Patterns and themes emerged through the thematic content analysis. The analysis process is shown in the following table designed by Taşdemir (2021):

**Table 4**

*The Analysis Process*

| |
|---|
| Initial reading<br>• Memoing, overall stories/ profiles of the participants |
| Theory-driven deductive analysis / First-cycle coding<br>• Exploratory: Holistic, provisional codes |
| Data-based inductive analysis / First-cycle, line-by-line coding<br>• Thematic content analysis: Descriptive and in-vivo codes |
| Revision of codes in first-cycle coding |
| Data-based inductive analysis / Second-cycle coding for emergent categories and themes<br>• Thematic content analysis: Pattern codes |
| Data condensation<br>• Focus on the research questions and narrative structure in thematic content analysis |
| Data display<br>• Interpreting the findings |
| Drawing and verifying conclusions<br>• Relation of the findings to the literature |

**3.2.5. Item generation and Expert Opinion:** As claimed by Dörnyei (2003), during the semi-structured interviews, interviewees provided qualitative, exploratory data that I used to make decisions as the top items are those that "have quotation marks around actual quotes from authentic informants," (Dörnyei, 2003, p.52). I constantly went back to the research questions throughout this phase to make sure the items of in-depth interview represent them and remain to be appropriate (Oppenheim, 1992). In order to get input on the suitability of the categories and statements, the items of in-depth interview were examined with the thesis advisor and experts. The items were modified during this stage of discussion and idea sharing of thesis advisor. Uncertain sentences, long phrases, and sentences that expressed the same idea were modified, combined, or omitted. As a result, a total of in-depth interview items were constructed, and the "In-depth Interview Questions" were developed (Appendix 3).

After creating the first draft, the interview was submitted to expert opinion to assure in terms of content validity and wording. The measuring property known as content validity determines if items are represented comprehensive and accurately by looking at individuals' perspective. Generating the interview items requires highly effort because they must be modified according to research questions. Besides, there may be bias in the question format,

the wording, and the item ordering. These factors require consideration for content validityThe best course of action is to consult with experts who thoroughly understand the subject and can provide accurate suggestions as the researcher may lose his/her neutrality and also, expert opinion is definitely the best way to develop face validity.

Through taking these concerns into consideration, the first draft of the in-depth interview was sent to three instructors (1 professor in the field of Foreign Language Education, 2 Associate Professor in the field of Foreign Language Education). The experts were working in a state university. They gave feedback on the relevancy of the items and the research problem, and they clarified each question in detail, i.e., whether the questions could be clear, whether some questions could be more understandable, and some questions could be rewritten, omitted or combined. The items were sent both in English and in Turkish, so they also made some comments on vocabulary and grammar in the sentences. With these concerns in mind, several questions in the in-depth interview were eliminated and the second draft interview was prepared to focus on the research problems.

### 3.3. Pilot study

This research phase was carried out to test the 9-item in-depth interview created as a result of the study's first phase. The aim of the pilot study is to determine how the items would function in actual situations and how participants would view the items. With the help of my supervisor, the pilot study was introduced for the 6-item draft interview (Appendix 7).

**3.3.1. Participants:** The draft interview was piloted before the primary study was completed. Three English teachers who worked in various state schools participated in the pilot study. These state schools were in Karaçoban, Erzurum, and were Göksu Secondary School, Mareşal Fevzi Çakmak Secondary School, and Karaçoban Anatolian High School. These participants were not included in the main study.

**3.3.2. Procedure:** The pilot study questions were taken from the thesis of Saydam (2019). I reached out to three participants and arranged a time according to their availability. It was not difficult, as they were all friends of mine. The data was collected in about one week. The interviews took one hour and fifty-six minutes and I transcribed them in about one week without using an online platform. Hence, the data collection procedure was finished.

According to the procedure plan, the interview was piloted with three teachers out of the 20 people selected for the study. The opportunity to revise the instruments and reorganize them throughout the pilot study will raise participants' self-efficacy and confidence in carrying out the research, as well as their ability to identify and address any research-related issues. (Marshall and Roseman, 2006). So, a pilot study was employed as needed for the main study.

Throughout the interview, the teachers gave feedback about some interview questions. They said that they had difficulties with some questions and felt somewhat restricted. Moreover, they said that they had to think about some questions, but they felt like they had to answer quickly for the flow of the interview. And also, the first interviewee claimed that she found the question, '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?' hard to answer, and she thought a lot. I tried to make her relax and said that she had some time to think, and after a while, she outpoured, and the interview process continued well. Generally, all interviewees said that they enjoyed the interview, liked the topic, and found the topic very convenient to the place they worked because they said that teaching was open to stressful situations and problems, and this topic, teacher immunity, needed to be researched in a place like this.

**3.3.3. Data analysis:** The first thing that I did was reduce data. I transcribed all the data verbatim. All the recordings were transcribed by the researcher. I read all transcriptions carefully and took notes that would be related to the results of the study. I stated the sentences that were relevant to my study and created themes that clarified the phenomenon in my study. Then, the data were coded based on the created themes. In light of the study's research questions, I changed the themes. Units of meaning were put in an appropriate title, and categories were created (Miles & Huberman, 1994).

The process of making inferences and confirming them is the last step in data analysis. At this point, conclusions were drawn in light of the earlier phases, and by revising the interview notes and the emergent categories, they were validated. For each interview, an item pool was developed by selecting the statements that were used the most regularly. Following this process, the pilot study's analysis was completed.

### 3.4. Quality Issues in Narrative Inquiry

For descriptive and interpretive qualitative research, there are several levels of accuracy and multiple approaches to verification (Morse, 2018). These verification requirements differ significantly from validation requirements in quantitative research (Morse, 2018) because they are distinct from them in terms of ontological, theoretical, and methodological considerations (Merriam & Tisdell, 2016). Connelly and Clandinin (1990) claim that "like other qualitative methods, narrative relies on criteria other than validity, reliability, and generalizability" (p. 7). Moreover, the validity and dependability of the data have an impact on how reliable the research study is (Merriam, 2009). Hence, no matter what kind of research, researchers should take validity and reliability concerns into account while planning the study, interpreting the data,

and evaluating the study's quality (Patton, 2002). As alternative quality standards for narratives, they suggest explanatory, authenticity, adequacy, and credibility. They do, however, note that a range of standards, such as Lincoln, Guba and Pilotta's (1985) quality principles, might be applied in a way that is most appropriate for the purpose of the narrative inquiry. In 1985, Lincoln, Guba and Pilotta offered a perspective that defined a set of standards for determining the quality of qualitative research. They provided the idea of credibility for qualitative quality and categorized numerous methods for obtaining this accuracy and consistency into four groups. Credibility should be used in place of internal validity, transferability should be used in place of external validity, dependability should be used in place of reliability, and confirmability should be used in place of objectivity. The variety of data sources facilitates triangulation and clarifies the meanings and interpretations (Denzin and Lincoln, 2008). Furthermore, Guba and Lincoln (1981) stated that certain methods, such as triangulation, prolonged interaction, and member checks, can ensure credibility. Also, Mackey and Gass (2015) claimed that thick description is crucial for qualitative research. So, there have been comprehensive details given.

Credibility is important to consider the conclusions' validity and credibility in light of the available data and how closely they correspond to reality. When conducting qualitative research with the purpose of "understanding the perspectives of those involved in the phenomenon of interest, uncovering the complexity of human behavior in a contextual framework, and presenting a holistic interpretation of what is happening" (Merriam & Tisdell, 2016, p. 244), the literature offers certain tactics, such as triangulation, member checks, proper data collection participation, reflexivity, peer review, or feedback (Merriam & Tisdell, 2016; Morse, 2018). In this thesis, triangulation and member checks were utilized, and thus credibility was ensured by accounting for the researcher's bias.

Firstly, triangulation, which is "the most well-known strategy to shore up the internal validity of a study," is one of the methods used to prove credibility. (Merriam, 2009). Triangulation is also explained 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 different types of triangulation: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation (Creswell & Miller, 2000; Creswell, 2007; Patton, 2002). In this thesis, data triangulation and investigator triangulation were employed to assure credibility. Firstly, I worked with 20 English language teachers, i.e., more than one participant, to obtain data

triangulation. Moreover, by evaluating the data with my thesis supervisor, the investigator triangulation was achieved, strengthening the credibility of the study.

Secondly, member checks, "the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on" (Maxwell, 2012, p. 126), were employed. Interim texts are what Clandinin and Connelly (2004) refer to as "texts situated in the spaces between field texts and final, published research texts" (p. 133). After listening to the participant interviews, I took thorough notes that served as interim texts for this thesis's participant profiles. These interim texts helped me when I was writing the findings chapter and the participants section of the methodology chapter. Mitchell (2018) claims that narratives have "the potential for a more egalitarian research relationship that honors intersubjective modes of knowledge production" (p. 8). I therefore forwarded the analysis to two participants and asked them if they agreed with my interpretation. There were a few language alternatives, but they all agreed on the understanding.

Dependability is another issue that contributes to the study design's credibility. According to Merriam (1998), dependability was described as "the extent to which research findings can be replicated" (p. 220). However, due to the nature of the qualitative research design, it is impossible to consistently arrive at the same outcome in qualitative research. In order to strengthen dependability, researchers recommend techniques like triangulation and the investigator's position (Merriam, 1998; Patton, 2002). One technique for raising credibility is triangulation, which also establishes the study's reliability (Merriam, 1998). Data triangulation and investigator triangulation were utilized in this study, as mentioned above. And also, for the purposes of validity, I asked another researcher to analyze a small portion of the data. I gave her my codes and all the key information about the data analysis process. She then read all that data and created her own codes. Following this, we compared and contrasted our codes. Through iterative and in-depth discussions together, we made the required changes and finalized the coding process. Another strategy for enhancing the research's dependability is to explicitly describe and illustrate the study's underlying theory, its background, how participants were chosen, and how the data was collected, processed, and interpreted (Merriam, 1998). This study adhered to the triangulation methods and provided thorough explanations of every step of the process to verify its dependability.

Another important factor in improving the reliability of qualitative studies is transferability. To what extent the study's findings can be applied generally is closely related to the issue of transferability. Transferability is demonstrated by giving an extensive description of the study and conducting it with sufficient data since qualitative research objectives do not

include extending findings from a small sample to a broader population (Merriam, 1998). In the current study, the setting, sample selection, data collection techniques, and data analysis procedures in this thesis provided an in-depth overview of the study. Furthermore, if researchers present their findings clearly and effectively in order for readers to comprehend the features of the research context and participants, the audience will be able to make comparisons between the research circumstances and their own to identify which findings can be effectively applied in their context (p. 180), and thus, readers can decide for themselves whether the study's findings are relevant to their own situation.

Confirmability relates to whether the findings are objective rather than based on the researcher's personal opinions and presumptions. According to Shenton (2004), the real experiences and ideas of the participants should be given in a study as opposed to the researchers' presumptions. To ensure confirmability, Shenton (2004) and Lincoln, Guba and Pilotta (1985) suggested methods for reducing researcher bias. One of these methods is triangulation. Additionally, a thorough explanation of the research study's method is another strategy for minimizing the effects of the bias of the investigators, and the last strategy is clarifying the roles of the researchers. Through triangulation, a thorough explanation of the study's methodology, and a clarification of the researcher's role, confirmability was obtained in this study.

### 3.5. Researcher’s Role and Bias

In qualitative studies, the researcher utilizes the main tool for data collection and analysis (Merriam, 1998). According to Johnson (1997), the results can be analyzed and found by the researcher in accordance with their preferences, viewpoints, and ideas. For the researcher, bias is a possible risk to validity as "qualitative research is open-ended and less structured than quantitative research" (Johnson, 1997, p. 284). In this regard, Merriam claimed 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).

I informed the teachers of the study's purpose and the procedure for collecting data prior to starting it. I also let them know that all their private information, their answers, and semi-structured interview audio recordings were safe and would not be shared with anyone. I also mentioned that they would be given pseudonyms in order to lessen bias. In addition, I was flexible regarding the interview's completion time while they were replying to it. I made sure they finished the interview without feeling rushed in this way. Additionally, interview times were scheduled based on the feasibility of the participants. I spoke with the participants briefly

before the interview started in order to help them feel relaxed. I made it clear that, as a researcher, I respect their in-depth descriptions of their ways of thinking. I also clarified that there is no right or wrong response to a question in this interview.

In a nutshell, I played the researcher in this study, and my goal was to lessen researcher bias through open communication with the teachers about the purpose of the research and the data collection process, the voluntary participation of participants in the study, flexibility in the data collection process, and a member check to ensure that I understood their responses.

### 3.6. Ethical Considerations

The Ethics Committee of Bursa Uludag University granted authorization for the study's qualitative components to be conducted. Appendix 8 contains the committee's approval. With that approval, I affirmed that the teachers' participation in the study would not be harmed. I also spoke with the teachers and asked whether or not they were willing to participate in the study. Only the teachers who volunteered to take part participated in the interview process.

Fraenkel and Wallen (2006) outlined three primary ethical issues in research: preventing subject deception, guarding research participants from damage, and maintaining data confidentiality. "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). Due to this, I made sure that no volunteers would suffer any damage over the period of the research and that their rights would be maintained. Also, if data is gathered for a study, researchers should make sure that only other researchers involved in the study have access to the data (Fraenkel & Wallen, 2006). I assured the participants in this study that I would keep their information private, including their identities and responses. I also told the participants that I would use pseudonyms and so forth when sharing the interview findings in order to maintain confidentiality and anonymity. Lastly, I told them that if they decided they did not want to proceed with the research, they could stop at any time.

This chapter provided a thorough description of the participants, study contexts, data collection tools, data collection methods, and data analysis methods for each stage of the study.

# CHAPTER 4
# FINDINGS

In this chapter, the findings are presented in light of the following research questions posed in this thesis:

1. What are EFL teachers' immunity types in a Turkish educational context?
2. What are EFL teachers' professional pathways of development in a Turkish educational context?
3. What are the factors that may influence EFL teachers' current immunity state in a Turkish educational context?

For the research questions, answers to in-depth interview questions were sought as seen in the table 5:

**Table 5**

*In-depth interview questions answering the research questions*

| **1. What are EFL teachers' immunity types in a Turkish educational context?** | **2. What are EFL teachers' professional pathways of development in a Turkish educational context?** | **3. What are the factors that may influence EFL teachers' current immunity state in a Turkish educational context?** |
|---|---|---|
| 5. How do you feel about these negative situations?<br>7. Now, please think of the other teachers around you. Are there any other teachers facing problems like you? If so, how do they deal with these problems? What are the different types of teachers in terms of dealing with problems? What are the main characteristics of these teachers?<br>8. Consider that there are three types of teachers. The | 2. Now, I will talk about the four stages of Lewis' psychological model, and according to these stages, what stage do you think you are at? What did you experience while going through these stages?<br>Triggering: A problem demotivated me.<br>Linking: I have devised a coping mechanism that fits this problem.<br>Realignment: I developed my ability to understand this | 4. Have you experienced negative situations or events that upset you in your teaching life? If yes, could you please give some examples? Can you explain? What are some of the key things somebody needs to know to understand you as a teacher?<br>11. Imagine being able to change something about yourself as a teacher. What would be the thing or things you want to change? |

| | |
|---|---|
| first is productive (positive), the second is maladaptive (negative), and the third is the middle one. I will now give you examples of what each of them is. Which describes you better, and why? | problem, deal with it, and control it. I have found a way to regain my motivation, and I have strategies that I apply. Stabilization: I accepted this experience as a new aspect of my identity. |
| 9. What do you think causes or influences you to define yourself in this way? Apart from these, is there anything you would like to add to the features that describe these teacher types? | 3. How would you describe yourself as a teacher? Has there been a situation or situations that have affected you to define yourself like this? If so, what were they? How would an outsider (administration, students, teachers, parents, family, etc.) describe you as a teacher? Why do you think they describe it that way? |
| 10. As a teacher, are you now the same teacher or a different teacher compared to when you just started teaching? And in what ways? Why? | 6. Is there anything you can do to deal with these negative or upsetting events? If so, what are they? How do you feel when you experience stressful situations like this? |

**4.1. Individual In-depth Interview Findings**

This phase of the study was employed to explain the immunity types of the teachers, their professional pathways of development, and the factors that may influence EFL in-service teachers' current immunity state. In order to answer the first question, productive immunity, maladaptive immunity, and halfway immunity are analyzed. According to Hiver and Dörnyei (2017), productive immunity has some concerns, which are specificity, memory, adaptability, and durability. In addition, some other concerns like motivation, confidence, and career satisfaction are also studied. As to maladaptive immunity, teachers may show very strict control processes, too much resistance to risks, and avoid new methods (Hiver & Dörnyei, 2017). The

other concerns may be fossilization, lack of motivation, lack of self-efficacy, endurance to change, career dissatisfaction, acceptance, and laid-backness. As to the second research question, triggering, linking, realignment, and stabilization, which are professional pathways of development for teachers, are analyzed. Finally, as for the third research question, the factors influencing teachers' current immunity state are analyzed. These factors are school/administration, parents, students, the teacher himself/herself, colleagues, the curriculum, and the environment/geology. These are the certain sub-titles of the concerns to which I look for answers. Although very rare, there may be some other concerns with each title.

As mentioned in the methodology section, a total of 20 teachers from the departments of ELT, ELL, and GLT were interviewed. It took 825 minutes in total, which means that each interview lasted about 40 minutes. Fifteen of the participants graduated from the department of English Language Teaching, four of them from the department of English Language Literature, and one of them from the department of German Language Teaching. All teachers teach at different levels and have different stories or experiences at school. Among these 20 teachers, three of them are teachers with administrative duties, and at the same time, they teach at different levels, but compared to the other teachers, their weekly lesson hours are less because of the administrative duties.

After the pilot study was completed, the interviewees were invited to clarify the challenging circumstances they encounter in their careers and give particular examples. Then, interviewees were asked to describe how they handle challenging situations and how they behave when faced with difficulty. I asked the teachers how the other teachers cope with stressful situations at work. And also, I asked them to consider different types of teachers in terms of stressful situations and to categorize these teachers if possible, which is a milestone of this study. In detail, I asked them to know which traits these teachers have because it could be useful for future research.

Based on the results, teachers explained various traits of teachers with regard to handling challenging situations at work in comparison to Hiver's study. They used some adjectives to define those teachers and divided the teachers into two groups: those who coped positively and those who coped negatively (Table 6).

**Table 6**

*Adjectives chosen by EFL teachers in terms of coping stress*

| **Coping Positively** | **Coping Negatively** |
|---|---|
| Innovative | Fossilized |

| | |
|---|---|
| Professional | Complaining |
| Idealist | Authoritarian |
| Friendly | Ignoring |
| Motivated | Disapproving |
| Disciplined | Harsh |
| Calm-Tolerant | Polyanna |
| Fighter | Panic |
| Stubborn | Reluctant |
| Creative | Quitter |
| Collaborator | Accepted |
| Supporter | Silent |
| Compassionate | |

As mentioned in the literature review section, Hiver found two types of teacher immunity: "productively immunized" and "maladaptively immunized". As compared with those teacher types Hiver found, it can be said that the "positive" and "negative" teacher types in my study literally matched Hiver's teacher immunity types.

Besides these categories, according to what some of the teachers reported, they were teachers with half-way immunity. These types of teachers do not have extremes like positive and negative teachers. They said sometimes they have to be positive and sometimes they have to be negative. It depends on the situation, place, and time. They stated that they could not be the same person all the time. At this point in my study, the metaphor that the teachers used as in-between teachers is seen as "halfway" teachers. Here, there is one difference about the definition of "halfway" teachers. According to Hiver, "halfway" is the teacher who once was concerned but no longer is, who quit attempting to alter things, who are demotivated by ongoing collapses and disappointments, who have accepted themselves to inactivity, and who enter the classroom every day but quit after failing to change the system. However, in my study, "halfway" teachers, as I mentioned above, are sometimes positive or negative depending on the situation, place, and time. Actually, the definition that Hiver stated for "halfway" teacher is highly close to maladaptive immunity in my study, according to the explanations of the participants. Therefore, as it seems, there is a difference in terms of the definitions explained in my study and Hiver's study.

The teachers in my study did not use the term "immuno-compromised" when referring to the immunity types. According to Hiver, immuno-compromised teachers are those who are perfectionists, who have not yet established a strong sense of who they are as teachers, and who

are ruthlessly judgmental of their classroom practices. These definitions have no meaning in my study.

Lastly, in my thesis, I would prefer to utilize these categories: *productively immunized* and *maladaptively immunized*.

During the in-depth interview, I used the table (Saydam, 2019) below that states the descriptions provided by the participants for the productively immunized and maladaptively immunized teacher categories.

**Table 7**

*Descriptions for the productively immunized and maladaptively-immunized teachers*

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

In addition to this, when using this table during the interviews, one section "halfway" was added as "sometimes I can show productive and sometimes maladaptive features." The participants stated the features of productive and maladaptive teachers as seen in the table 8 below:

**Table 8**

*Descriptions of halfway teachers*

| **Halfway teachers** | |
|---|---|
| Productive Features | Maladaptive Features |
| -Not afraid to try different methods for the good of students | -Has self-confidence problems |
| -Forms friendly relations with students | -May not prefer change because of a possible increase in workload |
| -Not an authority figure | -Dislikes changing things in life/at work |
| - Aims to teach well | -Has a linear perspective in life |
| -Loves the profession | -Rule-obsessed |
| -Thinks positively | |
| -Helpful, well-intentioned | |
| -Is not demotivated in the face of adversities | |

As to the beginning of the study, which is a pilot study, the first 9-item interview was sent to the advisor to assure the validity of the content, as explained in the Methodology Section. The advisor provided feedback on the compatibility between the items and the research problem, and she stated her comments for each question, like whether items could be understood, could create ambiguity, or could be taken together, omitted, or changed. Furthermore, as the interview questions were written in English, she paid attention to the grammar and vocabulary of the participants. Hence, with the help of the advisor, the pilot study was introduced for the 6-item draft interview.

**4.2. Pilot Study Findings**

As mentioned above, the pilot study employed the 6-item interview, i.e., individual interviews and item generation. The 6-item interview was piloted with three English language teachers who are still working in state schools. All participants are female. One of them works in a village school; one of them works in a secondary school; and the last one works at a public education center.

This chapter is divided into six sections, each of which contains the pilot study questions. The first section dealt with the question of stressful situations in teachers' professional lives. The second section was about how they can cope with these stressful situations and what their approaches to challenges are. In the third section, how other teachers or colleagues deal with these difficulties was discussed. The aim of the fourth section was to define these teachers' characteristics. In the fifth section, looking at the above-mentioned table, which immunity type defines them very well and why were discussed. And in the last section, how different or the same teacher compared to when they just started teaching was answered. Some extracts were included in this section.

**4.2.1. Have you ever experienced stressful situations in your professional life? If yes, could you please give some examples?:** The analysis of the interviews revealed that there are many stressful situations in professional life. The reasons for these challenges that the participants stated are students, administration, school, the system of MoNE, parents, colleagues, environment/geology, and economy. Moreover, the important point and the other reason that all participants talked about was pandemi (Covid-19). Hence, these reasons will be presented under the headings.

***4.2.1.1. Students:*** According to the statements of the participants, at work, they have difficulties with students in terms of their misbehavior, low success, literacy, classroom management, students' level, and so on. These reasons will be exemplified by the statements of the participants.

A misbehavior student refers to a student who exhibits inappropriate behavior at school. The degree of this behavior can vary. These misbehaviors can include talking back to the teachers, disrespecting classmates or teachers, bullying, being late or absent, not doing assignments, breaking classroom rules, and cheating. These behaviors interfere with others' well-being in the classroom or at school. It should also be noted that the reasons behind them may be too many, such as psychological or physical problems, learning difficulties, cultural norms, etc. To exemplify these misbehaviors, participants' statements need to be looked at:

' *...I was trying to retell something that they knew a little bit, but they interfered a lot with my lesson because they had little knowledge, or when I was teaching something new to someone who knew it before, the other new learners were very nervous. They did not want to attend the lesson.'* (Participant 1)

*Students with higher levels sabotaged my lesson a lot.'* (Participant 1)

These extracts show students' disrespectful behavior toward classmates and the teacher.

'*As there was only one student, the subjects were moving too fast. You are telling a student. Of course, when you ask a question, the duration of the lesson gets longer with the examples given by a few students, and as the number of examples increases, the teaching becomes better, more fun, and more permanent, but because you continue with a student, you see that the lesson is over, the subjects are over, and the time is over. Time passed like this.'* (Paricipant 2)

This extract shows students' absence. This teacher works at a village school, and in Turkey, in the eastern provinces and especially in the villages, the students can be absent most of the time.

***4.2.1.2. Administration:*** In Turkey, there are management-related problems in every business area, especially at schools. Administration problems can have many factors. Communication problems, lack of supplies, bullying, and excessive control are some of them. As the participants stated:

*'...Sometimes there were problems when I left the class early. There were also problems when I was a little late. I have received such harsh warnings. Frankly, this made me feel a little stressed. Because I was in the first years of my profession and such authoritative sentences forced me to go to class a little more.'* (Participant 1)

This extract exhibits the excessively controlling behavior of the administrators.

*'We have administrators who adopt the traditional education system. Of course, they always want us to give education focused on traditional education, as the important thing is the success of children in the exams in a concrete way. There's a lot of pressure this year.'* (Participant 2)

This extract shows the excessive controlling behavior of the administrators again.

***4.2.1.3. School:*** Schools can have a variety of issues based on geography,

funding, governmental regulations, and others. The school's problems can vary depending on the local geography. Schools generally depend on government funding, which can be adequate or inadequate for schools. The other problems can be large or small class sizes, limited resources, a lack of teachers, limited opportunities for teacher professional development, uncooperative teachers, and so on. As the participants explained some of the problems,

*'...As I said, we are responsible for everything, so you take a computer, you have to make photocopies, and you have to show it to the students somehow; yes, they did not help much with the material.'* (Participant 1)

This extract shows the limited resources of the school.

*'...The stress of village life and living in a very cold place was too much.'* (Participant 2)

*'...Since it was a village school, there was also a combined classroom. I came across a class where the 2nd and 3rd classes were merged. The first class I encountered was even that one. In the classroom, I saw that the second-year students did not learn to read and write; it was extra difficult to teach English to the illiterate second-year students. Since it was a combined class, there were also 3rd grade students in the class. They knew how to read and write. It was difficult and troublesome to advance both classes together at work. There was also a student in the class who had learning difficulties.'* (Participant 2)

*'...Since we did not have smart boards and projectors at the school, we were trying to eliminate these deficiencies in our own way, as there were many deficiencies compared to other schools with advanced systems. This also caused great stress. Because other teachers spent less time preparing for the lesson, we had to allocate more time. It was stressful.'* (Participant 2)

*'...I am a village teacher, and I would like to say this as well. We travel to and from the school by bus. Of course, it snows a lot here. After that, it snowed at the school, and we had a problem this term. Since the weather conditions were very bad, there were many winter holidays after February. The fear of not being able to finish units and subjects due to the snow holiday also gripped us. I wonder if this snow will end. There was a constant fear of school holidays and whether we would be able to finish the subjects or make up for the deficiencies. Of course, when it snowed, we went to school, sometimes half an hour and 40 minutes late, because the snow blocked the roads. We used to come home late in the evening. We were totally spending the day at school.'* (Participant 2)

These extracts show the limited resources and geography of the school.

*'...Crowded classrooms have an incredible impact on classroom management. lesson in the classroom Maybe you go to the classroom management for 10–15 minutes, and you try to do something in the remaining 25 minutes.*' (Participant 3)

This extract shows the problem of large class sizes.

***4.2.1.4. The System of MoNE:*** Sometimes, teachers can complain about the curriculum or the textbooks that are published by MoNE (the Ministry of National Education). The textbooks or the curriculum cannot be appropriate for the students' level, according to teachers. Because of these concerns, students may not be willing to participate or do tasks. They can lose their self-confidence or motivation. This no doubt affects both teachers and students. These are some excerpts from which teachers criticize the system:

*'...I used government books. But since the government's books were not sufficient because the student levels were very low, I bought books at lower levels for my students.'* (Participant 2)

This extract shows that, due to the low level of students, the books are not adequate for them.

*'...You may be able to complete the curriculum due to the scarcity of English course hours, but the level of English you can use with students is low. At the first stage, there is a curriculum that we have to follow from the government's book. While trying to achieve this, we cannot create a collective environment with students. This, of course, raises concerns. It is not very likely that a student will speak to you with a 3- or 4-hour lesson learned per week.'* (Participant 3)

This quote shows that she complained about the scarcity of English lessons.

***4.2.1.5. Parents:*** Encouragement of family contributions to the educational process, which is essential for student success, may be challenging for state schools. According to the participants, parents are one of the most vital factors in the success of students. Parents must follow their children day by day. They should get in contact with teachers all the time and collaborate with them. These are the statements of the participants about parents:

*'...You will be in contact with the parents when the student has disciplinary problems or the source book needs to be supplied but the parent is not present, or simply because the parent produces a solution with beating and advises you to do the same in any way. We cannot establish a dialogue; we cannot mutually agree. It is completely student-oriented. We continue this way because the student is both a parent and a student for us.'* (Participant 2)

Participant 2 says that parents do not provide the necessary support.

***4.2.1.6. Colleagues:*** Colleagues collaboration is so important for an efficient learning atmosphere. If there is no cooperation between colleagues, it can negatively affect learning and the school environment. There can be misunderstandings, reluctance to take responsibility, competition and jealousy, a lack of support, and so on. Let us look at the experiences of the participants with colleagues:

*'....There is a lot of competition in school settings. There are also rivalries among teachers. I had a lot of complaints in my first year. I noticed that there is such a situation among teachers that every behavior you do is reported to the principal.'* (Participant 2)

Participant 2 expressed that teachers compete with each other.

***4.2.1.7. The COVID-19 Pandemic:*** The pandemic influences people all around the world and from all angles. One of the most influential places is absolutely schools. The schools were closed temporarily, and there was a shift to distance learning. The students lost their active learning opportunities, and particularly those who had trouble using the internet needed extra support. Furthermore, teachers had difficulties preparing lesson plans, setting lesson times, and adapting to distance education, which also increased their workload. In addition, they had problems with assessment and evaluation, parents, health and security, and so on. The other vital concern, which is one of the most essential things, was their social and psychological situations. The pandemic boosted anxiety, stress, and loneliness. That is to say, depending on the statements of the participants, the COVID-19 pandemic affected them too.

*'...It affected the whole world; wouldn't it affect us? I couldn't appeal to everyone. In addition, English should be spoken, a language that can be learned more through activities by communicating together; interaction is required, etc., but I could not provide it with video chatting or have group activities done too much. That's why it wasn't very productive for me.'* (Participant 1)

*'...I started school during the pandemic period. Since it was the pandemic period, there were shortcomings with my students, especially in my first year, in terms of success and not being able to study something. Especially since it was a pandemic period, we continued distance education. Since it was distance education, of course, the deficiencies in the conditions of the village school were considered too much. I taught only one student most of the time.'* (Participant 2)

*'...In the first year, I felt very bad mentally. We were both in the pandemic and at home. We were always trying to continue our education in front of the computer in that way. It was also really difficult to teach just one student. You know, it was not difficult to give education, but because of the stress of not being able to reach others, Being away from family, continuing life alone, being a survivor, etc. In other words, we experienced a kind of survivor.'* (Participant 2)

*'The pandemic has certainly affected it. Because although I was familiar with my students during the pandemic, we had a broken relationship with many of them. Even with my successful students, which is surprising, they did not attend my Zoom classes. When I met with his family, the reluctance of the student, which his family said actually improved me more, After the*

*pandemic period, I could not get much efficiency from my students who attended the classes. So that also had an effect. My concerns over the academic success of the students actually intensified.'* (Participant 3)

All in all, teachers encountered many problems in their profession in terms of students, administration, school, the system of MoNE, parents, colleagues, Covid-19 pandemic. Students' misbehaviours, absency, and low level affected teachers' teaching and classroom management negatively. Moreover, teacher had difficulties about excessive controlling behaviours of administration. Also, school had some problems like limited opportunities for students and teachers, geography of school like being cold, and large class sizes. As for the system of MoNE, course books were not appropriate for students' level and scarcity of the English lessons was the other problem for teachers. As for parents, teachers complained about parents not taking care of their children. Colleagues were in a competition and had jealousy. Furthermore, Covid-19 Pandemic affected teachers and students a lot. Teachers said that the level of the students who could not attend the classes decreased, and that they fell behind their other friends due to the impossibilities in the pandemic such as connection problem or lack of technological devices and also, these students were reluctance to learning so teachers also had some mental problems.

**4.2.2. How do you deal with these stressful situations? What is your approach to difficulties?:** Teachers frequently encounter challenging circumstances at work, but they create techniques for coping and tactics to manage these difficulties well. Here are some strategies teachers use to cope with challenging circumstances in general: Teachers would like to feel relaxed or discharge themselves by doing hobbies, exercise, or fun activities, which is self-care. Some of them try to learn how to adapt, manage their feelings and time, communicate effectively with their colleagues or administrators, solve problems, improve their empathy skills, motivate intrinsically or externally, or control their boundaries. Depending on their characteristics, their backgrounds, and the particular difficulties they encounter, each teacher may use a special blend of these techniques. Moreover, for teachers to retain their wellbeing and give their children the best guidance, they must have the capacity to deal with stress and improve immunity. Here are some words from the participants about how to cope with these stressful situations:

*'...Then I started to think a little bit from their side, you know, since they were also administrators, at least at first, they were trying to establish authority in their own way. I'm starting to think they're right.'* (Participant 1)

This shows the participant's empathy in terms of coping with stressful situations.

*'...At first, I did this; I talked about what I was uncomfortable with; I said that I am only in the first years of my profession; I tried to explain myself a little bit. I can also be stressed at work; I can be nervous. I made such a speech saying that we should be more temperate towards each other.'* (Participant 1)

Participant 1 tried to communicate effectively with her administrators to reduce the pressure on her.

*'...I just said that my students, who think they know a lot, are interfering with the lessons. At first, I was trying to answer them, but then I chose to set aside a separate time for them; for example, I would take a break every 10-15 minutes and say that you can ask me what you want to ask me, or I told them in a somewhat appropriate way that they should not sabotage the lesson by saying that you can ask me when we come to the lesson 10-15 minutes before.'* (Participant 1)

Participant 1 tried to communicate with her students effectively to reduce the pressure on her.

*'...First of all, I remind myself that there are beauties where I live and that my life will not always go on in the same monotony; even if it proceeds like this, I motivate myself by thinking that it will not be of any use to me.'* (Participant 2)

Participant 2 tried to motivate herself intrinsically and be optimistic in stressful situations.

*'...Everything will not be perfect; I say there are always deficiencies. The important thing is that despite these shortcomings, I feel like I belong somewhere and strive to be where I am. After that, if there are deficiencies, I think they are related to where I am; I did not have such a thought before. Since the place I live has so many deficiencies, by producing alternatives to these deficiencies, I make up for these deficiencies. Of course, because I eliminate the deficiencies, my work becomes more organized, and I think that it gives me motivation.'* (Participant 2)

Participant 2 controlled her feelings and increased her motivation.

*'...I still receive occasional help from my colleagues, friends, university friends, and university professors; for example, in cases where I cannot embody the fact that some of the topics I have explained are not passed on to students or remain abstract, I try to solve this situation by getting help from my friends and university professors.'* (Participant 2)

Participant 2 communicated with her colleagues or got help or feedback from them. She tried to maintain her well-being in these negative situations.

*'...Frankly, it depends on what the stressful situation is, so I try to reverse it and try to find solutions. So what is this solution? For example, if I have a problem with time management, I*

*can come to the next class with a less intense plan. Apart from that, I can assign my students to work on classroom management so that my anxiety will decrease a little.'* (Participant 3)

Participant 3 had a constructive approach to negative circumstances. She tried to solve the problems and improve her own strategies to deal with them.

In conclusion, the strategies of teachers when dealing with the stressful situations were having empathy, effective communication, intrinsic and extrinsic motivation, controlling feelings, and having solution-oriented approach.

**4.2.3. Please think of other teachers around you. How do other teachers who face the same problems cope with these stressful situations?:** Humans learn by modeling each other. Every teacher experiences stressful situations, and their colleagues at school can face the same problems, too. Hence, teachers can take advice, improve, and learn strategies in terms of dealing with problems from one another. Here are some statements from the participants about the other teachers:

*'...You teach this; anyone who wants to learn learns, so he said "forget it" briefly... He didn't care much about the level differences; he didn't try to find solutions to the problems, and he said that those who listen and those who know should listen again. I think he was very confident about it and very authoritative.'* (Participant 1)

As seen, this colleague did not care about the students because she was a laid-back person. He tried to cope with the problems by ignoring them. However, ignoring problems won't solve them.

*'...He was overly stressed, trying to do what the administration said and trying to comply with the rules; he was more pressured. He was more suppressed because his self-confidence was not high because he did not speak much. He was always going back to his home in a sad and stressed way. '* (Participant 1)

As understood, this colleague was under extreme pressure and could not handle the stressful situations due to excessive control routines.

*'...A few of my friends have helped the school; usually the help is on the elimination of deficiencies such as coats, clothes, notebooks, pencils, etc. to meet physical needs.'* (Participant 2)

The second participant works at a village school. Students in such schools have many shortcomings. They tried to get over this problem by getting help from other schools or people. Participant 2 also said that since their schools are small and the number of teachers is few, when there is a problem, they try to solve it together, which shows a cooperative attitude.

*'...By ignoring and trying to extinguish the student's behavior, you are actually not expressing that mental fatigue or releasing the class completely. I told you about these issues; let me sit in my chair, so it can relieve both physical and mental fatigue in this way.'* (Paricipant 3

Participant 3 tried to get rid of both physical and mental fatigue by relieving herself or sometimes releasing the class completely.

*'...Since the authoritarian teachers will not allow the student to speak fully in the classroom, they neither have a mental fatigue like "Did I miss this curriculum, what did I do here, etc.,", nor do they make an extra effort to make themselves heard in the class.'* (Participant 3)

According to participant 3, the authoritarian teachers do not struggle to overcome the problems because they do not allow misbehavior by students.

*'...Some teachers get in contact with parents; some teachers assign students in order to avoid problems with class management; and some send misbehaving students to the guidance service.'* (Participant 3)

As seen, teachers developed some techniques to overcome the problems at school.

*'...Parents welcome positive criticism but show a reaction to negative criticism. In this situation, if the teacher actually cooperates with the administration, cooperates with the guidance teacher, and talks to the parents, the problems can be overcome.'* (Participant 3)

As stated, teachers should get help from the administration or guidance service so they can become immune to problems.

All in all, as for how other teachers dealt with stressful situations, they sometimes ignored the problems, got help from administration or colleagues but some of them could not deal with them.

**4.2.4. If you put these teachers into categories, how would you describe these people in each category?:** Every teacher has his or her own personality and characteristics. Their approaches to education or their teaching styles vary based on the students, work area, school environment, and so on. It's crucial to remember that these classifications are not definite. Types of teachers can be classified into a wide variety. In general terms, some common teacher types are traditional teachers, holistic teachers, strict disciplinarians, and so on. Here are some examples of teacher types that the participants expressed:

*'...As long as I don't have problems with the administration and I follow the rules, nothing else matters. He was a bit of a formal, adaptable teacher. As I said, he didn't care much about level differences and so on; he didn't try to find solutions to problems. He was so authoritarian.'* (Participant 1)

This teacher type may be somewhat obsessed with rules, laid-back, strict, and heedless, according to what participant 1 stated.

*'...She was a very relaxed teacher who said, 'I have good communication with students; that's enough for me, just to be friends with her students. Students were never bored; she was both authoritative and teaching English.'* (Participant 1)

This teacher type is similar to the ideal teacher. An ideal teacher has effective communication skills, good classroom management skills, and is a positive role model.

*'...This teacher is completely game-oriented; he is a teacher who continues the education and training process of children completely with games; he does not even let the students get bored... I think that this situation will negatively affect the learning level of students in the future. I liken this teacher to "mahalle kahvesi".'* (Participant 2)

This type of teacher has a low job interest and has poor teaching skills, as reported by participant 2. And also, the participant thinks that students see teachers as role models, which increases the number of misbehaving students.

*'...Another teacher is very democratic and very tolerant. I see a free, uninterested teacher type exhibiting when it comes to practice rather than being theoretical. Ideas are taken; he is doing research on what causes the failures of the students, but when it comes to eliminating these failures, I see that this teacher has not been able to realize himself technically.'* (Participant 2)

This type of teacher is very good at theory, but there is a problem in practice.

*'...Another teacher is very authoritarian at school. Because of her behavior, when I ask a question, I know that the other student has the potential to answer the question, but I see that she is very shy about taking the right to speak.'* (Participant 2)

This type of teacher can make students hesitate about everything, as told by participant 2. The participant complains that the potential of the student is extinguished because of the teacher's oppressive attitudes.

*'...Another teacher has improved herself very well in terms of education and graduated from a very nice university, but I realize that the teacher cannot show herself very much individually, so I see this teacher as a "yavaşlamış öğretmen."* (Participant 2)

This type of teacher is highly qualified, but s/he slowed down in teaching, according to what participant 2 said.

*'...We also have teachers at school who do their job well and get along very well with their students. Students can see teachers sometimes as moms or friends, but they realize that this person is a teacher, and they do not forget it. If they need anything, they can consult the teachers, and communication between them is so powerful and effective.'* (Participant 2)

This teacher is qualified in every way, which makes her an ideal teacher. S/he is good at communicating with parents, students, or colleagues.

*'...In general, in the directorate and management parts, traditional methods are adopted, and completely concrete data is requested. If there is success among the students, it should be reported to us in a concrete way. The individual success of the student or the cultural success of the student, communication success, is not taken into account.'* (Participant 2)

This teacher type is traditional. They do not pay attention to the skills of the students, however; they just care about concrete success.

*'...There may be teachers who are in the middle; there may be teachers who are less authoritative or who care too much about their students' opinions; or there may be teachers who do not care at all, and just like I said, I go to my class and leave.'* (Participant 3)

Participant 3 talked about every type of teacher at her school.

As a result, the participants explained lots of teacher types. Every teacher has his or her own method of teaching. As understood by the statements of the participants, the reasons for the variety of teachers can be students' behaviors, high or low expectations, administration, environment, geology, school, colleagues, life standards, and so on. Every teacher is doing the right thing in their own way. Yet, if you look at it from the outside, it can be seen that everything that is done is not right. Meanly, some teacher types that they stated were traditional, laid-back, authoritarian, holistic, ideal and qualified teachers.

**4.2.5. Imagine that there are 3 types of teachers. The first of these is productive, the second is maladaptive and the third is in the middle. Which describes you better and why?:** There are three types of teachers: productively immunized, maladaptively immunized, and middle ones (sometimes productive, sometimes maladaptive). The participants looked at the table (see Appendix). Every teacher type has some characteristics, and according to these characteristics, the participants tried to find their immunity type. Here are some statements about what their immunity type was:

*'...Those who fit me in the productive category: tolerant, open to cooperation, solution-oriented, not being an authority figure. I just mentioned that I don't like to be too authoritarian. I welcome these with helpful and good intentions, but there are others that I do not.'* (Participant 1)

The characteristics mentioned above by the participant indicate that she developed productive immunity. Yet;

*'...I still do not have an extremely high level of self-confidence because sometimes students ask such questions that I cannot answer them. That's why I can't say I'm so confident. Also, as I*

*said, I still haven't been able to fully develop my self-confidence because I had a lot of problems at first, or because I don't take too many risks and find it difficult if I do. Students were questioning my knowledge, or questions were asked to measure how much English I knew. They were malicious.*' (Participant 1)

The characteristics mentioned above by the participant indicate that she developed maladaptive immunity.

*'...Sometimes I can display productive features and sometimes maladaptive features. I am a teacher who is in the middle. It's like I'm neither here nor there; I'm in the middle; it defined me better.'* (Participant 1).

According to participant 1, she was in the middle, which means she displayed both productive and maladaptive features.

*'...Do not be afraid to try different methods for the sake of students. Yes. As I am a village teacher, of course I use a lot of different methods; this definitely reflects me. I am always ready to take risks. Of course, getting emotional satisfaction from my job always makes me happy and makes me more productive. I do not fully agree with this productive teacher not being an authority figure; sometimes I think that there should be an authority figure; on the contrary, be helpful, well-intentioned, self-confident, able to resolve conflicts, have good relations with people in general, not demotivated in the face of stressful situations, aim to teach well, and I see most of these features in myself that try to make the learning process fun; I am a positive thinker.'* (Participant 2)

The characteristics mentioned above by the participant indicate that she developed productive immunity. Yet;

*'...I often have problems with my colleagues... I don't like things to change because the disruption of my routine will lead me to strive to create a new order. I usually have a linear perspective. I don't like too much paperwork; I usually try not to accept it.'* (Participant 2)

The characteristics mentioned above by the participant indicate that she developed maladaptive immunity.

*'...I find more idiosyncratic features in productive I find a few features in maladaptive; I think I'm in the middle.'* (Participant 2)

According to participant 2, she was in the middle, which means she displayed both productive and maladaptive features.

*'...Overall, these really suit me well: tolerant, cooperative, helpful, well-intentioned, not an authority figure... I didn't take such a problematic approach, which usually has problems with students, so I don't think my students think about it either. I see positive behaviors in all my*

*colleagues, and I exhibit positive behaviors. I don't always complain. I'm not one to be unhappy in life, and I don't believe students are malicious. We are in a problematic area, but since I know that their families are also problematic, I cannot say that children are malicious, frankly.'* (Participant 3)

The characteristics mentioned above by the participant indicate that she developed productive immunity. Yet;

*'...I'm rule-obsessed and have a linear perspective on life.'* (Participant 3)

The characteristics mentioned above by the participant indicate that she developed maladaptive immunity.

*'...I think I'm productive-positive.'* (Participant 3)

According to participant 3, she showed productive immunity. Something close to what she said can be said. She had high immunity.

Finally, two of the teachers found themselves very close to high immunity. The other teacher found herself as halfway teacher.

**4.2.6. As a teacher, how are you similar or different now compared to when you just started teaching?:** In teaching, every teacher's story is unique, and every teacher may change over time in terms of self-confidence or teaching confidence, classroom management, planning, relationships with colleagues, students, parents, etc., adaptability, classroom innovation, and so on. Here are some quotes from the participants about their similarities and differences in teaching:

*'...I am a more confident teacher than before; my self-confidence has increased... I am still not a teacher with a very strong authority, but I am not a teacher who has no authority and does not know how time passes. My stress continued until I contacted the administration and explained the problems. But when I went and explained the problem, everything started to work out.'* (Participant 1)

According to participant 1, she gained her self-confidence again, got used to managing her time, and solved the problems with the managers through communication.

*'...In the first year of my job, my preparation process before the lesson took too long. Of course, the preparation phase took a long time due to the fact that the achievements of the curriculum were different for each grade level. I always had my notebook with me during the lesson, and after giving information during the lesson, I was looking at my notebook and making comparisons one by one. After that, I was trying to continue and finish the other lesson if there was any missing, but now I almost do not prepare before the lesson because, with time, I have*

*placed the curriculum, achievements, and books of each grade level in my mind.'* (Participant 2)

Participant 2 shortened the course preparation process, and now she is acting according to the plan in her head.

*'...I think crisis management has increased. I think my ability to cope with events has increased. Since I am a village teacher, I think my ability to produce alternatives to deficiencies has reached its peak.'* (Participant 2)

The participant increased her resilience to problems.

*'...I think the English curriculum is very intense and heavy. Since it was not suitable for the level of the children, I was trying to give all the subjects in the past years; I was trying to finish the curriculum, but this term, I am trying to give information to the students that will benefit them, as well as the numbers, colors, shapes, and important words, which I consider more basic and important this semester.'* (Participant 2)

The participant 2 found the English lesson intense considering the level of the students, and she found a solution to it by adding more necessary subjects to the curriculum.

*'...I do not consider myself a very oppressive, authority-loving teacher. I don't think that this feature of mine has changed at all; I don't think that my teaching methods and techniques have changed since last year, and I don't even think that the behavior I have shown to students has changed either.'* (Participant 2)

As a similarity, participant 2 showed the same features as to authority, and there was no change in her teaching techniques and methods.

*'...At first, when school started, I felt incredible excitement. Because I was entering an unfamiliar environment and I did not know the students in any way, etc. That excitement is always active in me. Actually, it hasn't been many years; it's my 4th year, but still, people feel excited when a school like this is opened.'* (Participant 3)

Participant 3 maintains the same excitement compared to the past.

*'...There is almost no fear or stress at the moment because we are already used to the environment we are in; it is not the same in terms of stress.'* (Participant 3)

Participant 3 stated that her stress level has changed over time, and now she is more resilient to stress.

*'...As a classroom manager, I used to be a little lacking or wasting more time. But now I am clearer, more regular, and more disciplined. I can say that the relationship between us and students is now at a better level. I am more comfortable in terms of classroom management.'* (Participant 3)

Participant 3 expressed that her classroom management was getting better with time, and now she is more controlling in class.

Overall, in the pilot study analysis, six questions were handled and analyzed separately. As for the result of the analysis of the first question, as it seemed, the stressful situations of EFL teachers in terms of students, parents, school, colleagues, environment/geology, and administration affect them in a negative way, as they stated. At this point, the fact that they did distance education at a critical time such as the pandemic has also affected them in many ways. Education requires interaction and must be a face-to-face learning environment for the student. While the situation is slightly better for families with opportunities like technological devices, internet access, etc., it cannot be said that this is the case for families with limited facilities. Hence, it was understood that although there were systemic problems at first, they were fixed later on, but neither the teachers nor the students could get used to this situation and were badly affected. Therefore, it is apparent that if there is no improvement in these negative situations, teachers will continue to be affected by them, which will disrupt education. As a result of the analysis of the second question, when teachers are dealing with stressful situations, they take different approaches. Considering the quotes of the participants, these approaches are to show empathy, communicate effectively, be motivated intrinsically, control feelings, get help from qualified teachers, and approach stressful situations constructively. When it comes to the results of the analysis of the third question, when the other teachers (colleagues) are coping with the problems at work, they have some techniques in their own way. Some prefer to ignore the problems, some cannot handle them, some try to solve the problems cooperatively, some try to relieve themselves, and some establish authority over the students. In the results of the analysis of the fourth question, the participants categorized the teachers that they encountered. These are authoritarian teachers, ideal teachers, uninterested teachers, qualified teachers, and traditional teachers. As for the results of the analysis of the fifth question, which is teacher immunity types, participants 1 and 2 chose halfway immunized teachers, and participant 3 was close to high immunity, which means productive immunity depending on their stories. As to the last question, how are they different or similar in teaching considering the past? Participant 1 is different, so she is more confident and better at time management. Participant 2 is different in terms of the course preparation process, and she is more resilient to problems. However, she is the same in authority and uses the same teaching methods. As to participant 3, she is the same in terms of excitement, but she is more resilient to stress and better at classroom management.

In the following chapter, the findings of the main study are discussed.

### 4.3. The Main Study

In this part, the final stage of the study is explained in detail. In the first section, different immunity types of EFL teachers and the sub-titles were explained. In the second section, professional pathways of development and their stages were revealed. Lastly, the factors influencing teachers' current immunity status were shared. This is the framework of the topics discussed in the findings below:

**Table 9**

*A general framework of the concepts in the main study*

| **Productive Immunity** | **Maladaptive Immunity** | **Halfway Immunity** | **Pathways of Development** | **Factors** |
|---|---|---|---|---|
| Specificity<br>Memory<br>Adaptability<br>Durability<br>Motivation<br>Confidence<br>Commitment<br>Career Satisfaction | Resistance to risks<br>Resistance to novelty<br>Fossilization<br>Excessive Control Routines<br>Lack of motivation<br>Lack of self-efficacy<br>Endurance to change<br>Lack of career satisfaction<br>Acceptance: Laid-back<br>Lack of communication | | Triggering<br>Linking<br>Realignment<br>Stabilization | Students<br>Parents<br>School/Administration<br>Teacher himself/herself<br>Colleagues<br>Curriculum<br>Environment/Geology |

**4.3.1. Different Immunity Types of EFL Teachers:** The analysis of the in-depth interviews shows that there are three main types of teacher immunity: productive immunity, maladaptive immunity, and halfway immunity. Firstly, productive immunity and its sub-titles, which are specificity, memory, adaptability, durability, motivation, confidence, and career satisfaction, were presented. Then, maladaptive immunity and its sub-titles, which are resistance to risks, resistance to novelty, fossilization, excessive control routines, lack of motivation, lack of self-efficacy, endurance to change, career dissatisfaction, acceptance: laid-back, and lack of communication, were explained. Lastly, halfway immunity and the reasons for it were clarified.

***4.3.1.1. Productive Immunity:*** Productive immunity was reviewed in seven titles.

*4.3.1.1.1. Specificity*

Specificity means that when teachers encounter a disturbance, they are able to produce a coping strategy against it and look for responses to it. Hiver (2017) gives an example of specificity: there is an unsuccessful student, and his or her parents are angry with the teacher, so the teacher invites the parents to the classroom to observe the learning environment. As seen from the example, the teacher developed a coping strategy by inviting the parents to the classroom. In this kind of situation, below are statements about how some participants developed strategies in stressful situations. Mama Bear 1's coping strategy was to share her difficulties with her therapist: *'As I said again, I explain such events to my therapist and overcome them with her help.'* (Mama Bear 1, close to high immunity). Alpha 2's coping strategy was to try different methods like bringing different games into the classroom, joining some projects for self-improvement, and helping the other teachers in order to overcome the stressful situations: *'I think I try different methods for the sake of the students because English is a lesson that they have difficulty with. That's why I inevitably bring different games. I also participated in the 'English Together project. I usually try to apply what I get from the project. I am the executive director of the project. I'm trying to get the teachers involved, even if it's just a little bit.'* (Alpha 2, close to high immunity). Alpha 2 also thought she taught well and tried to understand the source of the problem about students' low levels, but she questioned herself: *'I think I aim to teach well. I will do my best. I always try to spot where they don't understand. Why didn't they understand? Why does the problem occur? Shall I do this? I really try.'* (Alpha 2, close to high immunity). The Old Man's coping strategy for students who were not interested in the course was tried to motivate them in his lessons with different activities:*'I try different strategies because students can only be motivated in this way, i.e., an educational game, a speaking activity, or a listening activity'* (The Old Man 1, close to high immunity). The Old Man 2's colleagues had unsuccessful students, so his colleagues' strategies for this problem were to be volunteers and altruistic for their students' success: *'' Let's do a study voluntarily or leave an hour late on the weekend.' There are teachers who say that. Teachers take successful students, give tests, discuss a topic, and do something. There are those who go above it.'* (The Old Man 2, close to high immunity). Mama Bear 3's coping strategy was not to use a teacher-oriented method but a student-oriented method to attract students' interest in the lesson. She involved the students in the lessons by using the TPR method, so they were not bored during the lesson and played an active role in the class: *'Especially in primary school, I try to stay in the background. I am constantly trying to get students on the board or using the 'TPR' method with kinesthetic movements.'* (Mama Bear 3, halfway). Mama Bear 3 was also inspired by other teachers on social media; she tried to use the methods they used and attract children to lessons:

*'I don't like to teach the lessons in the same way all the time. In other words, I follow teachers on a different platform, such as Instagram, and see what they are doing. I'm trying to do it too. I am obviously inspired by them.'* (Mama Bear 3, halfway). Some people can't forget the techniques of their role models. The Cool Guy's mother was his role model, so he said that he took his mother's teaching as an example of coping with difficulties: *'My mother had done something. I never get it out of my mind. She did it both in order to give students the habit of reading and to create a sense of responsibility. My mother was a classroom teacher. Everyone bought a plant in his class, and every student was buying his plant and reading a book to it. All kids were reading to their plants. For example, this has always fascinated me. Maybe it's normal, but I've never seen anything like this before.'* (The Cool Guy, close to low immunity). It was so obvious that he was influenced by his mother while telling this. According to Free Spirit 1, some teachers' coping methods were to report problems to authorities like parents or administrators, but she said that some teachers used threats as a method: *'Some of them are in contact with the parents directly; some of them take it to the administration. I'm trying to sort things out with the student first. Some deal with the guidance teacher. Some friends say that when there is a lack of discipline in the classroom, I will direct it to discipline. Some use the threat as a method.'* (Free Spirit 1, close to high immunity). She added that sometimes these threats worked and sometimes they didn't. As Counselor 2 was an assistant director, when there was a problem in school, he used softer language, and if there were some harsh accusations, he would pass them on by filtering: *'In order not to disturb the peace in the school, I did not convey what the administration said to the teachers. I did not convey what the teachers said to the administration, or if it was something I needed to convey, I conveyed it a little softer.'* (The Counselor 2, close to high immunity). He said that sometimes he had real difficulties and he did everything to keep the peace intact. And also, Counselor 2 lectured according to the type of class as a strategy. Namely, he taught the lesson in a language that the students could understand in order to increase their success in the course: *'Let me give an example of what I've experienced here. I fall into both numerical and equal-weight classes. Here, numerators love to formulate things. I explain to them with formulas, saying, This is the formula for this; you can code it in your head this way.' When I enter the equal weight class, I do more use-oriented things rather than formula.'* (The Counselor 2, close to high immunity). He thought that students understood better with this strategic approach. The Counselor 1's coping strategy for any problems was to devote herself to other work; in other words, she relieved her stress by doing activities with students: *'I call the student on duty and say, Let's read a book together. So somehow, I take a child with me. I think the name of this in psychology is ignoring it. I'm trying to do something*

*like that. Or if there is no student, I can teach or read a book with them. I'm going to physical education class. I'm playing ball with the kids.'* (The Counselor 1, close to high immunity). This, she said, kept her out of trouble. When the Counselor 2 had a problem, he would try to find a solution by evaluating the situation from different angles: *'When I have a problem with a person, I try to look at it from a third point of view. So I'm looking at it from my own perspective. I look at it from his perspective. From the outside, I look back as an impartial person. I try to evaluate three aspects, whichever makes more sense to me, or synthesize all three and try to act in a certain way.'* (The Counselor 2, close to high immunity). He added that he tried to look not only at problems but also at life from different perspectives. Free Spirit 2's coping strategy against stressful situations was to motivate herself intrinsically with different free-time activities: *'I watch movies in English; I love their culture. I love their lifestyles. That's why I can watch their movies and TV shows and get the problems out of my head.'* (Free Spirit 2, close to high immunity). She was motivating herself with TV series because she thought her English had become fossilized where she worked.

*4.3.1.1.2. Memory:* Memory means drawing on past interactions to ease anxieties while addressing current and upcoming problems. Hence, the teacher takes a more strategic approach to current or future problems based on past experiences.

Alpha 1 said that she could not handle problems in the first years of her career, but then, by learning from her past experiences, she dealt with those problems: *'The first year I was much more negative. I thought I couldn't do anything. I was more stuck with the problems, but when I look at what has happened this last year, there is nothing to worry about that much. Everything can be fixed. It's never too late for anything. Now that I look at it from this perspective, I guess I have turned into such a person.'* (Alpha 1, close to high immunity). She turned into a person who faced everything with maturity. Mama Bear 1 thought about her problems constantly and was always nervous, but then she realized that her problems were negatively affecting her life and reflected negatively on other people's work. Finally, she decided to stop thinking constantly: *'When I experienced something stressful, I would think about it for days beforehand, so if it was something I was constantly angry about, I would fight with that person in my head. Now that I saw that it had a negative impact on my life and that I was disrupting my other work, I postponed thinking a little more. I don't think anymore.'* (Mama Bear 1, close to high immunity). She quit this habit because constantly thinking about her problems wore her out psychologically. Alpha 3 also did not know what to do in the first years of her profession when she encountered a negative situation and could not produce instant solutions, but she stated that she was good at crisis management now: *'Alpha 3 teacher in the first months of a year and a*

*half ago was a teacher who was confused, fish out of water, what will I do now if the electricity goes out at that moment, but now at least make up a word game, let her hand play with a pen, so let's say the electricity went out, I couldn't make a photocopy, I couldn't make up the material... I am better in terms of lesson planning and scheduling.'* (Alpha 3, close to high immunity). She thought that with experience and time, she was now quite good at crisis management. Counselor 1 said she had developed patience over time because she thought a teacher had to be patient: *'I think I have changed a lot in my profession. We all agree that this profession really requires patience. But since I am an impatient person by nature, I think that I have definitely corrected myself about patience. So it's testing my patience. I believe that I will be a patient person and that I will transform. Definitely patience. It changed me a lot.'* (The Counselor 1, close to high immunity). She stated that she was actually a very impatient person in her life, but teaching gave her patience and this changed her a lot. On the other hand, Mama Bear 5 used to be very idealistic and realistic; she thought that every student should be educated and this teacher started her career very idealistically, but when she could not find what she expected, she actually thought that success was not very important, but what was really important was morality and respect: *'At first, I was very idealistic, and now I am thinking: I have the understanding that some children may not go to school, but there has been a change in me. I started to think about how not everything is about lessons anymore, but I think being a teacher actually means raising decent, respectful children with high moral values. So, of course, the course content is important, but I realized that the child's being lazy but respectful is also very valuable to me.'* (Mama Bear 5, close to high immunity)

*4.3.1.1.3. Adaptability:* Teacher immunity contains adaptability to differences and stress. Hiver gives an example about adaptibility. Despite being informed by the school that a L2 teacher will be fired at the end of the semester, s/he performs well and effectively in the classroom. These are the quotes by EFL teachers about whether they adapt to stressful situations or how to adapt to them. Free Spirit 1 stated that she could be compatible even with people she did not get along with: *'I don't find difficult to think outside a certain pattern. No, I'm usually open, I've been very compatible even with people that I have problems with.'* (Free Spirit 1, close to high immunity). She actually said that she acted this way so that her peace would not be disturbed and to adapt to the environment. I guess sometimes it has to be done like this in order to adapt. Free Spirit 1 also tried to get used to stressful situations and didn't give up: *'I was able to adapt to my new school. I have adapted to both my students and teachers. I tried to adapt. Am I struggling? I'm still struggling. But in the end, as I said, I'm trying to find a way and do something on my own.'* (Free Spirit 1, close to high immunity). She was trying to

face these stressful situations not easily but with her efforts. The Counselor 2 said that he could adapt to any situation as long as certain limits were not exceeded: *'Like everyone else, I have some red lines. As long as those red lines are not crossed, I can generally adapt to the rules and principles as long as my private life or those criteria are not touched.'* (The Counselor 2, close to high immunity). Actually, he was a harmonious person, but he had some limits, like every human being. According to Free Spirit 2, she said that at first she was very upset and had to get used to problems and got used to them: *'I was very upset at first. I started to be a little more comfortable. I'm getting used to it, we're getting used to it. In fact, we cannot accustom students. They accustom us to this cycle.'* (Free Spirit 2, close to high immunity). In fact, she stated that she had to get used to this cycle because she knew that she would get used to it anyway.

*4.3.1.1.4. Durability:* Durability is another aspect of teacher immunity, which means a resilient teacher has a long-term defense against stress, so an EFL teacher should be resistant to every situation just in case. Hiver gives an example of durability: a teacher maintains his or her strength even though the curriculum and objectives change every year. These are the statements of the participants about how robust they are in the face of these changes or different situations. Techie 1 said that whatever the problem was, he didn't want to tire himself and didn't want to upset his family, so he was resilient to problems. *'**Life is short; birds are flying.** I don't want to be demotivated and tire my soul with bad things. We do business, but I need myself too. We're having problems at work. Business should stay at work. I don't want my family to see that I am sad, so I look at everything positively.'* (Techie 1, close to high immunity). Since he was a person who gave importance and value to himself and his family, he did not want to tire himself out for anything. Alpha 2 said that she was a person who didn't give up and would try to overcome any situation. *'The biggest part of me is that I am not someone who likes to give up in the face of difficulties; if I have experienced something, I would like to overcome it. Since I want to do what I do in the best way, my character is effective in that regard.'* (Alpha 2, close to high immunity). In fact, she believed that she could overcome whatever she experienced, wherever she was, because she developed her character in this direction. Techie 2 said she could learn some things from his problems and make inferences: *'I think I can learn something from problems. For example, there is a problem at school. We solved it, but it's not over. I take something out of that problem, and then you start to pay more attention to the same things, or we learn new methods when solving that problem. This is also a win.'* (Techie 2, close to high immunity). This motto explained exactly what she said: There is good in every evil! Mama Bear 5 experienced short-term stress and then tried to find a solution, and she would get help

without hesitation: *'I experience short-term stress. Because in normal life, I am not a person who is under so much pressure or stress and spends his days in such a stressful way. In the same way about school, I either produce a quick solution or get help, so I don't hesitate. I can say that I do not hesitate to get help in any situation.'* (Mama Bear 5, close to high immunity). She was trying to overcome everything by experiencing a short-term distress and finding quick solutions without harming herself.

*4.3.1.1.5. Motivation:* If a teacher has high motivation, his or her passion or eagerness to work increases, and so students are successful academically, too. There are some concerns that affect teachers' motivation, like supportive environments, autonomy, connection with students, rewards, and so on. Every teacher has different motivational sources. Some are motivated intrinsically, and some are motivated extrinsically. Intrinsic motivation can be job satisfaction or a sense of accomplishment, while extrinsic motivation can be salary, bonuses, or job security. Below are the statements about how teachers are motivated. Alpha 2 tried to motivate herself internally all the time and did different free time activities when struggling with the problems: *'I think some of them are very motivated; I can call them positive. I mean, he doesn't give up; he falls but gets up again; it's a constant inner motivation. I think I can even put myself in this category. Because I have internal motivation all the time, I talk to myself all the time: You do it, calm down, do it like that, do something like that. I mean, I have a me inside me 24/7 that talks to myself.*' (Alpha 2, close to high immunity). Her self-confidence was really high when she said these. She thought that there should always be another personality inside a person that supports her even when she does something negative and added: *'My motivation is always internal. We can't find any extrinsic motivation here anyway. In fact, we always create that external motivation ourselves. You go, and you buy something. Let me learn something. Let me watch something. Let me read something; no one is telling you this. And I'm usually like this in a group of friends: Let's watch this movie; let's discuss, friends. Let's read this book. Let's do a book club or something. That's why I think my character is effective in this.'* (Alpha 2, close to high immunity). She always kept her motivation high by always trying to be active and do something for herself instead of just stopping and thinking. Mama Bear 2 did not want to make others unhappy by spreading negative energy around her, and she chose to laugh at problems: *'I am not very demotivated in the face of stressful situations. I laugh a lot. A teacher told me something. He said* ***"Sulky faces are environmental pollution".*** *I really liked this saying, too. I think so too, so you can be unhappy, but there is no need to constantly spread negative energy and make everyone unhappy. Everyone is unhappy enough anyway; there is no need in this country.'* (Mama Bear 2, close to high immunity). She explained that it was

unnecessary to spread negative energy and that she laughed at problems without being selfish and thinking of other people, and this was how she gained her motivation. The Counselor 2 tried to overcome problems by thinking solution-oriented and getting help from others when necessary: *'I am not demotivated by stressful situations. So, as I usually say, I always think solution-oriented from a different point of view. In fact, if I need to ask someone for help, I will go and say it without hesitation. I need your help in this matter. This is true even in my field. I don't remember this issue. Or I forgot about it. Give me a summary, or at that moment, for example, someone came in the teachers' room and asked for a word. The student came and asked for a word. I can't remember it; I ask my colleagues what it was.'* (The Counselor 2, close to high immunity). He stated that in our country, saying "I don't know" was a virtue and that when there was something he didn't know, he could never lose his motivation and got help from someone.

*4.3.1.1.6. Self-Confidence:* Self-confidence in teachers relates to their faith in their own skills, knowledge, and experience in the classroom. When a teacher is very confident, it affects performance in the classroom and communication with students and colleagues. If the teacher is well-qualified in his or her field of work, too experienced, good at classroom management, or has a supportive environment and positive feedback, this teacher has high self-esteem. Below are the quotes from the EFL teachers' opinions about self-confidence: *'I have high self-confidence. I believe in myself. When I have a problem, I say, I can do it like this. If necessary, I ask my friends. I will search.'* (Alpha 2, close to high immunity). She attributed her seeking help from others or her constant research to her self-confidence and continued: *'At first, I had a self-confidence problem. I was questioning what is normal; my friends said so. But I also think it's a process. It would have been arrogance if I had never questioned myself and said I was doing the right thing. I am no longer in such a period. Even if it's a problem, I don't question it.'* (Alpha 2, close to high immunity). At first, she wasn't aware that she was actually questioning even the smallest problem until her friends told her and then she put an end to it. Mama Bear 2 said that because of her high self-confidence, she stood up to all difficulties and could adapt: *'I think a teacher should be kind. So he must be a good person. A teacher who emits very negative energy can neither establish good relations with his friends nor with his own family. In general, even when he goes to a market, he may have trouble in that sense. For example, I came here with my mother and my child. If I were a very troubled person, I would have had a lot of trouble on top of it. In that sense, I really think that I am confident, self-sufficient, and adaptable to changes. I'm not going to be humble about it because I did everything on my own.'* (Mama Bear 2, close to high immunity). This teacher attributed her

ability to adapt to the difficulties of the place she worked to her self-confidence, and she took care of her mother and child despite these difficulties. The Counselor 2 took all responsibility because he trusted himself: *'I always tell my students that if you do something wrong, if you come and share it with me first, even if I'm included in a penalty for finding the truth, I will always defend you if you are right. So I also defend the administration. I always defend against national education.'* (The Counselor 2, close to high immunity). He attributed his self-confidence to saying that he could endure any hardship for his students and that he would defend them no matter what, as long as they were right.

*4.3.1.1.7. Career Satisfaction:* Career satisfaction is the degree of joy, contentment, and happiness that teachers feel about their job. If teachers love their job, this creates a positive learning environment. If such an environment occurs, it affects student success the most. These are the statements of the teachers about career satisfaction:

According to the following teachers, they got their career satisfaction from their students themselves, and teachers are more satisfied with their work if their students are successful. And some are more satisfied because they like kids: *'I get emotional satisfaction from my job, especially when I see students who understand the subject.'* (Alpha 1, close to high immunity). She enjoyed her job when she saw the reward of her labor. In fact, Alpha 2 loved his profession, but the students' approaches and attitudes towards English sometimes put her in a dead end. She was able to listen to the teachers around her thanks to the project called 'English Together' that she participated in: *'I really love my job. I wish things could be a little different. I'm sure it could have been much more enjoyable. Unfortunately! Sometimes I get stuck, but it's a job that I really like. In fact, this project made me very comfortable spending time with other teachers and hearing what they went through.'* (Alpha 2, close to high immunity). However; Techie 2 stated that despite everything, being with them and laughing with them was valuable and that this profession was just for her: *'I love kids so much. Even watching them makes me very happy. So they talk to each other while playing games. While teasing each other a little bit or something. I love my job; this defines me.'* (Techie 2, close to high immunity). Mama Bear 3 stated that due to the lack of love in some families, students always hug them: *'I love making friends with my students, especially with primary school students. Since we are already in the village school, the students always hug us. You become friends with them in the same way. I love them so much. I love jumping, playing, and dancing so much. I can say this'* (Mama Bear 3, halfway). Free Spirit 1 explained that even if there were negative things, she approached it with hope and enjoyed her job: *'I love my job. I find something to love even at the points I*

*dislike, so of course we get stressed, but as I said, I am approaching somewhere with hope.'* (Free Spirit 1, close to high immunity).

***4.3.1.2. Maladaptive Immunity:*** Maladaptive immunity was reviewed in nine titles.

*4.3.1.2.1. Resistence to Risks:*Teachers' resistance to risks can be caused by a variety of reasons, such as fear of failure, lack of resources, time constraints, negative prior experiences, and so on. The following quotes demonstrated how teachers were resistant to risks: Techie 2 stated that she had resistance to risks and that there was a lack of material at her school. As supplementary material was not legal in public schools, she could not take the following risks:

*'It depends on the student's situation or on his ability to access resources. When I say bring that source, sometimes the child cannot reach him because he lives in the village. This may indicate that we should continue with the materials at hand. I can't take risks. Sometimes that's the case.'* (Techie 2, close to high immunity). What the following three teachers, The Old Man 1, Mama Bear 4, and Free Spirit 2, stated was that they were not ready to take risks because they did not want to get hurt. Namely, they did not want to lose their job: *'I'm not ready to take risks. I'm not taking too much risk. So I take as much as necessary. I don't have this.'* (The Old Man 1, close to high immunity). *'If the problem can be solved, I will solve it, but if the problem is too big to be solved, I definitely do not get under that ball, so I do not take risks.'* (Mama Bear 4, halfway). *'Am I ready to take the risk? It depends on what kind of risk it is. There is also the fear of losing our job because we are in the state. So it doesn't matter whether the government or the private sector There is a fear of losing your job. I'm especially putting forward a new idea, but if the top person doesn't like it, it doesn't work. So I take risks, but will the risk have a bad outcome for me? I have to think about that too; unfortunately, that's why we can't take that much risk.'* (Free Spirit 2, close to high immunity). These teachers were reluctant to take risks because they knew how easy it was to lose their jobs and that they all had a life to lead.

*4.3.1.2.2. Resistance to Novelty:* Teachers who exhibit resistance to innovation are those who find it difficult to incorporate fresh, cutting-edge concepts into their teaching plans. Factors contributing to this resistance can include a comfort zone, taking risks, insufficient training, attachment to tradition, and so on. These are the opinions of the teachers about novelty: *'Always innovating or taking risks doesn't suit me.*' (Mama Bear 4, halfway). Mama Bear 4 was not sure about novelty and risks. The Storyteller wanted to be open to innovations, but when she looked at the conditions of the place where she worked, she

withdrew: *'I want to be open to change, but sometimes it is greeted differently here. So I can say, depending on where I am not very suitable for this item here.'* (The Storyteller, close to low immunity). She thought that the place where she worked was not open to innovations in terms of eastern culture, and therefore she kept herself away from innovations. Mama Bear 4 also said that she did not like change because it had its own principles and ideals. She did not want to break out of these patterns: *'I don't like things to change at work and in life; I have some principles and ideals. I don't like them changing. For example, I definitely do not want the order and discipline to change. No matter how open I am to innovations, sometimes I have a traditionalist side. That's why I don't want them to change at all.'* (Mama Bear 4, halfway). Since she was a very disciplined and traditional person, she was against innovation and risk taking.

*4.3.1.2.3. Fossilization:* The term "fossilization" describes a situation in which language teachers frequently, at a particular stage of development, get stuck or passive in their teaching activities. Some common factors of fossilization are using the same method over and over, being resistant to change and novelty, not following new teaching methods, having limited resources, time constraints, and so on. Below are the sentences of the teachers about fossilization and its reasons: Mama Bear 1 said that her patience was getting low, and that's why her feelings were frayed: *'I continue to explain patiently, but when I am angry about a bad event, I am not as patient, of course, because that part of me has atrophied and hardened.'* (Mama Bear 1, close to high immunity). While some teachers were improving in terms of patience, some teachers like Mama Bear 1 were becoming more worn out. The Storyteller said that since the students' attitudes and interest towards the lesson were low, this situation reduced the teacher's desire, and the situation was similar for Mama Bear 5, Free Spirit 2, and Mama Bear 6: *'I also started on a whim, then reduced the frequency of preparing this material. Later, when I saw the students, I started to think about their attitudes towards the lesson and the fact that not everyone can learn English. I actually saw this in some students. In fact, I can say that this year I almost did not prepare. I just opened a game or something on the smart board. I'm running an event. I usually go through photocopies anyway. '* (The Storyteller, close to low immunity). Mama Bear 5 stated that every teacher shared the same fate with them: *'You're trying to a certain extent, but when you don't get that result, you don't do anything because you're exhausted. I think everyone is in the same situation.'* (Mama Bear 5, close to high immunity). Free Spirit 2 thought that being a teacher in high school would not dull her, but in fact the situation was always the same: *'I thought that I was improving myself, but it wasn't. I think I'm going backward. Actually, when I found out that I was going to teach in high school,*

*I thought, How well you wouldn't atrophy, but unfortunately there is no such thing.'* (Free Spirit 2, close to high immunity). Another teacher complains about the low level of students: *'Because of the children's level, if I'm going to do five activities, I can do two. Children cannot learn. This atrophies us.'* (Mama Bear 6, close to high immunity). The Cool Guy's situation was different. He said that he lost his strength and will because he left in the middle of his teaching and went to the army: *'I was aiming to teach well; I am really a teacher who wants to see what you give. But this military service has been on hiatus for a long time. So I think I lost my strength. As I suddenly had to keep up with this order again, the children inevitably dropped in level.'* (The Cool Guy, close to low immunity).

*4.3.1.2.4. Excessive Control Routines:* Excessive control routines mean that teachers sometimes want to control the students to manage the class properly. This is somewhat essential but can have different results. Lack of trust or worry about chaos may be some of them. Below are some examples of what the teachers stated: *'The authoritarian teacher, in my opinion, is the type of person and teacher who tries to satisfy his ego. It's becoming normative. It is the teacher who tries to apply his own rules in the classroom.'* (Techie 1, close to high immunity). Techie 1 thought that the authoritarian teacher was actually acting authoritarian just to satisfy his own ego. Techie 2 said that she was obsessed with rules and disciplined because her goal was to teach her lesson and finish it on time: *'I am a disciplined person who is a bit obsessed with rules. In other words, if there is a lesson to be done in the lesson, I will definitely do the lesson. Because, especially as the summer months approached, the classes got smaller and the children went to the plateau. They tend to go out a lot. Even so, the rule is the rule. A lesson needs to be done. There is a subject in the curriculum. I need to explain the subject.'* (Techie 2, close to high immunity). There was also a different situation. When the summer months came in the villages in the east, students would go to the plateau and could not attend classes. That's why Techie 2 wanted to finish her lesson quickly because she didn't want the students to fall behind in their lessons so this pushed her to be authoritarian. Mama Bear 4 stated that there are authoritarian teachers who use punishment as a method: *'There are teachers who threaten, order, and say that if it is not done in any way, the punishment will definitely be seen. They are more prescriptive.'* (Mama Bear 4, halfway). The Counselor 1 explained that there were teachers who were constantly shouting, insulting and angry, and that they were inexperienced.

*'...There are angry, aggressive teachers. I attribute this to inexperience. I'm talking about verbal violence, not physical violence. I hear the teacher shouting*.' (The Counselor 1, close to high immunity).

*4.3.1.2.5. Lack of Motivation:* Students' learning and the efficacy of teachers may be negatively affected due to teachers' lack of motivation. This causes burnout, monotony, misbehavior among students, insufficient support, irresponsibility, etc.

As stated by Mama Bear 1 and Techie 1, the reason for their low motivation was students' failure. They could not get positive feedback from the students, so they lost their motivation: *'I don't like failure; when I fail, my motivation and self-confidence can drop.'* (Mama Bear 1, close to high immunity). *'Successful students are not here. My student profile affects my desire and enthusiasm. A student profile that doesn't care if they are late for class, or a student profile that says the school should close earlier, not on June 16.'* (Techie 1, close to high immunity).

The Philosopher stated that because of the students' attitudes toward lessons, she even thought to quit the job because she lost her enthusiasm, based on the following two quotes: *'I am sad. In other words, because I am a person who can be happy with very small things and unhappy with very small things, this makes me very sad. In other words, there are many times that I think that I resigned and chose the wrong profession.'* (The Philosopher, close to low immunity). In fact, she thought that she had a very modest nature before, but later she thought that she was on the wrong path and added: *'I am never the same teacher. A lot has changed in five years. At first, I was very motivated. So I was fidgeting. Let me do everything. I think about the materials I prepared that first year. I think of that desire and that enthusiasm. Now that I go to school very hard, I find it very difficult to enter classes. As I see the attitudes of these students in 5 years towards the lesson, unless there is a student who motivates me in any way, if you enter 4-5 classes at school and not even one student motivates you,* (The Philosopher, close to low immunity). The reason for Mama Bear 3's lack of motivation was climatic conditions. The place she worked was so cold, and the place where she lived before starting her career was warm and hot, so this situation caused her to lose her motivation: *'I think the geographical structure of this place and the climatic conditions affected me a lot. I studied in Malatya and lived in Adyaman, and there were days when I really longed to see the sun here. Inevitably, I was getting depressed, and my motivation was falling. It's cold; the school has heating problems.'* (Mama Bear 3, halfway).

*4.3.1.2.6. Lack of Self-Efficacy:* Lack of self-efficacy makes teachers feel incompetent and have low confidence in their capacity to teach well. The reasons can be limited experiences, negative experiences, comparisons with peers, and so on. These are the statements of the teachers. Students did not know the boundary between teacher and student, and the Storyteller felt inadequate about providing authority: *'I failed to establish authority. You are*

*trying to communicate with the student. You treat students like an older sister. You try to be supportive in every way, but they misunderstand me.'* (The Storyteller, close to low immunity). Similarly, the Storyteller mentioned low self-esteem when communicating with others: *'Self-confidence is a problem sometimes. We had a parent meeting. Sometimes I get nervous when speaking to the community or to parents. I still have it.'* (The Storyteller, close to low immunity). Even when talking to parents, she still thought she was inadequate. On the other hand, Techie 2 stated that she was in a bit of a hurry because the English lesson hours were few: *'Especially since there are very few lesson hours in primary schools, I feel that pressure in constant tension. Did they learn? How is it going to be? I'm stuck on the speaking part. I have students do listening exercises. I feel sad sometimes when I see the result.'* (Techie 2, close to high immunity). Due to the lack of class hours, Techie 2 was not sure whether she was teaching or not and felt a little inadequate. If we look at inadequacy from a different perspective, Mama Bear 3 said that she felt incompetent when a student failed as follows: *'I got very depressed, and I criticized myself a lot by saying that I can't explain about the students; I guess I can't. I blamed myself if a student failed.'* (Mama Bear 3, halfway). She blamed herself for a student's failure and continued: *'Sometimes I'm not self-confident; frankly, I can lose my self-confidence sometimes, even if they are much younger than me, because I think I can't explain the subject well.'* (Mama Bear 3, halfway).

*4.3.1.2.7. Career Dissatisfaction:* Teachers' job dissatisfaction is too vital in the educational system. It is like 'give and take'. Some teachers work a lot, and they dedicate themselves to their work. In return, they want to collect their harvest or see the fruits of their labor. They are not satisfied with their job when they do not get what they want. Alpha 2 thought that she could not get satisfaction from her job because she entered the profession thinking of the methods she learned at university or that she could reach the ideal education, which did not meet her expectations: '*I thought everything would go according to plan. You know, the education given at the school was such an idealistic one. New approaches are here; here we will apply them. Everything was rosy, but it wasn't.'* (Alpha 2, close to high immunity) and she said that she was not satisfied with English course: *'Am I emotionally satisfied? I am not satisfied with my job. I can say that it is very difficult. When it comes to getting emotional satisfaction from your job, I think about my field. I am in no way satisfied with my English. I cannot reach the ideal student.'* (Alpha 2, close to high immunity). Besides, the Storyteller felt dissatisfied because of a disrespectful teacher, as follows: *'I hung material in the classroom. I had the clock ready. A teacher from our school went and shot an arrow at that clock. Think of it like darts. I said, if even the teacher is doing this, what should I do in this school?'* (The

Storyteller, close to low immunity). Her colleague's disrespect towards her caused her to become alienated from the profession. Mama Bear 5 criticized her job because her expectations were high, but what she actually encountered lowered her expectations: *'I loved my job better before I started!'* (Mama Bear 5, close to high immunity). The counselor 2's job did not meet his expectations in terms of unsuccessful students and a low salary, which was a different aspect: *'A critical issue, I'll go into it this way. Do I have complete satisfaction with my field? I can't get enough. In other words, there is no student interest that I expect, want, or expect against English. Despite the fact that they meet in many parts of their lives, there is no interest. This makes me unhappy. On the other hand, as you know, the money we earn is not enough for many things. Unfortunately, it makes me sad.* (The Counselor 2, close to high immunity).

*4.3.1.2.8. Acceptance: Laid-back:* Acceptance in an educational context means that whatever the teacher experiences, positive or negative, she accepts everything that happens. The reasons can be being unable to change something, tiredness, a feeling of demotivation or despair, and so on. This state of acceptance also brings out a laid-back person. Below are the quotes from teachers about acceptance and being laid-back: Teachie 1 talked about another teacher who was laid-back: *'The disinterested type of teacher is the one who cares little about his student or his own lesson, goes to his chair and goes about his own business from there, or sometimes lets the students loose.'* (Techie 1, close to high immunity). Alpha 2 said some teachers did not care and just let it go: *'A group of teachers ignore it. Something is going on; I can't deal with it, but never mind, I can't worry about it. I'll let it go.'* (Alpha 2, close to close to high immunity). According to Alpha 3, there were also those who thought that the profession was only about money: *'There are those who say I will do my job and get my money. There are those who say, I will go and keep quiet. There are those who say, I don't have to.'* (Alpha 3, close to high immunity). At first Mama Bear 2 thought that some problems could be solved and that she could talk about it where necessary, but some teachers told her to just accept it and not interfere: '*When I first came, a teacher said, I used to talk a lot at teacher meetings. We have a service problem; our school is far away. It's my fourth year here, and I was just like you when I first came. Then I looked and said, Something doesn't change here; I kept quiet; I accepted.'* (Mama Bear 2, close to high immunity). Mama Bear 3 was no longer involved because she was tired of the complaints of underage students: *'There is a problem between the children at that moment. Elementary school children complain a lot about each other. I'm just glossing over I'm not doing anything about it. Actually, I can. Maybe I should, but I don't do it because I don't have any knowledge; I continue the lesson.'* (Mama Bear 3, halfway).

*4.3.1.2.9. Lack of Communication:* The efficacy, teamwork, and learning results

of a school might suffer from a lack of communication among teachers. If teachers build an effective teaching and learning environment, interaction is so important. Some causes can be feeling isolated, hierarchy, limited time, rivalry among teachers, and so on. Techie 1 thought that female teachers generally had a lack of communication and thought that there was actually nothing that could not be solved: *'People don't tend to solve problems much. Sometimes there is jealousy among female teachers. However, the solution can be solved very easily by talking to or accepting a person as they are.'* (Techie 1, close to high immunity). As a different lack of communication problem, Alpha 2 was complaining that no one was communicating in meetings and everyone was silent: *'Normally, we never talked to each other in group meetings or anything like that. No one was greeting anyone. When it is online, the teacher asks a question, and the others are silent. They don't say anything; no one raises their hand. It was really torture.'* (Alpha 2, close to high immunity). The Philosopher talked about about teachers not being unanimous and constantly arguing: *'I often have problems with my colleagues. We are in conflict with my teacher friends at school about discipline, student success, or, in other words, many issues.'* (The Philosopher, close to low immunity).

***4.3.1.3. Halfway Immunity:*** Some teachers felt close to the productive teacher type, while others felt close to the maladaptive teacher type; however, two of the participants stated that their immunity types were quite halfway there: *'For now, I actually see myself in the middle because sometimes I prepare for class at night and go to classes in a very positive way. My materials are ready. Sometimes I don't feel like it because when I see the children not working, I get discouraged too; frankly, I think I'm right in the middle.'* (Mama Bear 3, halfway)**.** Also, Mama Bear 3 added the reason why her immunity type was halfway: *'I am not stably productive. As I said, sometimes I teach the lesson with very different materials. I just want to write the words I will give. As much as I can, I try not to give meaning to children in Turkish. I try to explain the words with flash cards, images, and videos, especially with body language, but sometimes the climate of the classroom is so different that I just want to write and silence them. For example, this is a very bad thing, so I say in the middle, but sometimes I think I'm good.'* (Mama Bear 3, halfway). She thought that it was not constantly productive or maladaptive, but shaped according to the mental state of the students or herself, so she was a halfway teacher. As to Mama Bear 4 thought that she was a halfway teacher because she thought that some characteristics were suitable for her but some characteristics were not suitable for her and that it was not right to turn to one side: *'I think I am a teacher who is exactly in the middle. Why? Because I'm a shy, friendly teacher who lets the students loose, but I think I'm a little prescriptive.'* (Mama Bear 4, halfway) and added: *'Those who think positively, are tolerant,*

*and are open to cooperation suit me, but I don't like things to change; I have some principles, and I don't like them to change, but both groups are very extreme. I think I am right among them.'* (Mama Bear 4, halfway).

As the findings revealed, fifteen of the teachers were stated that they were close to high immunity or productive immunity, the three of them were close to low immunity and two of them were halfway teachers because they stated that they felt close to both productive and maladaptive teacher types.

**4.3.2. Professional Pathways of Development of EFL Teachers:** The self-organization component of the 'complexity theory' will be examined in this part in four major stages: *triggering, linking, realignment,* and *stabilization.*

***4.3.2.1. Triggering:*** In the triggering stage, teachers encounter a problem, lose their motivation, and cannot go any further. These are the statements of the teachers that are stuck in the triggering stage: The Philosopher stated that she lost her motivation and still could not gain: *'Did I get over this? Haven't I passed? So I guess I stuck to that first step in terms of motivation.'* (The Philosopher, close to low immunity). The Philosopher said that she thought she stuck in the first stage and also added: *'It is very difficult for me to recover when my motivation is broken or when I am down. I try very hard. I really try hard to give something back and make students love English. It's not just about success. As I didn't succeed, my motivation was always broken, and I could not develop any method to deal with it. In other words, I tried different methods, but I was not successful in any way.'* (The Philosopher, close to low immunity). Sometimes teachers cannot find a solution to something no matter what they do, and when they lose something, it is difficult to find it again. What she lost was her motivation and it seemed a little difficult to find it again. According to the statement above, the teacher tried to use different methods, but students' failures and attitudes towards English demotivated her. And she talked about an experience at this stage: *'We have an exam-oriented education system. This was not my dream. We also have test anxiety. When I can't get feedback on my lecture, my motivation drops. I also teach primary school. I can't get the kids' attention. I don't know why it's me. Is the cause a lesson or environmental factors? I cannot motivate the children to learn the lesson. That's why I can't continue this profession that I started with enthusiasm. It also affects my perspective on students and school.'* (The Philosopher, close to low immunity). As the Philosopher expressed, she criticized the system because the LGS exam created pressure on both students and teachers, so she felt oppressed. Furthermore, she had problems with primary school students because she said that they had very low interest in the lesson, and she did not know why. Last of all, she lost her enthusiasm in the first year of the

profession, and she thought she could not regain her motivation. On the one hand, the situation was so different for the Cool Guy as he went to military service in the middle of his career and this was one reason why he was in the triggering stage: *'It looks like the trigger phase. I had to take a break from my profession for a year. Everything seems to have started again now, so I can say it's triggering. I'm still in the adaptation phase.'* (The Cool Guy, close to low immunity). As this quotation illustrated, the place where he worked removed him from his comfort zone and he didn't know how to get past this stage and was just giving it time: *'I have a problem adapting to the physical environment. I'm having trouble with the working place. It had taken me a long time. For now, I just gave myself time as a solution.'* (The Cool Guy, close to low immunity). He didn't think he could get out of this phase yet and was doing activities to relax himself so as not to get worse mentally: *'I'm trying to remember what my mom said. I'm not a very aggressive person. There's no need for hassle. These are also children. The environment they grew up in is certain. When we left school, as soon as I got on the bus, I would listen to piano sounds for a while. I'm watching a game, watching a TV series, or thinking about the time I'll go to my hometown. It's actually not an easy thing. I don't have many friends either. I only listen to music.'* (The Cool Guy, close to low immunity)**.** As seen, it is understood from this quote that the teacher was actually about to enter the linking stage; he was trying to produce a coping mechanism in his mind, but he has not been able to apply it fully.

***4.3.2.2. Linking:*** In the linking stage, after the first trigger, language teachers use coping mechanisms connected to particular problems. Below are the quotations of the teachers in the linking stage:

The trigger for Alpha 1 here was the problems with parents and students' misbehavior. She wanted to find a solution on her own, such as taking her out of class, but she couldn't do it because she knew it wasn't legal: *'I have trouble with parents; I have trouble with students because their self-confidence is high. They engage in disrespectful behavior in the classroom. They even use abusive words. Doing nothing at this point is getting me down. Even though I want to take it out of the classroom, I cannot. I'm really depressed.'* (Alpha 1, close to high immunity). This is her coping mechanism for these problems, she could not do anything about the problems she had with the parents, but she developed her own mechanism, namely a reward system, for the problems with the students: *'Although some students irritate me, I don't care too much. I think I have a balance now. Can I cope with them? Let me think. I do not overestimate the problems. Sometimes, I try to solve the problem by having students with behavioral disorders participate in the lesson. For example, if I give you a 100 on your verbal grade or reward you with chocolate, I give them tasks in class.'* (Alpha 1, close to high

immunity). Additionally, as a coping mechanism, she chose not to care so much, but she was about to enter the realignment phase with the strategies mentioned above. She was not quite there, as she had not developed the ability to understand the problem and could not fully control it. Besides, Mama Bear 5 admitted that she was demotivated, said that she got used to it, but stated that she did not regain her motivation: *'My motivation is broken, yes, but I got used to it. So I accepted it; I coped with it, but it cannot be said that I regained my motivation.'* (Mama Bear 5, close to high immunity) and she also added the reason why she was demotivated and what her coping strategy was: *'We came here as idealist teachers with incredible dreams, but when I came here, everything was different. The student profile was incredibly different, so the attitudes of the students toward lessons and their reluctance influenced my motivation negatively. At first, I tried so hard, but when I realized their attitudes were the same, I ignored them.'* (Mama Bear 5, close to high immunity). It is understood from this quote that the teacher felt hopeless because she did not take positive feedback from her students, and as a coping mechanism, she preferred to ignore her students.

***4.3.2.3. Realignment:*** In the realignment stage, teachers develop their ability to understand the problem, deal with it, and control it. They have found a way to regain their motivation, and they have strategies that they apply. Those are the statements of the teachers at this stage, as follows:

The trigger for Alpha 2 was parents and some cultural and linguistic problems, which was a normal situation for people living in Eastern cities but a different situation for teachers: *'I have a problem with parents at school. They interfere with what they do not know. They tell me to do my homework. They wanted me to speak Kurdish because they didn't understand me and someone had to translate. These reduced my motivation.* (Alpha 2, close to high immunity). This language and culture problem put pressure on the teacher, which disrupted her motivation and this was a trigger for her. Then she added as follows: '*But even though my motivation decreased, I reminded myself: I am here for the students. Even the smallest incident between me and the students made me smile. I'm trying to be energetic. I motivate myself by talking to myself. I'm reading books, exercising, walking, doing sports, etc. I bought a violin, and I'm trying to learn it. I hang out with my friends.'* (Alpha 2, close to high immunity). Although there were lots of problems, she developed the ability to control and deal with the problems, and by focusing on her students and herself, she developed some strategies like doing different free time activities. She regained her motivation, and she was in the realignment stage. The situation for Mama Bear 3 was similar: *'When I first started my profession, it was difficult. The children speak Kurdish; they know little Turkish. During the transition to English, they did not*

*understand because they did not have Turkish objectives and that scheme was empty. This caused me to experience low motivation.'* (Mama Bear 3, halfway). The trigger for Mama Bear 3 was again cultural and linguistic problems, and she also worked at a village school. She was demotivated due to those factors, and she added her coping strategies: *'I used body language too much in the words I am going to teach. Normally I would have to repeat a word five times, but I repeated it twenty times. I used concrete materials. Gradually, children's perceptions began to rise to a high level.'* (Mama Bear 3, halfway). She did not give up teaching; she tried so hard, and finally, she reached her goal with repetition, body language, and concrete materials as strategies. Moreover, she added another strategy: *'In the lesson, children become teachers. I enable them to learn by doing and living because this is my own learning style. When I applied this to children, I got positive feedback. I consult with experienced teachers. I'm trying to read articles. I use these methods of meditation and aromatherapy.'* (Mama Bear 3, halfway). Since she learned by experience, she thought that this method would be suitable for her students as well. Mama Bear 3 found a way to regain her motivation, and she had strategies that she applied, such as cooperation with colleagues, a student-oriented teaching method, personal development mentally, and finally, reaching the realignment stage. On the other hand, it was difficult for people to get used to something they did not know but even if a person wants to get used to it, s/he gets used to everything. Mama Bear 4 stated that she was in the realignment stage because she learned how to control stressful situations, how to regain her motivation, and which strategies should be implemented. She thought that the most effective method was communication: *'When I first went, I had no idea about the teacher environment or the student environment, but I think I got used to it after experiencing it. That's why I don't see myself in the trigger phase. During the linking phase, I got used to the environment directly and overcame it. So I think I've developed a coping mechanism with it, and now that I'm used to it, I've figured out the layout. And I saw exactly how I would adapt to this order. That's how I figured out what to do. Whatever the problem is, communication is the most important method for solving it. That's why I see myself at this stage of realignment. I honestly think I haven't reached the next stage, stabilization, yet.'* (Mama Bear 4, halfway).

***4.3.2.4. Stabilization:*** In the stabilization stage, teachers accept this experience as a new aspect of their identity. Below are some quotes from the teachers at the stabilization stage:

The trigger for this teacher was uninterested parents. He said that he had too much responsibility: *'Here, the parents are very uninterested; we hold meetings and they do not come. Since the parents cannot control their children, all responsibility falls on us.'* (The Counselor

2, close to high immunity). However, he found a way to deal with this problem as follows: *'We organized visits to parents for this problem, and they think that teachers came and visited us; they say, let's do it too, and they come to school. We found a solution to this.'* (The Counselor 2, close to high immunity). Showing parents that their children were cared for has further increased their communication with teachers. The Counselor 2 stated that he also attributed his transition to the stabilization stage to this: *'Looking at the culture here, I realized that I had to be in constant contact with my parents. This attitude towards parents will continue in the other years of my profession.'* (The Counselor 2, close to high immunity). He accepted that the characters of the parents where he worked were like that, and this gave him a new identity or a new perspective. Similarly, the teacher, who saw that his strategy worked, stated that he would continue his career with this identity he developed in his professional life in the following years.This showed that he was in the stabilization stage. Free Spirit 2's motivation was broken at first and the problems she experienced with the students demoralized her greatly at first, but she thought that she was the authority of the class and she had to find a solution for this and she developed a mechanism, as she said: *'When I have problems with students, I get depressed at first, but I am the authorized person in the class, so I have to continue. So I developed a mechanism.'* (Free Spirit 2, close to high immunity). Then, she continued how she dealt with stressful situations: *'I usually have problems with the students in the classroom. They are offended because they are high school students. I cannot sustain that problem all day because I teach 10 hours a week. I act like there is no problem. I talk to them as if nothing happened, and then after a long time, I try to talk to them. I say how I feel or ask how he feels. I'm trying to handle it this way.'* (Free Spirit 2, close to high immunity). This teacher said that since her students were teenagers, their resentment levels were high, and she thought that they should not worry about every problem they experienced. If there was a problem, instead of talking at the moment, she would ignore it and talk to her student later, after some time had passed, and she thought this was an effective method. Moreover, she stated that when she felt that she was drifting away from English, she used to do this as another coping mechanism: '*I watch movies and TV series because I love foreign cultures and lifestyles. In this way, I do not get away from English.'* (Free Spirit 2, close to high immunity). Language is ungrateful and if it is not used, it is doomed to be forgotten, so the teacher had found such a method to keep her knowledge fresh. As to whether these problems gave her a new identity or not, she stated: *'I adapted this situation to my social life. I act like there is no problem. We have to communicate with people. Even if we get offended, nothing will change. I will continue to talk.'* (Free Spirit 2, close to high

immunity). She stated that she created a new identity by integrating her ability to understand these situations with her social life.

As the findings revealed, nine of the teachers were in the stabilization stage, seven of them were in the realignment stage, two of them were in the linking stage and two of them were in the triggering stage.

**4.3.3. The Factors Influencing Teachers' Current Immunity State:** Every problem has a reason. Action-reaction situations are seen in every event. Hence, teachers have various problems; they go through certain processes, and sometimes they become immune to these problems or sometimes they do not. A lot of the factors causing the problems can be understood from the above quotations. Nevertheless, it is useful to examine each one by title. The factors are divided into seven categories in this study, as stated by the EFL teachers: school/administration, parents, teacher himself/herself, colleagues, curriculum, environment, and geology.

***4.3.3.1. School/Administration:*** School-related or administrator-related problems can negatively affect teachers' ability to teach or an effective learning environment. Those problems include lack of resources, crowded classrooms, bureaucracy, insufficient support for students, standardized testing pressure, workload, cultural and socioeconomic diversity, etc. Below are the quotations about the experiences in school. Techie 1 talked about the humiliation of his administrator. This situation made him upset because, based on his sayings, he was a well-qualified person for his job, but after a short time, he did not care: *'In the first months of my career, the district director of national education came to our school. He was looking at the students' English nets. He said to me that you have not done anything; you are a mediocre teacher. I was sad because I am an international working person, yet I moved on with my life.'* (Techie 1, close to high immunity). Techie 1 was a teacher who was aware of his own talents, so he did not care about this unnecessary criticism made by his administrator. Similarly, Alpha 2 also talked about the administrator-related problem. She stated that there was a lack of support and they did not care about her health situation, so this upset her: *'I have a problem with the district's national education. We all have the LGS edition. Why is there so much wrong? Why is this happening? In no way is the psychological state of the teacher considered. I had to have surgery on my ear. I could not feel the support of the district's national education department or the administration. These really got me down.'* (Alpha 2, close to high immunity). It saddened the teacher to see that while even an exam was valued so much, teachers who trained people were not valued. Also, Alpha 2 mentioned unnecessary duties given by administrators at school. She felt exhausted: *'Some projects are given to us by force. In fact, it*

*is not our duty, and we get tired unnecessarily.'* (Alpha 2, close to high immunity). Mama Bear 2's reproach was on a slightly different subject. Mama Bear 2 worked in a village school, where it was a dangerous environment that was a place where blood feuds abound and had no security. Neither the school nor the district administrators have taken any measures against this situation: *'We have conveyed the security problem to the higher authorities. We have not even had security at the door for three years. Everyone calls this place Texas. But is there something being done? It's not done, unfortunately. We are left to our fate; really, no harm has come to us from the people, but does that mean it won't happen?'* (Mama Bear 2, close to high immunity). The fact that these teachers gave an education in fear and the psychological wear and tear of the children made the teacher sad. On the other hand, Mama Bear 3's school was big, and this means that the workload is too much, so she stated that as follows: *'The physical conditions of the school are very difficult. This lowers my motivation. For example, having two shifts a week makes me tired.'* (Mama Bear 3, halfway). Each teacher had a different problem with the school and administrators. Some people find problems when they want to find them. The Cool Guy talked about his school somewhere far away, and he also added that despite the school's needs, the governor drew attention to a physical condition of his. This situation disturbed him: *'Our school is a border school; if it is 50 meters further, it will be connected to another district. That's why not many come. The governor came once. The governor was obsessed with my long beard. They didn't ask about the needs of the school; it was just my beard. This bothered me.'* (The Cool Guy, close to low immunity). In some schools, there could be bias, and this teacher was complaining about it. Free Spirit 1 said that the administration did not treat every teacher equally. *'When there is a ceremony, some teachers ask for permission; they do not attend. Is there any reason? No. The attitude of the administration here is important. It is unfair if everyone is not treated equally.'* (Free Spirit 1, close to high immunity)

***4.3.3.2. Parents:*** When interacting with parents, teachers encounter lots of problems. Effective communication with parents is essential for a positive learning environment. There are certain problems, and some of them contain high expectations, culture and language, discipline styles, excessive intervention or lack of intervention, lack of communication, uncooperative attitudes, and so on. Here are some statements of the EFL teachers about parents as follows: As Alpha 2 stated, the situation about culture and language bothered her: '*On April 23, parents asked why I didn't use Kurdish songs in the show. They didn't even applaud. Students said they didn't like it.'* (Alpha 2, close to high immunity). In the eastern regions, there could be a clash of cultures among parents and teachers during national ceremonies, and this teacher was very upset about this. The situation was the same for Mama

Bear 2: *'There is a culture clash. They adopt teachers from the east more. First of all, they have prejudices. There is not much understanding of homeland nation here.'* (Mama Bear 2, close to high immunity). While some teachers complained about the indifference of parents, others talked about a very different parent problem. The saddest and most murderous of these were the blood feud events. These events had a huge impact on students, parents and teachers. Communication with parents was not possible: *'There have been blood feuds. These events affected the children and mothers very badly. Fathers could not leave the house. They suffered from poverty. We had to put education on the second plan this year.'* (Mama Bear 2, close to high immunity). Every parent's child was valuable, but when a mistake was made, the child should be made to realize the mistake she made, but the Philosopher was having trouble with the parents on this issue because the parents found the teacher at fault no matter what: *'According to students' parents, we should always do something. We must always do more, not students; we are wrong. The blame has always been on me.'* (The Philosopher, close to low immunity).

***4.3.3.3. Teacher Himself/Herself:*** Sometimes problems are not caused by external factors. The problems may be internal or related to the teacher herself or himself. Teachers did not always look for factors that lowered their immunity level in others. According to some teachers, they themselves were a factor: *'I wouldn't want to be a person who gets angry easily, or I want to be a person who never gets tired.'* (Mama Bear 1, close to high immunity). Mama Bear 2 considered herself inadequate in terms of using technology and wanted to participate in different educational projects to improve herself and become a more competent teacher: *'I'm not good at technology. I have to take courses. I don't use educational tools much. I want to participate in programs like Erasmus.* (Mama Bear 2, close to high immunity). The Philosopher said that she was so obsessed with the rules and the work that had to be done that she believed that this made her tired and demotivated and that she needed to change this feature: *'I am a person who adheres to the rules too much and does not go out of the curriculum too much. So maybe that's the problem too. I wish I wasn't so strict. If something needs to be done, I have to do it right away. This also affects my motivation for the lessons. For example, if there is paperwork, I have to get it done right away. There are times when I can't give myself much to the lesson because my head is on that job.'* (The Philosopher, close to low immunity). Sometimes you have to be a child with children in order to understand them better and think like them. The Cool Guy stated that he did not like children, but wanted to be creative enough to develop materials: *'I don't like children. I don't like teaching either. I see a lot of people around me who prepare materials. I'm a bit jealous of these kinds of people, but I can't. I can't*

*get down to children's level.'* (The Cool Guy, close to low immunity). Free Spirit 2 stated that she wanted not to be affected by anything and that she always wanted her motivation to be high: *'I would like to stay with the same motivation all the time. I am easily influenced by everything. I wish I wasn't impressed.'* (Free Spirit 2, close to high immunity).

***4.3.3.4. Colleagues:*** Sometimes, colleagues at schools may have conflicts among themselves. This impacts the entire work environment negatively. Some common problems are personal problems, lack of cooperation, rivalry, gossip, unfair workload, resistance to change, bullying, grouping, and so on. Mama Bear 2 stated that teachers were in a race and some teachers were trying to show themselves: *'A job is given, and someone steps forward. He's trying to show himself. There are such teachers.'* (Mama Bear 2, close to high immunity). The same situation was valid for Mama Bear 4, too: *'Due to the lack of communication with my fellow teachers, we can take the subjects in a different direction. In other words, there were issues on which we could not agree due to differences in our ideals and methods. There is a rivalry between us in class. In fact, teachers compete.'* (Mama Bear 4, halfway). The Storyteller said that there are groupings in her school and that sometimes these groupings cause harsh discussions and can even go to court: *'Our school has groupings for primary school teachers and secondary school teachers. We had an insulting argument. We were going to sue. But then the administration intervened.'* (The Storyteller, close to low immunity). The Philosopher thought that teachers should act in unity in order for the rules to be applied in schools, to create a peaceful environment and to have an effective education environment, but she had problems because this was not the case in her own school: *'From the student's point of view, we need to act together in disciplinary problems, but other teachers do not create consistency. They don't care. When there are students who act very immorally, all teachers should unite so that we can have an effect on that student.'* (The Philosopher, close to low immunity). When Mama Bear 3 complained about a student of the classroom teacher, the classroom teacher perceived this complaint as if it were made against him/her.. While this teacher actually pointed out the problem and complained to solve the problem, the teacher perceived it as his/her own personal problem, which caused problems between them and Mama Bear's problem could not be solved: '*When I complain about a student to the classroom teacher, when I explain the problem, he acts as if I told him personally. This creates a big problem. He says I can't do anything. I'm giving up too. I can't change anything by taking 2-hour classes.'* (Mama Bear 3, halfway)

***4.3.3.5. Curriculum:*** Teachers can have curriculum-related problems. These

problems include a lack of regulation, limited resources, an overly intensive curriculum, cultural insensitivity, and so on. Below are the quotes from the teachers' thoughts about the curriculum. Alpha 1 found the curriculum so intense and the lesson hours so short that sometimes she thought it was so tiring that it made her dizzy: *'This year I am teaching 5th–7th and 8th grades. There are three hours of English lessons in the fifth grade. The program is very intense. I get dizzy when I leave class in the 5th grade. I feel like I came out of such an intense curriculum.'* (Alpha 1, close to high immunity). Mama Bear 1 thought in the same way and added that the curriculum was intense, class hours were insufficient, and the books were not according to the student's level: *'Looking at this curriculum, the English course hours are low. I'm going over some issues. It is not suitable for the level of the student, and if I explain everything, time is not enough.'* (Mama Bear 1, close to high immunity). Mama Bear 4 said that English should be taught through four basic skills, but the curriculum was not suitable for this: *'According to the curriculum, I cannot teach the language. 4 skills are required from us, but 2 hours are given to measure those 4 skills, so I find it insufficient.'* (Mama Bear 4, halfway)

***4.3.3.6. Environment/Geology:*** Teachers encounter unique challenges related to both the environment and the geology of the place where they work. These challenges change based on the place, and in this study, as teachers were selected from Erzurum and Karaçoban, comments were made according to that location. Mama Bear 2 was talking about culture conflict, which is one of the environmental factors. He complained that students were more accepting of eastern teachers than teachers from the west: *'There is a culture clash. Children accept the people of the East more; they call the teachers from the East as one of us, rather than the teachers from the West.'* (Mama Bear 2, close to high immunity). On the other hand, Mama Bear 2 thought that the place they worked was not safe and stated that she even hesitated to take part in elections: *'We have no security. We have children. For example, I was afraid of taking part in the election. We must have security at school.'* (Mama Bear 2, close to high immunity). As a different environmental factor, Techie 2 explained that the students could not adapt to the school culture because they went to the plateau whenever they wanted, came back whenever they wanted, and could easily be late for class and did not hesitate to do so: *'As a local situation, children go to the plateau with their families here. They both come to school very late and leave early. They're already gone. The classes have decreased so much that the child cannot adapt to the school culture and is quickly distracted from the lesson.*' (Techie 2, close to high immunity). As I mentioned above, the blood feud, which was a very sad and incomprehensible event, was still going on and people were dying, as the Old Man 2 stated. Children were the ones most affected by this situation: *'I am a teacher in the village. There was*

*a feud this year. The children could not come to school. They could not even leave their homes. When I spoke to the students, they said they had lost their relatives. It was a very bad situation.'* (The Old Man 2, close to high immunity). Alpha 3 was explaining that even the weather affected the immunity levels of teachers, not only them but also the students: *'Climate affects it. We are in a place where there has been winter for a long time, so the cold starts in November and December. Even now, it's still cold, and I'm cold. The moment they see the sun, all their desire to study disappears. That affects it badly.'* (Alpha 3, halfway). In short, Alpha 3 was talking about how cold weather negatively affected teachers' immunity, and hot weather negatively affected both teachers' effective education and students' studying. Mama Bear 4, who mentioned the attitudes of the bus drivers as a different and interesting factor affecting their immunity, expressed that she was disturbed by their attitudes: *'I attribute transportation to geography. We go to school on the daily bus. We are experiencing strange events with the shuttle drivers. They treat teachers like they need them. They act like we are ordinary passengers. That's sad too.'* (Mama Bear 4, halfway). Free Spirit 1 stated that this environment had limited opportunities both for teachers 'self-improvement and for students' education: *'When I think environmentally, we can't do most of the things we want here. Our social circle is limited, and our personal training opportunities are limited. When I think of it in terms of children, there is a library in the district, but I don't think it can be called a library. Children cannot benefit.'* (Free Spirit 1, close to high immunity).

***4.3.3.7. Students:*** Teachers experience some student-related problems like misbehavior, classroom management, low motivation, language barriers, and so on. These problems depend on students' needs, age, or culture. Below are the quotes about the EFL teachers' problems with students: Alpha 2 stated that students had low motivation, and she could not understand why: *'I do everything I can in order to motivate students, but it seems like I can't motivate them. I don't see enough motivation in my students, and I don't know why.'* (Alpha 2, close to high immunity). In fact, Alpha 2 said that she did everything to motivate the students, but she was questioning herself because she could not find the reason for this. As Alpha 2 narrated, Free Spirit 2 mentioned that students' motivation was low and they had no goals: *'...Student motivation is definitely low because there are so many factors that affect them: their friends in the classroom, their family at home. Family problems can be numerous. Some students really can't do their homework, but there are naughty ones. They have nothing to do with it. They are on the phone. They come to school to talk to their friends. They don't know what they want. I don't think they have any purpose.'* (Free Spirit 2, close to high immunity). Techie 2 complained that students had no homework habits and that their parents did not care

about the kids: *'The thing that I have the most trouble with is the children's habit of doing very little homework. I had a lot of trouble with that. Since there is no parent or elder who can help them at home, we are experiencing this problem a lot.'* (Techie 2, close to high immunity). The Old Man 1 stated that he had some misbehaving students at school, and he and his colleagues made some arrangements based on these students: *'There are undisciplined students. We try to prevent undisciplined students from spreading among their friends. We make a seating plan according to them, or they continue their education with distance education.'* (The Old Man 1, close to high immunity). Alpha 3 expressed that some students treated their teachers disrespectfully and even humiliated them. He said that since their parents thought like this, they reflected this on their teachers: *'Since we get the lowest civil servant salary as a teacher, the student behaves like this: teacher, how much do you get paid? Because they hear it from the family. They say they will work in their father's shop. Although some of them have potential, they do not study with this mindset.'* (Alpha 3, close to high immunity). On the other hand, Mama Bear 4 stated that children were not equal because of their lifestyles and she was explaining that this really upset her and that's why they stayed behind: *'No student is equal. Frankly, this makes me very sad. There are those who go to the shepherd or to the plateau. I don't think there is equal opportunity. They lag behind in terms of education.'* (Mama Bear 4, halfway).

All in all, in this study, the factors that may have an effect on teachers' immunity are generally school or administration, parents, teacher himself or herself, colleagues, curriculum, environment or geology and students.

As a brief summary of the results, according to social constructivism, teachers develop resilience and coping mechanism against challenges in their teaching. Social interaction and cooperative work is so vital for teachers while dealing with problems in educational context. Thanks to cooperative education and creating a collaborative learning environment, teachers have a better ability to cope with stressors at schools. Furthermore, teachers deal with problems in their job through reflection and try to raise their immunity levels. The culture of the school and environment play a crucial role on teachers' immunity levels according to this theory.

Firstly, in this study, teachers showed three different immunity types which were productive, maladaptive and halfway immunity. As stated by Hiver and Dörnyei (2017), in order to understand productive immunity, these four concerns should be figured out: specificity, memory, adaptability and durability. And also, based on the descriptions narrated by the participants in this study, motivation, self-confidence, career satisfaction were also discussed in this study. According to the findings, most teachers who were close to high immunity had

their own coping strategies against stressful situation such as joining educational projects, bringing interesting games, motivate the disinterested students, developing altruistic and intrinsic motivation, pay attention to students' levels. Similarly, according to social contructivist approach, Williams and Burden (1997) stated that teachers should encourage the students, take care of the students and create an effective learning environment. So this revealed that some teachers in this study developed strategies for students with a social constructivist approach. The other finding was that most teachers who were close to high immunity learned from memories and developed a more strategic approach to current and future problems depending on past stories. According to findings, in time, most teachers developed a high immunity to stressors through memories. The other finding was that most teachers, who were close to high immuntiy, adapted to differences and stress and they stated that they had difficulties in the beginnings but then they found a way to overcome these problems and adapted to them. The other finding was that most teachers, who were close to high immunity, were resistant to some problematic issues. They maintained their strengths, did not give up easily and got help from friends, colleagues or family. Most teachers who were close to high immunity had high motivation whatever happened. Some were motivated intrinsically, extrinsically or altruistically. Whatever happened, they found a way to increase their motivation by doing different activities, sometimes just laughing to problems or thinking solution-oriented. Furthermore, the findings showed that most teachers who were close to high immunity had self-confidence. They believed that their self-confidence affected their teaching performance and learning environment. Additionally, highly-immunized teachers had career satisfaction. They stated that as they loved their job, they were more satisfied and well-performed in teaching.

Maladaptively-immunized teachers displayed resistance to risks, resistance to novelty, fossilization, excessive control routines, lack of motivation, lack of self-efficacy, career dissatisfaction, acceptance: laid-back, lack of communication. Teachers who were closed to high immunity and some halfway teachers showed resistance to risks because of the risk of losing their job and negative prior experiences. A few halfway teachers and teachers who were closed to low immunity had resistance to novelty. They said that they did not want to get out of their comfort zone and take risks. Moreover, both teachers who were close to low and high immunity showed fossilization in their profession due to using the same method over and over, students' low success and level. So teachers were getting closer to lose their desire to teaching and belief to students. And also, some teachers who were close to high immunity sometimes wanted to control students to manage the class because they had lack of trust to students or sometimes worry about chaos. The other finding was about teachers' lack of motivation.

Teachers who were close to low and high immunity and halfway teachers had lack of motivation due to misbehaviour and disinterested students, insufficient support from administrators, monotony or climatic conditions. Lack of self-efficacy affected all teacher types. Because of limited and negative experiences, comparisons with peers, short class hours, student failure, they felt incompetent in teaching. When it comes to career dissatisfaction, both teachers who were close to high and low immunity were dissatisfied with their job because they wanted to collect their harvest or see the fruits of their labor. They started the job with high expectations but their hopes faded because of colleagues, students, high ideals as they said. As a result of this, most teachers who were close to high immunity and some halfway teachers accepted their fate and they understood that they could not change anything and so accept it. This acceptance also brought out a laid-back person. The other finding was lack of communication. In the study, all teacher types experienced lack of communication which some reasons could feeling isolated, hierarchy, rivalry among teachers, etc. As to halfway immunity, just two teachers felt themselves both close to productive teacher and maladaptive teacher type. They thought that an equal number of features belonged to both types. They did not find themselves close to one direction.

Secondly, complexity theory and self-organization provide teachers with the ability to survive and adapt in difficult circumstances during teaching, and the self-organization process is handled separately by different immunity types. Whatever type of immunity the teacher may have, he or she may encounter different problems. During this stage, teachers must deal with a potentially problematic situation that might arise from a variety of causes. According to findings, most teachers who were close to low immunity were stuck in the triggering stage because of student' failure and attitudes towards English, the school setting, cultural and linguistic problems, etc. They tried a lot but then they gave up. Some teachers who were close to high immunity were in the linking stage. They developed coping mechanism to problems and they tried to understand the problem and developed some strategies on their own but could not fully control the problems. Most of the teachers who were close to high immunity and halfway teachers were in the realignment stage. They developed their ability to understand the problem, deal with it, and control it. They had some strategies which were student-oriented teaching, individual mental development, repetition, body language, different free time activities, etc. Most teachers who close to high immunity were in the stabilization stage. They accepted their experiences as a new aspect of their identity. They said that their characters took shape and sometimes even changed because of the situations and people here.

Thirdly, the factors influencing EFL teachers' current immunity state were school/administration, parents, teacher himself/herself, colleagues, curriculum, environment, and geology. School-related or administrator-related problems can negatively affect teachers' ability to teach or an effective learning environment. Teachers said that disrespectful irresponsible behaviours of administrators, lack of support, unnecessary duties, and discrimination. Parents were the other factor. Some problems contained high expectations, culture and language, discipline styles, excessive intervention or lack of intervention, lack of communication, uncooperative attitudes, and so on. Also, teacher himself/herself could be a factor of their immunity state. They questioned themselves, wanted to be more motivated, felt incompetent, and so on. Furthermore, colleagues at schools sometimes may have conflicts among themselves. As teachers said, grouping, gossiping, lack of cooperation, rivalry were some common problems among them. The other factor was curriculum. Lack of regulation, limited resources, intensive curriculum, cultural insensitivity were some issues as teachers stated. The other factor was environment or geology. The settings or environments were important for narratives. How the place affected stortytellers' experiences and perspectives was crucial for the study. In the study, teachers encountered unique challenges related to both the environment and the geology of the place where they work. As teachers said, there was a culture clash among students, security problems, climate, long distance, etc. Lastly, students were the most common problems among teachers. Teachers said that the main factors related to students were low motivation, language barriers, misbehaviour, classroom management, etc.

# CHAPTER 5
# DISCUSSION AND CONCLUSION

In this chapter, the research questions designed to guide the study are addressed in light of the findings gathered from all phases of the research and given in the previous section. Furthermore, implications for second language teacher education and limitations for further research are presented.

In-depth interviews were employed to show teacher immunity types, pathways of development through the self-organization process, and analyze the factors that have influenced teachers' immunity states within difficult environments for learning and teaching. These interviews helped me understand what kind of immunity they had in the face of difficult situations, what they experienced while going through this process, how they felt, which factors affected them, and how they found a way of developing themselves.

## 5.1. Discussion of RQ 1. What are EFL teachers' immunity types in a Turkish educational context?

The first research question aimed to examine the language teacher immunity types of the EFL teachers, how they felt in a stressful situation, how the other teachers dealt with the problems, and what their characteristics were. The results of the narrative analysis demonstrated that, compared to Hiver's study, teachers used various descriptions to categorize the teachers who developed some coping strategies to use against challenges in their job. Table 5 was created, including adjectives chosen by EFL teachers in terms of coping with stress. The EFL teachers in this study divided teachers into two groups: those with positive characteristics and those with negative characteristics. It was understood that the categories expressed by the teachers in the study correlated with the "productively immunized" and "maladaptively immunized" immunity categories of Hiver (2015).

According to what some of the teachers reported, they were teachers with half-way immunity. Since both types of teachers have very extreme characteristics, they expressed a "halfway" category. They thought that as "halfway teachers" they displayed sometimes positive or sometimes negative features in their professional lives. It depends on the situation, place, and time. As presented earlier, the "halfway" category was also found by Hiver, but he used it in a different description. According to Hiver, "halfway" is the teacher who once was concerned but no longer is, who quit attempting to alter things, who is demotivated by ongoing collapses and disappointments, who has accepted their inactivity, and who enters the classroom every day but quits after failing to change the system. In addition, in Hiver's study, there is a category named "immunocompromised". No such category was mentioned in the descriptions in my

thesis. This type of teacher has a perfectionist mindset. As a result, in my study, productively immunized, maladaptively immunized, and halfway immunized categories were revealed.

Some teachers did not mention in the interview that they were completely productive or completely maladaptive. They stated that they were closer to a productive or maladaptive teacher. Some stated that they were totally productive and did not have any maladaptive features. Some noted that they were totally halfway teachers, but nobody claimed that they were totally maladaptive teachers. So, for those with predominant maladaptive traits, 'close to low immunity' was used; for those with predominant productive traits, 'close to high immunity' was used; and for those who feel right in the middle, 'halfway' was used.

Productive teachers should primarily show these traits, such as specificity, memory, adaptability, and durability, as stated by Hiver & Dörnyei (2017). This study revealed similar results. As for specificity, there were some strategies revealed in the research like approaching problems constructively, motivating misbehaving students by assigning them to the lessons, applying student-centered teaching, preparing different lesson plans, staying in contact with parents just in case, and getting help from a qualified person. As Skinner and Zimmer-Gembeck (2015) clarified, when faced with stressful circumstances, coping mechanisms can be productive, such as problem-solving, getting help, re-assessment, gathering information, and expressing and controlling emotions. Furthermore, the findings of the study employed by Rahmati et al. (2019) were similar to my study in terms of coping strategies. They indicated that productive teachers had some strategies like preparing lesson plans, informing parents, and building a positive atmosphere in the classrooms, and so they became close to productive immunity.

When it comes to durability, Hiver (2016) claims that many teachers continue to work in their jobs despite a lot of stress, and in this study, productive teachers were resilient to stressful situations. As for adaptability in this study, most teachers stated that when they experienced a problem, at first they went through a process of adaptation, and adaptation was completed. As for memory, the teachers said that they learned from their past experiences, and thanks to this, they avoided making the same mistake in the future and present. A similar study conducted by Rahimpour et al. (2020) demonstrated that teachers became more conscious of their strengths as a result of reflecting on their experiences, self-critiquing, and rewinding. They consequently tended to acquire more productive immunity. The teachers stated that there were some other concerns about being a productive teacher.

As for motivation, teachers' motivation could be low at first, but then productive teachers in this study found a way to regain it, and the degree of classroom instruction is a factor

that is positively impacted by teacher motivation, according to Leithwood, Jantzi, and Mascall (2002). And also, they said that if teachers were full of motivation, they would be more effective in teaching, and so students' success would increase. Hence, as Carson and Chase (2009) argued, teacher motivation and classroom effectiveness had a correlation, and Kızıltepe (2008) employed a study in Turkey and revealed that the main factor in teachers' motivation was students. On the other hand, teachers in this study seemed to be motivated intrinsically and extrinsically. As stated by Hiver et al. (2018), they were intrinsically motivated by listening to music, doing exercises, reading books, joining different sports, etc. and as Moses et al. (2017) remarked, they were also extrinsically motivated by salary, praise, etc. Moreover, some teachers in this study seemed to be altruistically motivated by helping their colleagues at school or lecturing extra lessons for students voluntarily. These results in my study were similar to those of Songhori, Ghonsooly, and Afraz (2018). They claimed that intrinsic and altruistic motivation could be factors in productive immunity.

In addition, Teng (2019) explained that autonomous and self-confident language teachers are less likely to leave their job, so in this study, teachers generally showed high self-confidence, and it could be understood that they were productively immunized. Many studies revealed that if teachers had autonomy, i.e., if they had a chance to select materials and were in charge of their organizations or programs, they could feel more motivated (Kaiser, 1981). Hence, there was a correlation between teachers' autonomy and motivation.

The last concern that teachers in my study expressed was career satisfaction. They claimed that a productive teacher loved the job, and Han and Yin (2016) stated in a study that productive teachers liked teaching and would not prefer to leave the job because they were satisfied emotionally. At this point, there was a correlation between motivation and self-confidence, as Han and Yin (2016) claimed.

As to maladaptive teachers, the teachers in my study claimed that the teaching profession had some difficulties in terms of students, colleagues, heavy workload, administration, and so on. These problems revealed maladaptive immunity. As a metaphor, teachers suffering from these problems took some wounds such as fossilization, resistance to risks, lack of motivation, job dissatisfaction, lack of self-efficacy, ignoring, and so on. The degree of these factors was so important to survive in teaching settings.

Hiver (2015) conducted an exploratory study, and the results were similar to my study. According to his results, maladaptively immunized teachers showed resistance to risks and novelty, and in my study, teachers had resistance to risks and novelty because they were mostly afraid of losing their job. The other study conducted by Ordem (2017) also showed similar

findings. According to the researcher, the teacher had resistance to novelty, i.e., s/he refused to apply a new method.

Furthermore, in my study, teachers' motivation was low due to students' failures and misbehaviors, burnout, insufficient support, colleagues, etc. Songhori, Ghonsooly, and Afraz (2018) employed a research, and the results were also similar to my study. According to their study, the most prominent factors that caused maladaptive immunity were lack of motivation and too much stress, and these problems also affected Iranian teachers negatively in terms of self-efficacy and resilience.

The findings of the study explored by Rahmati et al. (2019) were similar to my study. They claimed that the main factors of maladaptive immunity were lack of self-confidence, lack of motivation, limited time, and high expectations. As stated above, teachers in my study said that the reluctance of students to learn, limited time in the curriculum for English lessons, and high expectations of parents or administration demotivated them, and they became close to maladaptive immunity.

The other and, in my opinion, a rare reason for maladaptive immunity was job insecurity. A similar study was conducted by Rahimpour et al. (2020). The findings were that feeling insecure due to the environment, geography, or people caused them to become maladaptively immunized. Not many teachers in my study also narrated a similar story.

Ignoring was the reason for maladaptive immunity for some teachers. According to them, ignoring was a technique used to deal with stressors, so ignoring did not just belong to the maladaptive teacher type. Productive teachers also used ignoring as a strategy. Considering the literal meaning of ignoring, it is negative. In fact, the teachers did not make ignoring sound like a good thing, but they said that they had to ignore, accept, and go on with their lives so this situation is called "presenteeism" by Gu & Day (2007). Moreover, according to Hiver (2017), some English teachers have a stable identity and are unaffected by stress.

As to halfway immunity in my study, "halfway" teachers, as I mentioned above, were sometimes positive or negative depending on the situation, place, and time. The definition of Hiver for "halfway" teacher was highly close to maladaptive immunity in my study, according to the explanations of the teachers. Therefore, there was a difference in terms of the definitions explained in my study and Hiver's study. Additionally, a result similar to my study was also found in Meç (2021)'s study. He stated that the most shared immunity level was close to productive immunity, namely "halfway immunity," in his study. These results were incompatible with the results of the study employed by Songhori, Ghonsooly, and Afraz (2018)

in Iran. They found that teachers in their study had maladaptive immunity. Yet, the leading type of immunity for my study was close to productive immunity.

### 5.2. Discussion of R.Q. 2. What are EFL teachers' professional pathways of development in a Turkish educational context?

To endure and "bend but not break" (Hiver, 2017, p. 683) in the job, English teachers appear to need to build an immune system over the course of their professional lives. As teachers encounter various stressors, they appear to shift gradually in each direction along the path (Songhori, M., Ghonsooly, B., & Afraz, S., 2018). Therefore, language teacher immunity is not in a stable condition yet and can be seen as a dynamic system that can be affected by a stressor (Ordem, 2017).

In the first stage, triggering, all teachers from different immunity types encountered a challenge that unbalanced and demotivated them. The reasons for these challenges can be numerous such as parents, students, colleagues, administration, etc. As understood from the data, the teachers in the triggering stage experienced problems with the reluctance of the students, and so they became introverts. They stated that they got stuck in the first stage and could not pass it yet. Based on the data, the teachers who were close to low immunity got stuck in the triggering stage. Additionally, they developed low immunity, namely maladaptive immunity. These negativities disturbed their balance, and they despaired.

In the second stage, the linking stage can be viewed as the beginning of the complex system's tendency to adjust and adapt (Songhori, M., Ghonsooly, B., & Afraz, S., 2018). In this stage, English teachers try to produce coping mechanisms, which are either maladaptive or productive, against the stressor because they try to throw out the bad effects of stressful situations and stay stable. According to data gleaning from this research, teachers in the linking stage had difficulties with students' misbehavior and reluctance to learn. They claimed that they had a coping mechanism, but they had not regained their balance or motivation yet.

In the third stage, realignment, the teachers produced coping mechanisms for stressful situations, either somewhat productively or maladaptively. Over time, these random coping mechanisms combine and become a supply for teachers to help them when they encounter a stressor again. In this stage, teachers understand the problem, deal with it, control it, regain their motivation or balance, and have strategies to apply. As figured out from the data, each teacher in this stage had a trigger like parents, students' misbehavior, low level, etc. Then they found strategies to cope with the problems. Some of their strategies were intrinsic motivation for students and themselves, cooperation among colleagues, different teaching styles, effective communication, and so on.

In the fourth stage, stabilization, the teachers integrate this new result into their professional identities, which creates a new identity for them. This identity is healthy, strong, aware, and solution-centered. In this study, the teachers who were in the last stage stated that they looked at different perspectives, learned some things from past experiences, discovered their different sides in terms of teaching and coping, and improved their communication skills in almost any situation.

### 5.3. Discussion of R.Q. 3. What are the factors that may influence EFL teachers' current immunity state in a Turkish educational context?

As understood from the data, there are many factors that may influence EFL teachers' immunity positively or negatively. These factors may vary from region to region in Turkey. In this study, the factors that may have an effect on teachers' immunity are generally school or administration, parents, the teacher himself or herself, colleagues, curriculum, environment or geology, and students.

When these factors are examined one by one, the first factor is school or administration. Those problems include lack of resources, crowded and uncrowded class sizes, bureaucracy, insufficient support for students, standardized testing pressure, workload, and authority pressure. Teachers said that as they worked in the east of Turkey and in a small town, their problems may be a bit different than those of the other teachers who worked in Central Anatolia or the western region. In these eastern regions, schools were small, so they had heavy workloads, insufficient support for students, and mostly authority pressure. According to the teachers, some administrators used mobbing, humiliated them, judged by their appereances, and did not tolerate even health problems.

The second concern was problems with parents. There were certain problems, including high expectations of parents, culture and language, discipline styles, excessive intervention or lack of intervention, lack of communication, and uncooperative attitudes of parents. The teachers claimed that they had challenges about culture and language because most teachers came from the western region, and as the language of the people was Kurdish, they sometimes had problems in communicating with learner parents. And also, they expressed that some parents interfered in situations in school a lot or not at all, and they did not display any cooperation with teachers, so this led to more behavioral disorders in children. Additionally, parents' discipline styles did not match teachers' styles. Furthermore, although it is painful and political to talk about this, it should be mentioned in terms of the reliability of the study. As some teachers explained, the blood feuds in the eastern regions deeply affected everyone, and unfortunately, as the teachers in this study mentioned, families play the leading roles in such

painful events. It is most accurate to say that these sad events caused by families also deeply affect the immune status of teachers.

The other factor was the teacher himself or herself. The teachers did not only attribute the problems to external factors; they were also factors that may influence their immune state. Teachers stated that they would be more conscious, have more patience, be more qualified in their job, and manage the class properly. They said teaching required a lot of patience, and as teaching was a process that could fossilize over time, they always had to improve themselves with educational projects so that they could become qualified teachers.

Colleagues at schools may have conflicts among themselves. This negatively impacts the entire work environment. In this study, some common problems were personal problems, lack of cooperation, rivalry, gossip, unfair workload, resistance to change, bullying, and grouping. Grouping among teachers caused some teachers to become lonely and experience mental collapse. Because of the exam system, teachers said that it was like a fierce competition. And also, because of the unfair workload given by administrators, colleagues had a lack of cooperation, which sometimes caused bullying. In addition, teachers had resistance to change because they did not want to get out of their comfort zone.

Curriculum was a common problem for all teachers in this study. These problems included a lack of regulation, limited resources, an overly intensive curriculum, cultural insensitivity, and so on. The first problem was cultural insensitivity because both the lesson was in English, a different culture, and the spoken language was Kurdish. The teachers said that some students experienced cultural clashes. In addition, the curriculum was intensive for the level of the students, and the teachers said that they had to pass some subjects to finish the curriculum, which was the most evident problem. Additionally, the teachers criticized the system about time constraints, and they did not think that English lesson hours were enough, taking into consideration the given curriculum.

The environment or geology also had an effect on teachers' immunity states. They expressed that they had problems with cold weather, a distant town, and cultural and socioeconomic diversity. The teachers also stated that they had problems with students and parents due to cultural and socioeconomic diversity, i.e., due to financial difficulties, the students could not buy a book they needed as teachers mentioned. They stated that students adopted teachers from the east more than teachers from the west, that some teachers did not find the area where the schools were located safe due to blood feuds, and that the opportunities for them to improve themselves were limited.

The last and most common factor were students. The teachers experience some student-related problems like lack of attention and focus, bullying, lack of participation, misbehavior, low motivation of students, language barriers, and so on. These problems depend on students' needs, age, or culture. The teachers said that students had a prejudice against English; they did not want to participate, listen, or do assignments, and they did not pay attention.

In conclusion, teachers experience stressful situations in their job. We understand that the story of each teacher is different, and they can be productively immunized, maladaptively immunized, or halfway teachers through the self-organization process. They have opinions and choices depending on their experiences. Each teacher produces her or his own coping mechanism, which affects her or his teacher immunity category. In addition, the data revealed that teachers have been affected by some factors, such as students, parents, school, administration, environment, geology, colleagues, curriculum, and themselves, as well. The experiences they have and the way they manage the process because of these factors form their immunity type. This study revealed that the number of productively-immunized teachers is greater than the number of maladaptively immunized and halfway immunized teachers. However, it does not mean that productively-immunized teachers do not have problems in their job. It just means that their coping mechanisms are strong, so they are able to deal effectively with problems and survive in their job. On the contrary, maladaptively-immunized teachers are more susceptible to stressors, and they constantly overcontrol their environment to be safe and feel secure. Thus, language teacher immunity types can be viewed as an effective way to shed light on teachers' professional pathways of development and the factors influencing their immunity status in state schools in Turkey.

### 5.4. Implications for Second Language Teacher Education

This study suggests some pedagogical implications for second language teachers in order to understand language teacher immunity, be close to productive immunity, learn from teachers' stories, take the necessary measures without being close to low immunity level, and develop some effective strategies in teaching. As mentioned before, as there is a gap in the literature about teacher immunity, this study was employed to understand teacher immunity types, factors influencing EFL teachers and pathways of development. As there is a scarcity of research about language teacher immunity and so it contributes to literature with beneficial data in terms of teachers' responses and coping strategies to challenging situations. With the help of developing these understandings about language teacher immunity, there may be a more productive classroom atmosphere and effective teaching and learning.

A teacher that is productively immunized at present does not mean that she or he goes on with her or his life as a productively immunized teacher. A teacher that is maladaptively immunized at present does not mean that she or he goes on with her or his life as a maladaptively immunized teacher. Therefore, the findings of this study are valid for now, and maybe the participant is normally a productively immunized teacher, but during the interview, s/he was not feeling well physically or mentally, and in the findings, s/he was found to be a maladaptively immunized teacher. That is to say, language teacher immunity is a process, and it can change every time. Being a maladaptively immune teacher is not a bad thing. The important point here is to raise awareness and to stay strong in every situation. This is valid for both immunity types. Hence, raising awareness, being solution-oriented, thinking positively, saying positive affirmations to themselves, not avoiding problems, and believing yourself are the key points for being productively immunized teachers.

According to Lewis' psychological model (2005, cited in Hiver, 2016), self-organization consists of four stages: the triggering stage, the linking stage, the re-alignment stage, and the stabilization stage (Hiver, 2016). In this study, teachers stated which stage they were at. Being in the triggering stage does not mean that the teacher has low immunity or is a maladaptively immunized teacher. Some teachers cannot deal with problems outside of the classroom and get stuck in the triggering stage, but they can be well-qualified in teaching settings. Meantime, self-organization stages do not determine whether the teacher is good or bad at teaching.

Considering the previously stated issues, this study may contribute to the literature in this regard by providing as a template for additional research on language teacher immunity and its connections to other pedagogical constructs.

### 5.5. Suggestions for Further Research and Limitations

The current study can provide some important suggestions for future research. Firstly, this study was applied to the EFL teachers in state schools in Erzurum and Karaçoban. Therefore, for dependability and validity, more research can be employed in different settings with more participants. Furthermore, future research may investigate the teacher immunity levels of EFL teachers, factors that influence them, and pathways of development in the COVID-19 pandemic, as stated above in the pilot study. Additionally, this study was conducted on teacher immunity types, factors that influence them, and pathways of development at state schools in Erzurum and Karaçoban. For further research, the types of schools, age, gender, and teaching years might be explored. In addition, this study was applied to the teachers working in the eastern region of Turkey. Future research can be investigated to compare teachers working

in the eastern and western regions in terms of language teacher immunity and what challenges they face and how they deal with them. Additionally, in this study, there were some triggers for maladaptively-immunized teachers such as environmental problems, parents, administrators, students, colleagues, and so on. For further research, how to increase mindfulness of maladaptively-immunized teachers can be explored in order to be ready for these unpleasant situations and teacher training programs to increase mindfulness can be organized. And also, in order to raise awareness, teachers can give tasks or research projects to students about their own problems as ELT students, provide to understand how they deal with their problems and think critically and suggest elective courses to develop problem-solving skills and for critical thinking. For teacher trainers, they can also add a lesson to their syllabus about how to increase pre-service teachers' self-efficacy to teaching, self-confidence and when they become in-service teachers, they can be getting closer to be productively-immunized teachers

As for limitations, the first limitation of the present study may be the number of participants. This number can be increased for future research. Another limitation is related to the data collection method. This study was collected using semi-structured interviews. It provided useful data, but field notes, diaries, and focus group interviews can be adopted for future research. The other limitation is that the present study investigated the professional pathways of development through the self-organization process, so this requires a process, namely that it occurs over time. Thus, data collection may be longitudinal, and the stages of pathways of development may be studied more in detail. Lastly, this research explored that there were some teachers who were productively immunized and maladaptively immunized, but what maladaptively immunized teachers can do in order to overcome the stressors and become close to high immunity was not investigated in detail, so for future research, a treatment program that can improve themselves for maladaptively immunized teachers can be prepared and shown along with the literature.

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# Appendices

## Appendix 1: Turkish Version Expert Opinion Form for the In-depth interview

### MÜLAKAT İÇİN KAPSAM GEÇERLİLİĞİ ARACI

Değerli hocalarım,

Çalışmamdaki araştırma sorularım ve derinlemesine mülakat sorularım aşağıda mevcuttur. Sorulardaki ifade tarzı ve içeriğin katılımcılar için anlamlı ve açık olduğundan emin olmak için siz uzmanların görüşlerini almak istiyorum. Yardımcı olursanız çok mutlu olurum. Görüşleriniz için her sorunun aşağısına boş alanlar bıraktım. Kolay gelsin. Şimdiden teşekkürler.

Hizmetiçi İngilizce Öğretmenlerinin Öğretmen Bağışıklığı Üzerine Bir Anlatı Çalışması: Erzurum Örneği

Araştırma Soruları:

1. Türk devlet okullarında görev yapan İngilizce öğretmenlerinin bağışıklık türleri nelerdir?
2. Türk devlet okullarında görev yapan İngilizce öğretmenlerinin mesleki gelişim yolları nelerdir?
3. Türk devlet okullarında görev yapan İngilizce öğretmenlerinin mevcut bağışıklık düzeylerini etkileyen faktörler nelerdir?

Derinlemesine Görüşme Programı

Çalışmanın Amacı: Bu tez, ‘anlatı çalışması’ yoluyla Türk devlet okullarındaki İngilizce öğretmenlerinin bağışıklığını keşfetmeyi hedeflemektedir.

Kullanılacak Araçlar: Anlatı çalışması yöntemi çerçevesinde, bu çalışmanın verileri bireysel derinlemesine görüşmeler, odak grup görüşmeleri ve günlükler aracılığıyla toplanacaktır.

Rasyonel: ‘Öğretmen Bağışıklığı’ konusu eğitim alanında son zamanlarda dikkat çeken ve bu konuya ilişkin araştırmaların azlığından dolayı bir anlatı çalışmasıyla bu çalışma yapılacaktır.

Tarih:

Görüşmeyi Yapanın İsmi: Rumeysa AKTAŞ

**Appendix 2: English Version Expert Opinion Form for the In-depth interview**

**CONTENT VALIDATION INSTRUMENT FOR INTERVIEW**

Dear experts,

The research questions and in-depth interview questions of my study are available below. I would like to take your expert views to be sure that the wording and content of questions are meaningful and clear for the participants. I will be glad if you help. I put some spaces below each question for your views. Thanks in advance.

A narrative Inquiry into In-service EFL Teachers' Immunity: Erzurum Case

Research Questions:

1. What are EFL teachers' immunity types in a Turkish educational context?
2. What are EFL teachers' professional pathways of development in a Turkish educational context?
3. What are the factors that may influence EFL teachers' current immunity state in a Turkish educational context?

In-depth Interview Schedule

The aim of the study: The present study attempts to explore English as a foreign language teachers' immunity through narrative inquiry.

Materials: Concerning narrative inquiry, data for the present study will be gathered by means of individual in-depth interviews, focus group interviews, and journals.

Rationale: Since 'teacher immunity' has recently attracted attention in the field of education and there is scarcity of research, this study will be conducted with a narrative inquiry.

Date:

The Name of the Interviewer: Rumeysa AKTAŞ

**Appendix 3: English Version of In-depth Interview Questions**

1. To begin with, could you tell me about how you came to be a teacher? (age, master's, university, department, teaching year, school, etc.) What motivated you to become a teacher?

2. Now, I will talk about the four stages of Lewis' psychological model, and according to these stages, what stage do you think you are at? What did you experience while going through these stages?

Triggering: A problem demotivated me.

Linking: I have devised a coping mechanism that fits this problem.

Realignment: I developed my ability to understand this problem, deal with it, and control it. I have found a way to regain my motivation, and I have strategies that I apply.

Stabilization: I accepted this experience as a new aspect of my identity.

3. How would you describe yourself as a teacher? Has there been a situation or situations that have affected you to define yourself like this? If so, what were they? How would an outsider (administration, students, teachers, parents, family, etc.) describe you as a teacher? Why do you think they describe it that way?

4. Have you experienced negative situations or events that upset you in your teaching life? If yes, could you please give some examples? Can you explain? What are some of the key things somebody needs to know to understand you as a teacher?

5. How do you feel about these negative situations?

6. Is there anything you can do to deal with these negative or upsetting events? If so, what are they? How do you feel when you experience stressful situations like this?

7. Now, please think of the other teachers around you. Are there any other teachers facing problems like you? If so, how do they deal with these problems? What are the different types of teachers in terms of dealing with problems? What are the main characteristics of these teachers?

8. Consider that there are three types of teachers. The first is productive (positive), the second is maladaptive (negative), and the third is the middle one. I will now give you examples of what each of them is. Which describes you better, and why?

9. What do you think causes or influences you to define yourself in this way? Apart from these, is there anything you would like to add to the features that describe these teacher types?

10. As a teacher, are you now the same teacher or a different teacher compared to when you just started teaching? And in what ways? Why?

11. Imagine being able to change something about yourself as a teacher. What would be the thing or things you want to change?

**Appendix 4: Turkish Version of In-depth Interview Questions**

1. Öncelikle kendinizi tanıtıp nasıl öğretmen olduğunuzu anlatır mısınız? Öğretmen olmanızda sizi motive eden şey neydi? (yaş, YL, nereden mezun olduğunuz, kaç yıldır öğretmen olduğunuz, hangi bölümden mezun olduğunuz, şu anda görev yaptığınız okul vs.)
2. Şimdi size Lewis'in psikolojik modelindeki dört aşamadan bahsedecegim size ve bunlara göre siz şu an hangi aşamada olduğunuzu düşünüyorsunuz? Bu aşamalardan geçerken neler yaşadınız?/Neler tecrübe ettiniz?

**Tetikleme:** Yaşadığım bir problem, benim motivasyonumu bozdu.

**Bağlantı:** Ben bu probleme uyan bir başa çıkma mekanizması ürettim.

**Yeniden Düzen Kurma:** Bu problemi anlama yeteneğimi geliştirdim, başa çıktım ve kontrol ettim. Motivasyonumu yeniden kazanmanın bir yolunu buldum ve uyguladığım stratejilerim var.

**Stabilizasyon:** Bu deneyimlediğim durumu kimliğimin yeni bir yönü olarak kabul ettim.

3. Kendinizi nasıl bir öğretmen olarak tanımlarsınız? Kendinizi böyle tanımlamanıza etki eden bir durum/lar oldu mu? Olduysa, bunlar neydi? Dışardan birisi (idare, öğrenciler, öğretmenler, veliler, aile vs.) sizi nasıl bir öğretmen olarak tanımlar? Neden böyle tanımladıklarını düşünüyorsunuz?
4. Öğretmenlik yaşantınızda olumsuz durumlar veya sizi üzen olaylar yaşadınız mı? Evet ise, lütfen birkaç örnek verebilir misiniz? Anlatabilir misiniz?
5. Bu olumsuz durumlarla ilgili nasıl hissediyorsunuz?
6. Bu olumsuz veya sizi üzen olaylarla başa çıkmak için yaptığınız herhangi bir şey var mı? Varsa bunlar neler? Buna benzer stresli durumlar yaşadığınızda nasıl hissedersiniz?
7. Şimdi, lütfen etrafınızdaki diğer öğretmenleri düşünün. Sizin gibi sorunlarla karşılaşan diğer öğretmenler var mı? Var ise onlar bu sorunlarla nasıl başa çıkıyor? Sorunlarla başa çıkma açısından farklı öğretmen türleri nelerdir? Bu öğretmenlerin başlıca özellikleri neler?
8. Düşünün ki, üç tip öğretmen var. Bunlardan birincisi üretken(pozitif), ikincisi uyumsuz(olumsuz) ve de üçüncüsü ortada olanlar. Şimdi size her birinin ne olduguna dair örnekler vereceğim. Hangisi sizi daha iyi tanımlıyor ve neden?
9. Kendinizi bu şekilde tanımlamanıza sebep olan/etki eden seyler neler sizce? Bunların dışında bu öğretmen tiplerini tasvir eden özelliklere eklemek istediğiniz bir şeyler var mı?
10. Bir öğretmen olarak, öğretmenliğe yeni başladığınız zamanlara kıyasla şimdi ayni öğretmen misiniz veya başka/farkli bir ogretmen misiniz? Ve hangi açılardan? Neden?
11. Öğretmen olarak kendinizle ilgili bir şeyleri değiştirebileceğinizi hayal edin. Neler olurdu bu değiştirmek istediğiniz şey ya da şeyler?

**Appendix 5: English Version of the Table in the 8th Question Asked in In-depth Interview**

| Productively Immunized | Maladaptively Immunized | Halfway Immunized |
|---|---|---|
| -Not afraid to try different methods for the good of students<br>-Ready to take risks<br>-Is after emotional satisfaction<br>-Gets emotional satisfaction from the job<br>-Forms friendly relations with students<br>-Not an authority figure<br>-Helpful, well-intentioned<br>-Self-confident<br>-Able to resolve conflicts<br>-Has good relations with people in general<br>-Is not demotivated in the face of adversities<br>-Aims to teach well<br>-Tries to make teaching and learning process as enjoyable as possible<br>-Thinks positively<br>-Is flexible to solve the problems<br>-Tolerant<br>-Open to cooperation<br>-Solution oriented<br>-Loves his or her job<br>-Able to see the underlying causes of problems<br>-Open to change<br>-Think creative or critically<br>-Considerate<br>-Think they can learn from their problems<br>- Feeling able to deal with problems and giving constructive feedback<br>- Adaptable to rules and principles | -Very inflexible<br>-Finds it difficult to think outside the box<br>-Generally has problems with students<br>-Generally has problems with colleagues<br>-Has a certain/fixed model in their mind and gets angry when faced with something that does not fit this model<br>-Continuously complains about things and people<br>-Usually forms relationships with like-minded people<br>-Complains to students about the administrative problems<br>-Is unhappy in life in general<br>-Believes that students generally have malicious intentions<br>-Is sometimes a problem creator<br>-Dislikes changing things in life/at work<br>-Has a linear perspective in life<br>-Rule-obsessed<br>-Has self-confidence problems<br>- May not prefer change due to possible increase in workload | -Sometimes I can display productive features and sometimes maladaptive features. |

## Appendix 6: Turkish Version of the Table in the 8th Question Asked in In-depth Interview

| Üretken(Pozitif) | Uyumsuz(olumsuz) | Ortada |
|---|---|---|
| • öğrencilerin iyiliği için farklı yöntemler denemekten korkmamak<br>• Risk almak için hazır<br>• Duygusal tatminin peşinde olmak<br>• İşinden duygusal tatmin almak<br>• Öğrencileriyle arkadaşça ilişkiler kurmak<br>• Otorite figürü olmamak<br>• Yardımsever ve iyi niyetli<br>• Özgüvenli<br>• Anlaşmazlıkları çözebilen<br>• Genel anlamda insanlarla iyi ilişkilere sahip olmak<br>• Stresli durumlar karşısında demotive olmayan<br>• İyi öğretmeyi amaçlayan<br>• Öğretmen ve öğrenme sürecini eğlenceli hale getirmeye çalışan<br>• Pozitif düşünen<br>• Problemleri çözmede rahat olan.<br>• Toleranslı<br>• İş birliğine açık<br>• Çözüm odaklı<br>• İşini seven<br>• Problemlerin altında yatan nedenleri görebilen<br>• Değişime açık<br>• Yaratıcı/kritik düşünen<br>• Anlayışlı<br>• Problemlerinden bir şeyler öğrenebileceğini düşünen<br>• Problemlerle başa çıkabileceğini hisseden ve yapıcı bir geridönüt veren<br>• Kurallara ve prensiplere adapte olabilen | • Çok rahatsız<br>• Belli kalıbın dışında düşünmeyi zor bulan<br>• Genellikle öğrencilerle problemleri olan<br>• Genellikle meslekdaşlarıyla problemleri olan<br>• Kafasında belli bir model olan ve bu modele uymayan bir şeyle karşılaştığında sinirlenen<br>• İnsanlardan ve bazı şeylerden sürekli şikayet eden<br>• Genel anlamda hayatta mutsuz olan<br>• Genellikle öğrencilerin kötü niyetli olduğuna inanan<br>• Bazen bir sorun yaratıcısı<br>• İşte veya hayatta bazı şeylerin değişmesini sevmeyen<br>• Kural takıntılı<br>• Hayatta doğrusal bir perspektife sahip<br>• Özgüven problemi olan<br>• İş yükündeki olası artış nedeniyle değişimi tercih etmeyebilir | • Bazen üretken özellikler bazen de uyumsuz özellikler sergileyebiliyorum. |

**Appendix 7: English Version of Pilot Study Questions**

1. Have you ever experienced stressful situations in your professional life? If yes, could you please give some examples?
2. How do you deal with these stressful situations? What is your approach to challenges?
3. Please think of other teachers around you. How do other teachers who face the same problems deal with these stressful situations?
4. I'm sure there are people you put into categories that you have drawn in your mind. How would you describe these people in each category?
5. Imagine that there are 3 types of teachers. The first of these is productive, the second is maladaptive, and the third is halfway. Which describes you better and why?
6. As a teacher, how are you similar or different now compared to when you just started teaching?

## Appendix 8: Turkish Version of Pilot Study Questions

1. Meslek hayatınızda hiç stresli durumlar yaşadınız mı? Evetse lütfen birkaç tane örnek verebilir misiniz?
2. Bu stresli durumlarla nasıl başa çıkıyorsunuz? Zorluklar karşısındaki yaklaşımınız nedir?
3. Lütfen etrafınızdaki diğer öğretmenleri düşünün. Aynı sorunlarla karşılaşan diğer öğretmenler bu stresli durumlarla nasıl başa çıkıyorlar?
4. Eminim sizin de kafanızda çizdiğiniz kategorilere koyduğunuz insanlar vardır. Bu insanları her kategoride nasıl tanımlarsın?
5. Düşün ki 3 tip öğretmen var. Bunlardan birincisi üretken yani pozitif ikincisi uyumsuz olumsuz ve de üçüncüsü ortada olanlar. Hangisi sizi daha iyi tanımlıyor ve neden?
6. Bir öğretmen olarak öğretmenliğe yeni başladığınız zamana kıyasla şimdi nasıl benzer veya farklısınız?

## Appendix 9 : Permission of the Ethics Committee

**BURSA ULUDAĞ ÜNİVERSİTESİ**
**ARAŞTIRMA VE YAYIN ETİK KURULLARI**
**(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)**
**TOPLANTISI**

| OTURUM TARİHİ | OTURUM SAYISI |
|---|---|
| 25 MART 2022 | 2022-03 |

**KARAR NO 15:** Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Rumeysa AKTAŞ'ın Dr. Öğr. Üyesi Pınar SALI'ın danışmanlığında "Hizmetiçi İngilizce Öğretmenlerinin Öğretmen Bağışıklığı Üzerine Bir Anlatı Çalışması: Erzurum Örneği" konulu tez çalışması kapsamında uygulanacak görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Rumeysa AKTAŞ'ın Dr. Öğr. Üyesi Pınar SALI'ın danışmanlığında "Hizmetiçi İngilizce Öğretmenlerinin Öğretmen Bağışıklığı Üzerine Bir Anlatı Çalışması: Erzurum Örneği" konulu tez çalışması kapsamında uygulanacak görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

## Appendix 10: Permission of Directorate of National Education of Erzurum

T.C.
ERZURUM VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-36648235-605.01-47849225 15/04/2022
Konu : Araştırma ve Uygulama İzni
(Rumeysa AKTAŞ- Ali ACAR)

VALİLİK MAKAMINA

İlgi: a) Bursa Uludağ Üniversitesi Rektörlüğünün 08.04.2022 tarihli ve E.53988 sayılı yazısı.
b) Atatürk Üniversitesi Rektörlüğünün 10.04.2022 tarihli ve E.2200112953 sayılı yazısı.

İlgi yazılar gereği; - Bursa Uludağ Üniversitesi Araştırmacılarından Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dil Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Rumeysa AKTAŞ tarafından Dr. Öğr. Üyesi Pınar SALIT"ın danışmanlığında; *"Hizmetiçi İngilizce Öğretmenlerinin Öğretmen Bağışıklığı Üzerine Bir Anlatı Çalışması: Erzurum Örneği"* konulu araştırma ve uygulama çalışması,

-Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü Coğrafya Eğitimi Ana Bilim Dalı Yüksek Lisans öğrencisi Ali ACAR tarafından Prof. Dr. Ogün ÇOŞKUN'un danışmanlığında; *"Konuşma Halkası Destekli Altı Şapkalı Düşünme Tekniğinin Coğrafya Derslerinde Akademik Başarı ve Kalıcı Öğrenmeye Etkileri"* konulu araştırma ve uygulama çalışması için izin talebinde bulunulmuştur.

İlgi yazılar ve ekleri, Bakanlığımızın 21.01.2020 tarihli ve E.1563890 (2020/2) sayılı Genelgesi çerçevesinde Komisyonumuzca incelenmiş olup "*araştırmaların, eğitim öğretim faaliyetlerini aksatmayacak şekilde, gönüllülük esasıyla ve varsa veli onay belgesinin onaylatılması"* ve komisyon kararlarında belirtilen veri toplama araçlarının kullanılarak isimleri belirtilen okullarda uygulama ve anket çalışmasının yapılması, yapılan çalışmalarının sonuçlarının birer örneğinin Müdürlüğümüz Strateji Geliştirme Şube Müdürlüğü (AR-GE Birimi)'ne gönderilmesi ve çalışmaların bir eğitim öğretim yılını kapsayacak şekilde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Salih KAYGUSUZ
İl Milli Eğitim Müdürü

OLUR
Can ATAK
Vali a.
Vali Yardımcısı

Ek: İlgi Yazılar (2 adet dosya)

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Yönetim Cad. Valilik Binası Kat:4 Yakutiye ERZURUM
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: H.TEMEL
Telefon No : 0 (442) 234 48 00
Unvan : Veri Hazırlama ve Kontrol İşletmeni
E-Posta: arge25@meb.gov.tr
İnternet Adresi: erzurummeb@meb.gov.tr Faks:4422351032
Kep Adresi : meb@hs01.kep.tr
Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden cc3c-af89-3a0c-8dcc-9f05 kodu ile teyit edilebilir.

**FORM:2**

T.C.
**MİLLİ EĞİTİM BAKANLIĞI**
**Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü**

**ARAŞTIRMA DEĞERLENDİRME FORMU**
**ARAŞTIRMA SAHİBİNİN**

| | |
|---|---|
| Adı Soyadı | Rumeysa AKTAŞ |
| Kurumu / Üniversitesi | Bursa Uludağ Üniversitesi |
| Araştırma yapılacak iller | Erzurum |
| Araştırma yapılacak eğitim kurumu ve kademesi. | Karaçoban İlçesinde Bulunan İlköğretim ve Ortaöğretim Okulları |
| Araştırmanın konusu | Hizmetiçi İngilizce Öğretmenlerinin Öğretmen Bağışıklığı Üzerine Bir Anlatı Çalışması: Erzurum Örneği |
| Üniversite / Kurum onayı | Kurum Onayı |
| Araştırma / Proje /ödev / Tez önerisi | Tez Önerisi |
| Veri toplama araçları | Açık Uçlu Sorular |
| Görüş İstenilecek Birim / Birimler. | |

Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 2020/2 nolu genelge doğrultusunda yapılan incelemede araştırmanın kabulüne karar verildi.

| | |
|---|---|
| Komisyon Kararı | Oybirliği ile Kabulüne |
| Muhalif Üyenin Adı ve Soyadı | |

**KOMİSYON**

**Hizmetiçi İngilizce Öğretmenlerinin Öğretmen Bağışıklığı Üzerine Bir Anlatı Çalışması: Erzurum Örneği**

**Derinlemesine Görüşme Programı**

**Çalışmanın Amacı:** Bu tez, 'anlatı çalışması' yoluyla Türk devlet okullarındaki İngilizce öğretmenlerinin bağışıklığını keşfetmeyi hedeflemektedir.

**Kullanılacak Araçlar:** Anlatı çalışması yöntemi çerçevesinde, bu çalışmanın verileri bireysel derinlemesine görüşmeler, odak grup görüşmeleri ve günlükler aracılığıyla toplanacaktır.

**Rasyonel:** 'Öğretmen Bağışıklığı' konusu eğitim alanında son zamanlarda dikkat çeken ve bu konuya ilişkin araştırmaların azlığından dolayı bir anlatı çalışmasıyla bu çalışma yapılacaktır.

**Tarih:**

**Görüşmeyi Yapanın İsmi:** Rumeysa AKTAŞ

| Sıra | Açık Uçlu Sorular |
|---|---|
| Soru 1 | Öncelikle nasıl öğretmen olduğunuzu anlatır mısınız? |
| Soru 2 | Şu ana kadarki kariyerinizi ana aşamalara ayırmanızı istesem, bunu yapıp bana her aşamadan bahseder misiniz? |
| Soru 3 | Şimdi, bana her aşamadan tecrübe ettiğiniz şeyleri biraz daha açıklayacak bir hikaye anlatabilir misiniz? |
| Soru 4 | Bir öğretmen olarak kariyerinizde kim olduğunuzu şekillendiren bir veya iki büyük olay düşünebilir misiniz? Olaylar nelerdi? Sizi nasıl etkilediler? |
| Soru 5 | Bir öğretmen olarak kariyerinizde kim olduğunuzu şekillendiren bir veya iki önemli kişiler düşünebilir misiniz? Bu insanlar kimlerdi? Sizi nasıl etkilediler? |
| Soru 6 | Sizi bir öğretmen olarak tanımlamanıza yardımcı olan bir şey yaptığınız bir zaman düşünebiliyor musunuz? Durum neydi? |
| Soru 7 | Birinin sizi bir öğretmen olarak anlaması için bilmesi gereken bazı önemli şeyler nelerdir? |
| Soru 8 | Bir öğretmen olarak, öğretmenliğe yeni başladığınız zamana kıyasla şimdi nasıl benzer veya farklısınız? |
| Soru 9 | Birçok öğretmen kariyerlerinde mücadele eder. İşyerinde stresli durumlarla nasıl başa çıkıyorsunuz? Sizce bir öğretmen olarak üzüm yüzü başarının anahtarları/sırları nelerdir? |
| Soru 10 | Sihirli bir değnek sallayabileceğinizi ve öğretmen olarak kendinizle ilgili bir şeyleri değiştirebileceğinizi hayal edin. Kendinizle ilgili herhangi bir şeyi değiştirir miydiniz ve eğer öyleyse, nelerdir? |

**A narrative Inquiry into In-service EFL Teachers' Immunity: Erzurum Case**

**In-depth Interview Schedule**

**The aim of the study:** The present study attempts to explore English as a foreign language teachers' immunity through narrative inquiry.

**Materials:** Concerning narrative inquiry, data for the present study will be gathered by means of individual in-depth interviews, focus group interviews, and journals.

**Rationale:** Since 'teacher immunity' has recently attracted attention in the field of education and there is scarcity of research, this study will be conducted with a narrative inquiry.

**Date:**

**The Name of the Interviewer:** Rumeysa AKTAŞ

| Sequence | Open-ended Questions |
|---|---|
| Question 1 | To begin with, could you tell me about how you came to be a teacher? |
| Question 2 | If I ask you to divide your career so far into major stages, can you do that and tell me about each stage? |
| Question 3 | Now, can you tell me a story from each stage that will explain a bit more what you were experiencing? |
| Question 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? |
| Question 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? |
| Question 6 | Can you think of a time when you did something that helped define you as a teacher? What was the situation? |
| Question 7 | What are some of the key things somebody needs to know to understand you as a teacher? |
| Question 8 | As a teacher, how are you similar or different now compared to when you just began teaching? |
| Question 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? |
| Question 10 | Imagine that you could wave a magic wand and change something about yourself as teacher. Would you change anything about yourself, and if so, what? |

**Appendix 11: Sample Transcription Extract of The Participants**

R: Özellikleri neler sizce bu geleneksel öğretmenlerin?

I13: Dediğini yaptırıyor mu diyeyim ya da kendini bir şekilde kabul ettiriyor otoritesini. O tip var bir tane bildiğim. Daha böyle yaratıcı olanlar var. Onlar genelde ya bizim branştan olur ya ilkokul anasınıfı onlar yani çünkü bazı derslerde belli bir şeyler.. Aklıma hep annem geliyor

R: Anneniz nasıl öğretmen tipi sizce?

I13: Annem tabii uzun süre çeşitli jenerasyonlar gördüğü için o da sürekli değişti isteriz sevilirdi. Annem bir şey yapmıştı. O hiç aklımdan çıkmaz benim mesela. Hani hem okuma alışkanlığı kazandırmak için Hem bir sorumluluk bilinci yaratmak için. Sınıf öğretmeniydi annem. Herkes bir bitki almıştı. Sınıfında ve ona bazı derslerde kitap okutturuyordu. Bütün çocuklar bitkilerine kitap okuyordu. Mesela bu benim hep etkilemiştim. Belki normal bir şey ama ben daha önce görmemiştim.

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R: Öğretmen olarak kendinizle ilgili bir şeyleri değiştirebileceğinizi hayal edin. Neler olurdu bu değiştirmek isteyeceğiniz şeyler?

I11: Genel olarak çok fazla her şeyi kafama takan bir yapım var. Yani eve gel de düşünmek istemezdim. Mesela yani öğrencin neden bu kadar net yapmış ya da bugün öğrenci Bunu neden söyledi diye bunu kafama takıp kendimi yormak istemezdim. yani daha rahat bir öğretmen olmayı isterdim ve de öğrencilerle daha iyi iletişimim olsun isterdim yani. Bazen kendimi tutamadığım zamanlar oluyor. Yani bir şeye çok fazla sinirlendiğim zamanlar oluyor. Sakin birisi olsaydım belki öğrencilerle iletişimle ilişkim daha iyi olurdu. Belki dersimi etkilerdi bilmiyorum. ya da çok fazla okuldaki diğer öğretmen arkadaşlarımla işbirliği beklentim daha düşük olsaydı. Ya da okuldan beklentim daha düşük olsaydı ya da İlçe Milli Eğitim'den ya da eğitim sisteminden beklentim daha düşük olsaydı daha mutlu bir öğretmen olurdu muhtemelen. Çünkü hiç istediğim bir yani istediğim şeyi istediğim şekilde yapamıyor olmak beni yoruyor. Yani bu idare ile de alakalı imkanların kısıtlı olması O yüzden beklentim biraz daha aza indirsem çok daha mutlu bir öğretmen olurum. O yüzden beklentim çok fazla hem iş arkadaşlarına hem idaremden hem Milli Eğitim'den Hem bu sistemden. Beklentilerim düşük olmasını isterdim. Bu, başka aklıma gelmiyor. Düşünüp sonra tekrar ilave edebiliyor muyuz? Hahaha..

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R: Bir öğretmen olarak öğretmenliğe yeni başladığınız zamanlara kıyasla şu an aynı mı yoksa farklı bir öğretmen misiniz?

I15: Çok fark var. Gerçekten o kadar çok fark var ki yani hatta şöyle söyleyeyim 4 sene önceki hatta 3 sene önceki halimle şu anki halim kesinlikle aynı değil. Çok fazla değiştiğimi

düşünüyorum mesleğimde daha yani bu mesleğin gerçekten. Sabır gerektiren bir meslek olduğunu hepimiz hem fikirizdir zaten. Ama ben doğuştan sabırsız bir insan olduğum için kendimi kesinlikle sabır konusunda yonttuğumu düşünüyorum. Yani yükleniyor. Bana yavaş yavaş giderek daha böyle. Sabırlı bir insan olacağıma ve dönüşeceğime inanıyorum. Kesinlikle sabır. Beni çok değiştirdi.

**Appendix 12: List of Codes Used in the Study**

| Productive Immunity | Maladaptive Immunity | Halfway | Pathways of Development | Factors |
|---|---|---|---|---|
| Specificity<br>Memory<br>Adaptability<br>Durability<br>Motivation<br>Confidence<br>Commitment<br>Career Satisfaction | Resistance to risks<br>Resistance to novelty<br>Fossilization<br>Excessive Control Routines<br>Lack of motivation<br>Lack of self-efficacy<br>Endurance to change<br>Lack of career satisfaction<br>Acceptance: Laid-back<br>Lack of communication | | Triggering<br>Linking<br>Realignment<br>Stabilization | Students<br>Parents<br>School/Administration<br>Teacher himself/herself<br>Colleagues<br>Curriculum<br>Environment/Geology |

# CURRICULUM VITAE

## Educational Background

- High School: Kadir Has Anatolian High School (2010-2014)
- Undergraduate: Erciyes University (2014-2019)
- Undergraduate: International Balkan University (2016-2017-Erasmus Project)
- Post-Graduate: Bursa Uludağ University (2020-2023)

## Work Experiences

- Private Schools (2018-2019)
- Ministry of National Education (2019-...)

## Foreign Languages

- English-Proficient
- German-A1