

**LANGUAGE TEACHER IMMUNITY AMONG ENGLISH LANGUAGE
PREPARATORY PROGRAM INSTRUCTORS AND ITS IMPACT ON
TEACHER ATTRITION**



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**LANGUAGE TEACHER IMMUNITY AMONG ENGLISH LANGUAGE
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TEACHER ATTRITION**

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AHMET MEÇ

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

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ABSTRACT

LANGUAGE TEACHER IMMUNITY AMONG ENGLISH LANGUAGE PREPARATORY INSTRUCTORS AND ITS IMPACT ON TEACHER ATTRITION

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The main purpose of this study was to investigate the language teacher immunity, namely, productive and maladaptive, of English Language Preparatory Program instructors working in Turkish universities in Istanbul and the difference between language teacher immunity and teacher attrition. Additionally, the study examined if any difference exists between the ELPP instructors' immunity types and their demographic information as well as exploring if any correlation exists between language teacher immunity and teacher attrition. Finally, the perceptions of instructors regarding the two immunity types and teacher attrition constructed the qualitative findings of this study. The quantitative data were obtained through Language Teacher Immunity Questionnaire (Hiver, 2017) and Teacher Attrition Questionnaire (Butler, 2014) administered to 84 ELPP instructors, while the qualitative data came from reflections written by 16 volunteer instructors. The study's findings indicated a difference between the language teacher immunity types of the ELPP instructors and their teacher attrition scores. Furthermore, a significant difference was found between language teacher immunity types and some of the dependent variables. A negative and moderate correlation was found between language teacher immunity and teacher attrition. Finally, a great majority of instructors believed that instructors who have

developed maladaptive immunity should not continue the profession. Based on the findings, some pedagogical implications and recommendations were provided to foster language teacher immunity and reduce teacher attrition.

Keywords: Language Teacher Immunity, Productive Immunity, Maladaptive Immunity, Teacher Attrition, English Language Teaching



ÖZ

İNGİLİZCE HAZIRLIK OKULU ÖĞRETİM GÖREVLİLERİNİN YABANCI DİL ÖĞRETMEN BAĞIŞIKLIĞI VE BUNUN ÖĞRETMENLERİN MESLEK HAYATINDAN UZAKLAŞMASI ÜZERİNDEKİ ETKİSİ

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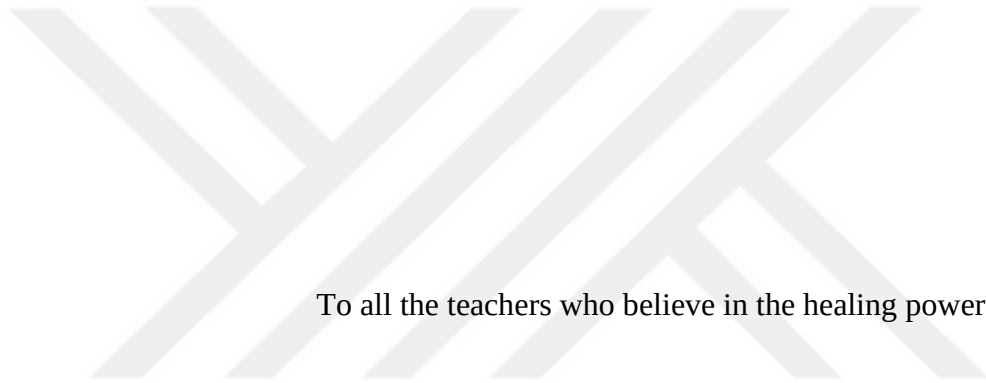
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Bu çalışmanın ana amacı İstanbul'daki Türk üniversitelerinde çalışan İngilizce Hazırlık Okulu öğretim görevlilerinin yabancı dil öğretmen bağışıklığını – (üretken ve üretken olmayan) ve öğretmenlerin meslekten uzaklaşmaları arasında fark olup olmadığını incelemektir. Ek olarak, İngilizce Hazırlık Okulu öğretim görevlilerinin demografik özelliklerinin bu bağışıklık türleri arasında bir fark olup olmadığı ile birlikte bağışıklık türleri ve meslekten uzaklaşma arasında bir ilişkim olup olmadığını incelemiştir. Son olarak, öğretim görevlilerinin bu iki bağışıklık türü ve öğretmenlerin meslekten uzaklaşmasıyla ilgili algıları bu çalışmanın nitel verilerini oluşturmuştur. Nicel veriler 84 İngilizce Hazırlık Okulu öğretim görevlisine uygulanan iki ölçek, Dil Öğretmeni Bağışıklık Ölçeği ve Öğretmen Mesleki Kayıp Ölçeği aracılığıyla toplanırken, nitel veriler 16 gönüllü öğretim görevlisi tarafından yazılan yansıtıcı metinlerden alınmıştır. Çalışmanın sonuçları, İngilizce Hazırlık Okulu öğretim görevlilerinin yabancı dil öğretmen bağışıklığı türleri ve meslekten uzaklaşma oranları arasında önemli bir fark olduğunu göstermiştir. Ek olarak, yabancı dil öğretmen bağışıklığı ve bazı bağımlı değişkenler arasında önemli bir fark bulunmuştur. Yabancı dil öğretmen bağışıklığı ve meslekten uzaklaşma arasında negatif yönde ve normal düzeyde bir ilişkim bulunmuştur. Öğretim görevlilerinin

büyük çoğunluğu üretken olmayan bağışıklık geliştiren öğretim görevlilerin mesleklerine devam etmemesi gerektiğine inanmışlardır. Sonuçlar ışığında, yabancı dil öğretmen bağışıklığının güçlendirilmesi ve meslekten uzaklaşmanın azalmasına yönelik pedagojik çıkarımlar ve öneriler sunulmuştur.

Anahtar Kelimeler: Yabancı Dil Öğretim Bağışıklığı, Olumlu Bağışıklık, Olumsuz Bağışıklık, Meslekten Uzaklaşma, İngiliz Dili Eğitimi





To all the teachers who believe in the healing power of teaching

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LIST OF ABBREVIATIONS

LTI	Language Teacher Immunity
ELPP	English Language Preparatory Program
LTA	Language Teacher Attrition
ELF	English as a Foreign Language



Chapter 1

Introduction

Teaching languages may be one of the most difficult jobs around the world since teachers can be regarded as the architects of society (Hiver, 2015). They may have the capability of shaping their students' futures. However, teachers occasionally encounter numerous types of challenges, issues, and inconvenience which might occur within various contexts from the classroom, institution, and socio-cultural settings. The plausible reasons for such problems may be related to academic and institutional authorities, limitations on the autonomy which teachers have, compulsory and top-down objectives, high expectations from teachers despite failing to provide them with sufficient support, and the devastating effect of demanding learners (Hiver, 2015). Regardless of the fundamentals of the problems mentioned above, the culmination of them may have a straightforward impact on teachers' motivation and professional identity, which has the potential to influence their ability to survive in the teaching profession (Hiver, 2015). Particularly, with the outbreak of Covid-19, most universities have adapted to emergency remote teaching without sufficient preparation. They have organized every aspect of teaching practice, such as virtual classroom tools, online teaching activities, classroom management, and interaction patterns abruptly. Thus, these sudden changes, threats, and challenges may have a deep impact on language teachers' immunity levels and teacher attrition, as well. The scarcity of research in this field calls for more fresh studies to investigate language teacher immunity and its impact on teacher attrition.

The novel construct of language teacher immunity by Hiver and Dörnyei (2015) was designed to draw attention to this significant dimension of L2 teacher motivation and identity, which has been neglected until now. The researchers' construct proffered a structure that explains the process through which teachers develop certain contrivance to avoid any kind of detriment to their motivation and professional identities. The core of language teacher immunity is to determine teachers' ability or inability to overcome obstacles, experience, sustain, and confront the inconvenience during their classroom practice and how their professional identity and career are

affected by certain struggles. The researchers explained the novel construct as a defense mechanism that can prevent the organism from the unexpected, negative, and damaging effects by exploring biological immunity and bringing out parallel outcomes with teacher psychology. To be able to obtain a deeper understanding of language teacher immunity, several constructs, such as teacher motivation, teachers' emotional competence are of the high importance of exploration. Besides, teacher attrition is a scope of this study since there is a gap related to language teacher immunity and teacher attrition. Teacher efficacy, motivation, and emotions will be pointed out in this section.

1.1 Background to the Study

1.1.1 Teacher efficacy. Language teacher immunity can be comprehended thoroughly by exploring similar constructs, such as teacher efficacy, which plays a significant role in the emergence of teacher immunity. Broadly speaking, teacher efficacy may refer to the self-confidence and beliefs that teachers have in their capabilities to manage and generate the targeted learning objectives. Teacher efficacy can be divided into three components: efficacy in student management, classroom management, and instructional strategies. While the first one refers to the confidence of motivating students, improving the learning process, and coping with difficult students, the second refers to beliefs about the capability of controlling behavioral disturbances, performing activities with ease. The final component refers to the confidence of instructional performance, addressing effective questions, and preparing appropriate lessons to the level of the students (Tschannen-Moran & Woolfolk Hoy, 2001). Therefore, it can be stated that teacher efficacy can be regarded as the indicators of teachers' competence and their dedication to teaching (Siverman & Davis, 2009). Teachers with high self-efficacy may show better instructional performances and job satisfaction. On the other hand, teacher efficacy has shown a significant relationship with motivation (Huangfu, 2012). Thus, it can be inferred that motivation influences teachers' self-efficacy. Teachers who have low self-efficacy may face some negative circumstances such as teaching problems, a decrease in job satisfaction, and stress caused by issues about the profession (Betoret, 2006). To sum up, teacher education may affect teachers' classroom practice, satisfaction at work, and stress level. Filatov

and Pill (2015) stated that a significant relationship exists between teacher education and pre-service ESL students' beliefs on self-efficacy. The study showed that pre-service teachers experience difficulty in combining theoretical knowledge with classroom practice (Sevimel & Subasi, 2018). However, the combination of content and pedagogy is of great importance in teaching (Richards, 2010). Teachers in Turkey show distinctive attitudes, academic, and pedagogical tendency and competence. They show different levels of classroom management, teaching methods, and strategies. Therefore, in-service training is necessary to bring standards in terms of teachers' proficiency and pedagogy (Aslan, 2013). As for language teacher immunity, teachers with maladaptive immunity types may have experienced such undesirable situations, and thus eventually they may end up with teacher attrition.

1.1.2 Teacher motivation. In the literature, there have been more theoretical and applied studies on learners' motivation than teacher motivation (Ordem, 2017). Therefore, the decision-making process is one of the major focuses of this study since it applies to the teacher immunity construct. The question of why teachers make certain decisions and what leads them to make these decisions has always been a hot debate in the literature. Several researchers put forward a definition of motivation. Motivation is a vital component of achieving a specific activity (Hall, 2011). Furthermore, Loewen and Reinders (2011) describe motivation as a psychological concept of the desire that a person possesses to engage in a certain activity. Motivation is a cognitively stimulant process to take initiative and provide intellectual or physical attempts for realizing an objective (Williams & Burden, 1997).

The motivating factors for language teachers can be itemized as professional factors such as attending conferences and giving professional presentations (Carson & Chase, 2009); self-realization, aligned with teacher autonomy (Kaiser, 1981), enables teachers to achieve personal goals (Praver & Oga-Baldwin, 2008). Self-evaluation and intellectual stimulation are the intrinsic values that can affect the motivation of teachers (Sinclair, 2008). Another value can be identified as extrinsic values, such as financial support and advantages of teaching (Sinclair, 2008). Thus, the motivation of teachers is increased. Besides, the working environment, institutional support, and professional network are motivating factors for teachers (Packard & Dereshiwsky,

1990). The motivating factors may probably shed light on the understanding of the teacher immunity construct.

As far as teacher motivation is concerned, several studies have been conducted on the issue from different dimensions (Ariogul et al, 2009; Truong et al, 2019). Demotivating factors can be mentioned as relations with the administration, students, and working conditions (Kızıltepe, 2008). Similar research suggests that teaching repetitiveness and hindered teacher autonomy are two of the demotivating factors for teachers (Dörnyei & Ushioda, 2011). Such factors may have the potential to influence the characteristics of teacher immunity. Therefore, they may have an influence on teacher attrition.

1.1.3 Teacher emotion. Emotions can be one of the factors that influence negotiation and structuring teacher identity (Benesch, 2012). People interact with each other in different environments like classrooms and schools. In addition, emotions are visible and they are indicators of what people feel and think. Researchers have tended to focus on students' emotions and experiences rather than the emotions of teachers (Day & Lee, 2011). Teacher emotions may have an impact on their immunity types and affect the teaching practice in the classroom positively or negatively. According to a recent study by Aral and Mede (2018), the most common emotion experienced by instructors that work for the English Language Preparatory Program of a foundation (non-profit, private) university was revealed as 'joy'. Students' motivation, relationships with colleagues and students, and teachers' teaching efficacy were related to their emotions. On the other hand, one negative emotion observed was 'anger'. However, teachers stated that they had anger for external factors, such as social, institutional, and financial. They did not have anger for their students (Aral & Mede, 2018). Similarly, experienced EFL teachers stated that they have remarkably positive relationships with their students compared to their colleagues and institutions. They showed more negative emotions towards their colleagues and workplaces (Cowie, 2011). The emotions of teachers seem to have a high potential to construct their immunity. Emotions have been divided into two categories according to cognitive approaches: positive and negative emotions. While positive emotions would be considered appealing, negative emotions can be the reasons for disturbances and undesirable outcomes (Benesch, 2018). EFL teachers experience more difficult

situations compared to teachers who work in other fields (Borg, 2006). Teachers' emotions may have some impact on developing a certain type of language teacher immunity. Therefore, their ability to regulate their emotions should be improved (Noughabi et al, 2020).

In brief, as the literature suggests teacher efficacy, teacher motivation, and emotions may have an impact on language teacher immunity. Therefore, it can be claimed that language teacher immunity types may have an influence on teacher attrition rate. Due to the scarcity of research in this field, literature calls for a need to investigate language teacher immunity types and their influence on teacher attrition.

1.2 Significance of the Study

Language teaching should not be the reason for the despair of teachers. It is a respectful job despite all the inconvenience. All institutions and teaching contexts tend to bring distinctive challenges and disturbances. Therefore, language teachers develop immunity which works as a protective shield to defend themselves against the repetitive material and demanding requirements of the profession. Stability, balance, and dignity can be obtained by developing a certain degree of immunity. Thus, developing teacher immunity can be essential for language teachers. Language teachers should be aware of their immunity levels and types to autonomously apply strategies, be receptive towards pedagogical adjustments, and be emotionally protected against work-related disturbances (Noughabi et al, 2020). If teachers develop maladaptive immunity, they may not cope with difficulties and leave the profession.

Teacher immunity can be considered a fundamental part of the professional being of a teacher and the type and characteristics of the immunity developed may have a remarkable influence on teachers' emotions, motivation, and their practice in the classroom (Ordem, 2017). Accurately, language teacher immunity can have a paramount impact on the beliefs and attitudes that teachers possess about their work. It is advised for teacher trainers to determine teachers' personality types in order to help them develop productive immunity. Also, due to the destructive impact of job insecurity on teacher immunity, administrative managers are suggested to secure teachers' positions especially in the private sector (Rahimpour, 2020).

An indispensable defense shield, namely, language teacher immunity, consists of two spheres, one of which is productive immunity and the other one is maladaptive immunity. In the context, where teaching takes place, productive immunity may provide teachers with some benefits. In particular, teachers can protect themselves against unexpected dangers of the profession, foster their teaching practice, and maximize their teaching effectiveness (Hiver, 2015).

On the other hand, when teachers develop maladaptive immunity, they tend to avoid risks to a great extent, elude new methodologies, and show fossilization. Thus, having a deeper understanding of teacher immunity from all perspectives, necessary measurements can be taken to prevent such irregularities, and training programs can be developed to enable teachers to fully realize themselves and work in a productive environment. The findings of this study may bring valuable information to the literature in terms of understanding teachers' immunity types and developing innovative methods to transform maladaptively immunized teachers into productively immunized teachers. Findings related to pre-service and in-service teachers may be well-grounded so that certain aspects of teacher education may be reconsidered to improve productive immunity.

As remarked earlier, Hiver and Dörnyei (2015) brought out a new construct 'language teacher immunity'. They shed light on the literature and helped teachers to understand, evaluate, and observe themselves from a different perspective by using innovative concepts. However, due to the scarcity of empirical data on language teacher immunity and teacher attrition research, more research should be conducted to fully understand the phenomenon in different institutions, cities, and countries. There may be different results as working conditions and teacher profiles are different in different settings.

Based on these overviews, this study will be one of the pioneer studies to provide in-depth information about language teacher immunity and its impact on teacher attrition related to the ELPP instructors working in a foundation university in Istanbul, Turkey. As of the Covid-19 pandemic, many teachers have been teaching online. This unexpected pandemic affected a variety of components of language education, such as classroom management, interaction patterns, and technology use. Teachers and students may have been affected by the pandemic the most. Therefore, teachers need to find new ways to deal with the problems when they are surrounded by disturbances

while teaching. Thus, they may develop language teacher immunity that has never been developed before.

In Turkey, the number of studies focusing on English Preparatory Program (ELPP) instructors' immunity types and their impact on teacher attrition is not significant and needs to be broadened since little is known about teachers' immunity types in a Turkish context. Therefore, this study contributes to the field and literature by investigating ELPP instructors' immunity types and their impact on teacher attrition in foundation (non-profit, private) universities. The findings of this study provide pedagogical implications and points for further studies on teacher immunity.

1.3 Purpose of the Study

The first purpose of the study is to investigate the difference between language teacher immunity types of the ELPP instructors working at a Turkish university and their teacher attrition rates. Secondly, the study aims to examine whether there is a difference between the ELPP instructors' demographic features - (age, educational background, teaching hours, and teaching experience) and their immunity types. In addition, the study aims to see if there is a correlation between language teacher immunity and teacher attrition. Lastly, the study aims to explore the perceptions of the ELPP instructors about the role of language teacher immunity on teacher attrition.

1.4 Research Questions

To meet these objectives, the following questions were addressed in this study:

1. Is there any difference between the immunity types of the ELPP instructors and teacher attrition?
2. Is there any difference in the immunity types of the ELPP instructors in terms of the following demographic features:
 - (a) Age
 - (b) Educational background
 - (c) Teaching hours
 - (d) Teaching experience
3. Is there a correlation between language teacher immunity and teacher attrition?

4. What are the perceptions of ELPP instructors about the role of language teacher immunity on teacher attrition?



Chapter 2

Review of the Literature

This chapter is organized as follows. First, the phenomenon of immunity and three constructs that can be considered as the psychological parallels to immunity will be explained in detail. Since there are few pieces of research on language teacher immunity, providing relevant information to it would be beneficial in terms of understanding the phenomenon. Subsequently, the emergence of language teacher immunity will be presented. Sufficient details related to the study by Hiver and Dörnyei (2017) will be provided about the construct. Since the focal point of this study is to investigate teacher immunity and its impact on teacher attrition, relevant studies will be presented to provide data about teacher attrition. Finally, the chapter will be concluded by presenting relevant studies that are available in the literature. These studies investigated language teacher immunity from different aspects.

2.1. Immunity

The Latin word *Immunis*, as it is called *Immunity* in English, means the situation of resisting something (Chiappelli & Li, 2000, cited in Hiver, 2016). Immunity can be described as the system that defends the organism against undesirable, negative, and detrimental impacts of the external environment. A more customary understanding of the phenomena is the biological explanation, often related to the field of medicine. Immunity functions to minimize the effects of attacks from inside and outside of the body and strives to prevent and terminate infections (Hiver, 2016). As for the teaching context, language teacher immunity can be considered as the armor that can protect the teacher from the stressors and disturbances that may appear throughout their teaching practice and career.

Immunity may consist of three psychological parallel constructs. The first one is coping. It includes the techniques that a person should have to hinder and diminish the effects of stressors (Somerfield & McCrae, 2000). The next construct is hardiness, which is a personality characteristic. Hardiness is thought to alleviate the

psychological effects of stress on one's performance (Maddi, 2004). The final construct is resilience. Resilience refers to the ability and capacity to be able to recover from the undesirable experiences of psychological affliction or sustain effectual performance despite circumstances that can traumatize the person (Masten, 2001). The following section describes each construct in detail.

2.1.1 Coping. Coping can be described as mental and behavioral attempts that can change frequently to overcome certain demands that are higher than the resources of the person (Lazarus & Folkman, 1984). Coping is a long process during which a person can be affected psychologically and emotionally. It is triggered by evaluating a situation as a threat, danger, or challenge. Subsequently, the person tests their own ability to overcome the stressor and develops some coping strategies. As a result, a person may experience psychological and emotional outcomes (Somerfield & McCrae, 2000). The strategies that people may adapt to cope with a stressor may change. Lazarus and Folkman (1984) separated the strategies that people can adopt while coping with stress into problem-focused strategies or emotion-focused strategies. Lazarus and Folkman (1984) argue that people who adopt problem-solving strategies tend to attempt to terminate the source of the stress while the ones who adopt emotion-focused strategy tend to get rid of emotions associated with stress. Another study reveals that women tend to employ an emotion-focused approach to cope with stress while men may adopt a problem-focused approach (Baker & Berenbaum, 2007). It is also suggested that teachers who have the ability to use coping strategies effectively may experience less burnout (Betoret, 2006). MachIntyre et al (2020) conducted research with 634 teachers. They investigated the coping strategies during the pandemic, Covid-19. The participants showed that workload is the leading factor for stress. It is followed by family health and loss of control of work. They followed approach strategies and avoidant strategies to cope with stress. The most used strategy was planning. However, surprisingly, planning in a difficult and uncertain situation caused stress and anxiety among participants. To sum up, coping strategies may help teachers to protect themselves against negative situations. However, during extreme conditions, they may cause the opposite effects. Therefore, teachers should be aware of their language teacher immunity and embrace certain strategies to cope with challenges and unexpected situations.

2.1.2 Hardiness. Hardiness is the other construct parallel to immunity. The phenomenon that Kobasa (1979) introduced can be defined as the source to resist and mediate the negative outcomes of the stress of high level. Kobasa (1979) suggests that hardy people have the ability to navigate the situation and consider the undesirable situation as a challenge and an opportunity for improvement. Hardiness can be divided into three attitudes: control, commitment, and challenge. Hardy people demonstrate a personality to possess the ability and belief to transform negative situations into opportunities for growth (Kobasa, 1979). Hardy people can develop a better coping ability with stress (Delahaij, Gaillard, & van Dam, 2010) and they approach negative situations more actively (Kobasa, 1979, Maddi, 2002). They do not refrain from facing the problems. They can embrace the problems and challenges with happiness and joy since they believe they can get benefited from these undesirable situations in their lives (Cole et al., 2004). Moreover, they take the initiative to resolve the problem so that they can terminate the stressors (Maddi, 1999). In brief, teachers should be trained to develop hardiness and productive language teacher immunity.

2.1.3 Resilience. Resilience can be defined as the process during which people can successfully use internal and external resources. By this means, they can determine and adapt to risks and threats. In other words, they develop an ability to transform negative situations into an opportunity to solve problems and be resilient. Teacher resilience refers to using the resources that are available in a productive way to reach learning accomplishment with the students while facing negative and difficult situations (Day & Gu, 2014). As presented by Werner (1995), if teachers use several resources such as individual, familial, and environmental, they can eliminate some factors that may cause stress in teachers' lives. Resilient teachers tend to know how to use the resources mentioned in order to navigate the negative circumstances. Resilient people have the characteristics of persevering the optimistic insights, recovering from undesirable experiences, and even returning to their regular life after traumatic situations (Zautra, Hall & Murray, 2008). Resilient teachers are eager to listen to other teachers and understand one another. They are willing to cooperate with others and learn from each other (Bobek, 2016).

On the other hand, school leaders and administrators at schools can foster the resilience of teachers (Day, 2014). Providing teachers with necessary guidance and

consultation may increase resilience and teachers' perceptions of competency. Therefore, administrators and school psychologists should provide positive behavioral strategies when teachers need them, which seems to be essential for the teacher to survive when they experience difficult situations (Kangas-Dick & O'Shaughnessy, 2020). To summarize, teacher resilience can be one of the determining factors of language teacher immunity, and appropriate training and education both practically and theoretically should be presented to the teacher.

All in all, language teacher immunity appears to embrace the three psychological constructs mentioned above. Understanding language teachers' immunity significantly refers to their coping strategies when encountered unexpected and undesirable situations. In addition, their ability to transform disadvantages into advantages and persevere in the teaching profession against all challenges should provide valuable data to the literature in order to understand teachers' struggles and develop effective and fruitful educational programs by which teachers can improve productive immunity and enjoy being a teacher.

2.2 The Emergence of Language Teacher Immunity

Language teacher immunity is a metaphor taken from the medical field to define the defense mechanism that teachers tend to develop as a response and reaction to stressors. The psychological invulnerability exists among teachers to overcome various disturbances and pressure that are a threat to their motivation and personal identities. All teachers experience this psychological invulnerability at different levels throughout their careers and strive for a remedy (Hiver, 2015). Upon this enlightenment, Hiver (2015) conducted a study to explore why some teachers maintain a balance to be able to protect their teaching ability and perspectives; and why some teachers despair and undergo several disturbances, as a consequence, they solely survive in the teaching professions.

First, Hiver (2016) conducted research in South Korea. The participants of this exploratory research were highly motivated, resilient and they had a high level of job satisfaction. Four teachers from the private sector, public K-12 sector, and tertiary education. Several series of in-depth interviews were administered with these four teachers. The researcher used the self-organization process as a framework to analyze

the data obtained during the study. According to the psychological model that Lewis (2005) presented, four stages play an important role in the self-organization process: (1) triggering stage, (2) linking, (3), realignment, and (4) stabilization stage.

In the first stage, a disturbance appears and threatens the teacher's motivational comfort zone. The linking stage refers to the process during which the teacher generates a certain response and defense mechanism against the disturbance. The teacher, in the realignment stage, develops the ability to comprehend this disturbance and even take the control of it. Thus, they can obtain their productivity again as a consequence of applying the strategies consciously. Then, the system begins to work in a stable mode. The final stage of stabilization provides the teacher with the opportunity to accept the effects of these experiences as a new quality of their identity. They put another brick of experience that will maintain the ability to react to future disturbances. The outcome of this process can be considered as teacher immunity.

The self-organization system leads individuals to develop immunity. Upon reporting the data from the participants, Hiver (2015) revealed that teachers in this study managed to develop a defense mechanism against the disturbance, and the term language teacher immunity emerged. The descriptions and explanations led Hiver (2015) to find out that immunity can be positive or negative. While productive immunity refers to a positive defense mechanism, maladaptive/counterproductive immunity refers to the opposite. In the teaching context, productive immunity not only protects against the dangers of the profession but may also increase the effectiveness of teaching practice (Hiver & Dörnyei, 2017). The following section provides detailed information about the two types of immunity in detail.

2.2.1 Productive immunity. Productive immunity works like biological immunity, which protects the body against certain diseases (Hiver & Dörnyei, 2017). To conceptualize it, a productive immunity system demonstrates the following characteristics: (1) specificity which means the ability to obtain a specific coping strategy against a particular disturbance and recognize, differentiate, and measure responses to disturbances, (2) memory which means referring to past experiences to vanquish a strain while dealing with present and future disturbances, (3) adaptability is the ability to be able to change as a response to stress, (4) durability which means long term protection against disturbances. It can be conceived that language teacher

immunity develops through certain stages. The following sections present data regarding maladaptive immunity.

2.2.2 Maladaptive immunity. Teachers may fail to develop productive immunity due to several reasons (Hiver, 2015). In such cases, the undesirable outcome is maladaptive immunity. Teachers with maladaptive immunity tend to develop a defense mechanism that causes them to suffer during teaching practice. They may develop excessive control routines, significant resistance to risks, and refrain from innovative methodologies (Hiver & Dörnyei, 2017). An immunity type as such may cause some negative results similar to biological immunity. The individual may develop a reaction to terminate elements that are not harmful or which are vital for survival. Occasionally, teachers may resist development or innovations (Hiver & Dörnyei, 2017). Hiver (2017) suggested some ways of rebooting language teacher immunity.

Subsequent to the exploratory study, Hiver (2015) assumed that there may be many questions to be answered. Apart from productive and maladaptive immunity, the study examined some other types of immunity, such as non-immune results and partially immunity types. Data were collected from 44 participants by using a retrodictive qualitative modeling approach (Chan, Dörnyei, & Henry, 2015; Dörnyei, 2014). The participants were included in a social categorization process according to their ability to describe their characters related to what those teachers felt, thought, believed, did, and wanted, despite the difficulties (Turner & Reynolds, 2012). The identification of language teacher immunity archetypes was obtained as a result of the data analysis of the focus group with seven constructs of teaching self-efficacy, attitudes to teaching, coping, classroom affectivity, burnout, resilience, and openness to change. Next, a 39 item-item questionnaire to investigate language teachers' immunity levels was developed by Hiver (2015) and it was conducted with 293 Korean EFL teachers. After the cluster analysis of the questionnaire which resulted in the identification of some archetypes, three participants were invited for in-depth life story interviews. Both quantitative and qualitative data analysis resulted in four global categories: (1) productively immunized, (2) maladaptively immunized, (3) immunocompromised, and (4) halfway immunized. A core of six language teacher

subtypes was originated after the results of two-step cluster analysis with the data obtained from the focus group which is displayed in Table 1 below:

Table 1

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

As displayed in Table 1, language teacher immunity types consist of four types and six sub-types. Productively immunized teachers were those who developed a healthy immunity and they tried to face the problems and change their practice to deal with them whereas maladaptively immunized teachers persisted in being indifferent. Maladaptively immunized teachers have low self-efficacy and motivation. Halfway immunized teachers are those who have developed specific component of immunity. Finally, immune-compromised teachers are slightly higher than teachers with maladaptive immunity (Hiver, 2017).

In brief, language teacher immunity was divided into four types and each construct describes distinctive characteristics of language teachers. This section has displayed the process of how language teacher immunity emerged. Productive and maladaptive immunity types have been explained in detail. This study investigated language teacher immunity types and their influence on teacher attrition.

2.2.3 Rebooting language teacher immunity. Language teacher immunity is an inevitable defense mechanism for the teacher if it is developed positively (Hiver, 2015). On the contrary, when the teacher develops maladaptive immunity, they can undergo certain dangers. The main focus is on how to reboot the maladaptive immunity and lead it in the desired direction (Hiver & Dörnyei, 2017). Kubanyiova's (2012)

recent theory of Language Teacher Conceptual Change (LTCC), which presents a vigorous understanding of how to manage a considerable change in teacher's educational beliefs and practices. Hiver and Dörnyei (2017) suggest a rebooting system that includes some stages such as *awareness-raising*, *transformative coping strategies*, and *re-narrating immunity*. This model consists of at least three components to establish a meaningful and permanent change in the teacher's approaches. The first one is awareness-raising. In this stage, a positive insight should be developed to help the teacher to get the message deeply. The teacher is exposed to a disturbance to prove that a change is inevitable. Then, providing a collection of coping strategies, the teacher is aimed to reach new responses to old problems. Finally, by providing procedural guidelines as Dörnyei and Kubanyiova (2014) state, a narrative of resolution can be established to stabilize the new identity. This new state of rebooting the self-organization may not be the ideal situation. Therefore, some ongoing teacher development might be implemented for the teachers so that they can develop positive immunity and transform maladaptive immunity into positive immunity (Hiver & Dörnyei, 2017).

As it is stated above, teachers may experience certain disturbances and thus they have the potential to develop a certain defense mechanism. Developing this defense mechanism requires several stages, such as triggering and realignment. As a result, teachers develop a type of immunity that can be positive or negative. Teachers who have been able to develop positive immunity can survive in the profession with ease and have the necessary strategies that can enable them to overcome obstacles. On the other hand, teachers who have failed to develop positive immunity and ended up with the negative type of immunity may suffer from disturbances and follow strict rules to feel secure in the classroom. A negative classroom atmosphere may appear for both teachers and learners.

This section has presented the process of the emergence of language teacher immunity. In addition, productive and maladaptive immunity types have been explained in detail. On the other hand, the treatment process to transform the immunity type into productive immunity for the teachers who have developed maladaptive immunity has been stated. The following section will provide recent studies about language teacher immunity.

2.3 Recent Studies about Language Teacher Immunity

There has been a scarcity in the number of studies regarding language teacher immunity that empathized various concepts (Songhori, Ghonsooly & Afraz, 2018; Rahmati et al. 2019; Noughabi et al., 2020). The process during which teachers develop teacher immunity was investigated through a self-organization perspective by Songhori, Ghonsooly, and Afraz (2018). Teachers' immunity types and characteristics were explored by Rahmati et al. (2019). In addition, the relationship between language teacher immunity and emotions, autonomy, and engagement was explored by Noughabi et al. (2020). Language teacher immunity is a new construct that calls for further research in order to understand teachers' immunity types and their influence on other areas such as attrition and students' learning process. This section aims to reflect on the recent studies about language teacher immunity.

First, a study conducted by Songhori, Ghonsooly, and Afraz (2018) aimed to investigate the immunity types of Iranian English teachers and how Iranian language teachers have developed immunity types by employing a self-organization perspective. They collected data from 230 participants by delivering a teacher immunity questionnaire and from 13 participants by conducting interviews. As for the results, the dominant type of Iranian EFL teachers' immunity was maladaptive immunity. While only 43.5% of teachers who have 8 or more years of experience showed a positive immunity, 53.5% of teachers developed maladaptive immunity. A low level of motivation and a huge amount of stress were claimed as the dominant reasons for maladaptive immunity. In addition, the challenges which Iranian teachers experience affected their self-efficacy, resilience, coping strategies, and attitudes to teaching negatively, which can be the contributors for teachers to develop maladaptive immunity. Despite the instructional stressors, teachers with productive immunity showed positive attitudes towards their profession and students. It is claimed that intrinsic and altruistic motivation would be the reason for productive immunity. To wrap, although this study reveals valuable data about teacher immunity, some questions still arise regarding language teacher immunity and whether it has any impact on teacher attrition or not.

A recent study by Rahmati et al. (2019) was conducted to investigate teachers' immunity types and characteristics. The researchers study with 15 teachers (10 male

and 5 female) in-service EFL teachers. Semi-controlled interviews were conducted to collect data from the participants. The outstanding factors affecting teachers' immunity showed a distinctive variation. Low self-confidence, students with low motivation, lack of time, and high expectations from parents were the main stressors for teachers. They indicated that teachers utilized several strategies to cope with these negative conditions. The teachers prepared lesson plans, tried to create a positive environment in the classrooms, and they even informed parents about the objectives in order to cope with the disturbances mentioned earlier. The study revealed that teachers generally reflect on negative experiences and assume that teaching is a profession full of stress. The most significant professional stressors, on the other hand, were stated as inadequate teacher training, inconsistency between teaching and testing, and deficiency of time. Although teachers may have developed coping strategies against disturbances, the study shows that they could not refrain from developing negative immunity. Therefore, it can be deduced that teacher training appears to have an impact on the type of language teacher immunity.

Despite presenting valuable data into the literature, the study of Rahmati et al. (2019) was conducted by 15 teachers only. Therefore, it can be seen that conducting more research appears to be necessary to shed light on the language teacher's immunity and their characteristics. Finally, with the assistance of such valuable data to the literature, practitioners and instructors may find more effective strategies to have teachers develop productive immunity and overcome obstacles, and have more successful instruction. Powerful teacher education programs should prepare teachers for future disturbances and teach them how to develop coping strategies.

A study was conducted by Noughabi et al. (2020) aimed to investigate the association of engagement, emotions, and autonomy with experienced teachers' immunity. The participants were 390 experienced EFL teachers from different locations in Iran. The researchers utilized several data collection instruments ranging from The Teacher Autonomy Scale (TAS) developed by Pearson and Hall (1993), The Engaged Teacher Scale (ETS), developed by Klassen et al. (2013), The Teacher Emotions Inventory (TEI) by Chen (2019), and The Teacher Immunity Scale (TIS) developed by Hiver (2017). The results demonstrated that experienced teachers with high levels of immunity demonstrated higher levels of autonomy, emotions, and engagement. Teacher autonomy, teacher emotion, and engagement may have an

impact on language teacher immunity (Noughabi et al., 2020). The findings revealed that measuring teachers' autonomy levels may indicate the type of teacher immunity. The more autonomous teachers are the more positively immunized they will get. Experienced teachers showed high levels of emotions. However, the findings of the study prove that no matter how experienced teachers are, they still need to attend professional courses to learn how to persevere their emotions and stay committed socially, cognitively, and emotionally. Thus, several opportunities should be provided with the teachers through effective education programs that aim to improve teachers' autonomy on decision making and command of their positive and negative emotions.

As for factors predicting language teacher immunity, a similar study was conducted by Rahimpour et al. (2020). They collect data from 483 Iranian English teachers. Four data collection instruments were utilized to collect data about the predictors of language teacher immunity. The first questionnaire was developed by Hiver (2017) to measure language teacher immunity. Personality traits were measured by the HEXACO-60 Scale (Ashton & Lee, 2009). The questionnaire was chosen to investigate Reflective Teaching (Behzadpour, 2007). The last scale by De Witte (2000) used for the study measures Job Insecurity. The results showed that job insecurity may cause a negative impact on teacher immunity and reflective teaching, which results in maladaptive immunity. Teachers who work for a short time tend to feel job insecurity at a high level, which may lead to maladaptive immunity. Another finding was related to reflective teaching. Since teachers rewind and think about their experiences and criticize themselves, they get more aware of their strengths. Thus, they tend to develop more positive immunity. Developing a deeper teacher identity may have a positive impact on reflective teaching. Finally, teacher personality types should be taken into consideration by teacher education courses as they play an important role in developing positive immunity.

As presented above, the studies (Songhori et al., 2018; Rahmati et al., 2019; Noughabi et al., 2020) conducted on teacher immunity reveal that teachers may develop negative or positive immunity against various disturbances. Experienced teachers tend to develop positive immunity compared to novice teachers. However, they still have a natural urge to get effective training about how to cope with stressors. Novice teachers find it challenging to connect theory with practice, which may end up in maladaptive immunity. Moreover, teachers who work in an institution for a short

period of time suffer from job insecurity and they may fail to develop positive immunity. As the literature suggests, teachers should be educated to learn how to cope with stressors and disturbances no matter how experienced they are. Language teacher immunity may affect a teacher's personal identity, behavior, and attitude about the profession (Haseli Songhori et al. 2018; Hiver 2015, 2016). More specifically, language teacher immunity appears to protect teachers from difficult situations and enables them to deal with disturbances successfully and have a positive effect on their instruction (Hiver, 2017). Therefore, teacher education programs should allocate adequate and efficient training for teachers.

2.4 Recent Studies about Language Teacher Immunity in Turkey

Since language teacher immunity is a particularly new construct, to the knowledge of the researcher, there are few studies conducted to investigate language teacher immunity types of Turkish teachers (Ordem, 2017; Saydam, 2019).

To start with, a qualitative study conducted by Ordem (2017) revealed some valuable data for the literature. The study was an in-depth longitudinal examination of a single case on language teacher immunity and it aimed to answer what kind of immunity the teacher who is exposed to perturbation would develop and what motivational path they would follow. The teacher had 17 years of experience and worked for private and public schools. She has completed her MA and Ph.D. As for the procedure, she was observed for 14 weeks with the aim of collecting data in terms of her ability, ideas, self, motivation, and attitude to challenges while attempting to cope with dangers and threats. The data collection instruments consisted of diaries, interviews, and students' online feedback tools. The findings revealed that the teacher demonstrated negative immunity, namely maladaptive immunity. The participant showed maladaptive behaviors resulted from being exposed to constant feedback on their previous experiences and high self-efficacy and ideal being in the classroom setting. Another reason for this type of immunity was the teacher's refusal of the production of a new method or approach. On the contrary, the teacher decided to adopt a mechanical system. As stated in the study, public and private schools should encourage teachers to attend professional events, such as seminars and conferences so

they can get a chance to reflect on their teaching practices and transform their immunity system as teachers.

A recent study was conducted by Saydam (2019) about language teacher immunity levels. The researcher conducted a series of studies with instructors at a public university in Turkey to explore language teachers' immunity types and their characteristics. The data was collected from 187 participants. Among these participants, 168 were female instructors and 19 were male instructors. As for the results, it was stated that age does not play a significant role in teachers' immunity levels yet it has a comparatively higher effect on coping strategies. Related to the degrees that instructors hold, the study revealed that degree is not effective on teachers' immunity levels. In terms of academic activities teachers follow, they have an effect on their attitude towards students and their profession. Finally, working hours also do not have an impact on the teachers' immunity levels. In sum, although this study presents valuable data into the literature, this study was conducted at a public school in Turkey and it was designed as a case study. The results may show differences in terms of age, academic background, workload, and type of institution when it is conducted in a different setting with different participant profiles.

Overall, although there are not many studies on language teacher immunity in Turkey, they provide valuable insight regarding language teacher immunity. When teachers are exposed to perturbation, they may develop a negative type of teacher immunity and lose motivation. Thus, they can follow more strict methods in the classroom. Moreover, teachers who work at a public university show positive immunity levels yet they state that they need to get some training to get over some unpleasant situations although the results show teachers are positively immunized and can survive in the classroom. Despite the results which show that demographic information such as age, and background education does not play an important role in teacher immunity types, more research should be conducted as teachers may show different teacher identity and demographic information at foundation universities.

2.5 Studies about Language Teacher Attrition

As emphatically expressed in the previous section, language teacher immunity types provide valuable data regarding the teachers' defense mechanism, coping

strategies, and efficacy. The extremely stressful teaching environment may cause teachers to suffer from failing to develop positive attitudes towards other teachers and students. Thus, they may be likely to exit the profession. Several studies have been carried out to investigate teacher attrition (Hancock & Scherff, 2010; Madumere-Obike, Ukala & Nwabueze, 2018; Swanson, 2012; Sribayak et al., 2018).

To begin with, Hancock and Scherff (2010) administered a study with the aim of investigating whether some factors such as teacher characteristics, teaching conditions, and self-efficacy have a relation with teacher attrition. The participants were secondary English language art teachers and 4520 participants took part in the survey. The data obtained from the 2003-2004 Schools and Staffing Survey revealed the three most significant contributors to teacher attrition. The results show that being a minority teacher, years of teaching experience, and teacher apathy are the outstanding reasons for teacher attrition. The study shows that teachers with more than 5 years of experience are less likely to leave the profession than the teachers with 5 fewer years of experience. In other words, the attrition risk decreases 23% for every 5 years of experience teachers have gained. The more experienced teachers, the less likely they might leave the profession.

A study managed by Madumere-Obike et al., (2018) aimed to examine managing teacher attrition rates for quality education. The researchers studied with 247 male and 7713 female teachers. A survey that was designed by the researchers “Managing Teacher Attrition Rate for Quality Education Delivery Questionnaire (MTARQEDQ)” was used as the data collection tool. As for the results, the study reveals that insufficient salary, delays in career structure and promotion, low level of recognition by officials, parents, and students are some of the factors that can contribute to teacher attrition. The study puts forward that providing teachers with equal regards with other professions and paying attention to them will increase teachers’ retention.

Swanson (2012) administered a study to investigate how teacher efficacy is related to teacher attrition. The participants were 1065 Canadian and US teachers. As for the data collection tools, the researcher utilized the 14-item version of the S/FL Teacher Sense of Efficacy Scale and the 12-item TSES (Tschannen-Moran & Woolfolk Hoy, 2001). The findings reveal that teachers may show the possibility of leaving the profession as a consequence of a lack of confidence to teach cultural instructional knowledge inasmuch as classroom management problems may occur.

When teachers fail to satisfy the needs of the students who want to learn more about different cultures, students may lose interest in the lesson and some motivational problems may occur. Therefore, teachers might experience classroom management problems. Because of a lack of confidence in themselves, teachers may leave the profession.

Sribayak et al., (2018) targeted to explore the factors that might contribute to EFL teachers' attrition and influence their perceptions about leaving their profession. The participants were 48 teachers with different demographic information. The participants designed a questionnaire from those of Giacometti (2005) and Walker (2010). Semi-structured interviews were also conducted to collect data regarding the factors influencing teacher attrition. The results present that teachers might leave or consider leaving the profession if they are provided inadequate salaries, a lack of opportunities for personal development or job promotion. The participants revealed that demotivating policies related to work, negative characteristics of the profession can be the reasons for leaving their profession.

The review of the literature indicates that there exists quantitative and qualitative research which targets to investigate teacher attrition from different perspectives. Several factors such as inadequate salaries, lack of opportunities for the teachers to achieve personal development may cause teachers to leave their profession. In addition, years of experience and lack of confidence may be some of the contributors to teacher attrition.

2.6 Conclusion

The review of the literature demonstrates that the number of studies on language teacher immunity is scarce and empirical evidence of its effectiveness is limited. This research study is, thus, of vital significance in the fact that it investigates the ELPP instructors' immunity types and their impact on teacher attrition in Turkey where very rare research has been conducted so far. This mixed-method approach also provides both quantitative and qualitative data regarding language teacher immunity types of the ELPP instructors, the difference between immunity types and teacher attrition, as well as instructors' perceptions about the role of language teacher immunity on teacher attrition.

Chapter 3

Methodology

This chapter presents relevant and adequate data in regard to the methodology of the study. The participants were explained in detail, the data collection tools and procedures were provided with all the steps and rationale.

This chapter provides an understanding of the processes that were used to carry out this study. A thorough description of the participants, setting, and the instruments that were utilized to collect data from the participants were presented below. In addition, the validity and reliability of the instruments are discussed, as well as the data collection procedures and analysis of the data collected from the participants.

The purpose of this research is to answer the following questions?

1. Is there any difference between the immunity types of the ELPP instructors and teacher attrition?
2. Is there any difference in the immunity types of the ELPP instructors in terms of the following demographic features:
 - (a) Age
 - (b) Educational background
 - (c) Teaching hours
 - (d) Teaching experience
3. Is there a correlation between language teacher immunity and teacher attrition?
4. What are the perceptions of ELPP instructors about the role of language teacher immunity on teacher attrition?

3.1 Research Design

The present study addressed the language teacher immunity types and their impact on teacher attrition. A mixed-method design was used which requires collecting quantitative data first and subsequently presenting quantitative findings with in-depth

qualitative data (Creswell, 2013). In the quantitative phase of the study, the Teacher Immunity Questionnaire (Hiver, 2017) and Teacher Attrition Questionnaire (Butler, 2014) were implemented to collect data from the English teachers to find out the difference between their immunity types and teacher attrition rates. The second part of the study includes teacher reflections which were carried out to develop meaning themes with the aim to reach a deeper understanding and empower the quantitative data.

Research conducted on educational purposes is generally divided into two main models: a quantitative model and a qualitative model (Creswell, 2013). As the nature of this study requires, a sequential explanatory design was utilized to collect data. On one side, quantitative research design may provide researchers to reach a vast number of participants and it enables a researcher to collect a remarkable amount of data. Thus, the findings of the study can be regarded as a generalized outcome.

On the other hand, one of the procedures for collecting qualitative data can be teacher reflections. The qualitative research method does not focus on collecting data from distinctive participants to generalize a phenomenon but it focuses on exploring the phenomenon deeply. Consequently, the researcher can find the opportunity to reach a deeper understanding of the problem. In addition, qualitative research methods can provide the researcher with resolving the problems and finding solutions to these problems (Cresswell, 2013).

Mixed method studies are a combination of quantitative and qualitative research designs. In other words, the researcher can collect data from a huge number of participants, and by analyzing the data, they can validate a generalization. Through the qualitative part, the researcher can understand the phenomenon more precisely and provide participants' insight into the literature so as to understand the emotions and opinions of the participants. Therefore, they can adjust, reorganize, and improve situations (Creswell, 2013). The features and opportunities of mixed method design were adopted in the present study which aimed to investigate the difference between language teacher immunity types and teacher attrition rates, as well as the perceptions of participants about the role of language teacher immunity on teacher attrition.

3.2 Setting

The present study was conducted at an ELPP of a foundation (non-profit, private) university, Istanbul. The purpose of the program is to fulfill both oral and written English language requirements of the students for academic and social communication through intensive courses within the academic year. Preparatory programs, which aspire to qualify students with the English language skills (listening, reading, writing, and speaking) that are necessary for academic studies, deliver two-academic term courses for the students during which they can achieve proficiency level of English and learn some basic academic skills.

Registered students who take a placement test at the beginning of the academic year are placed in different levels ranging from A1 to B1+ according to their grades and they receive 20 - 25 hours of English per week. Each level lasts 8 weeks to complete. During these 8 weeks, students take several quizzes and exams. At the end of the term, students take an achievement test. Based on the results of the whole quizzes and achievement, students fail and repeat the level or they complete the levels successfully and proceed to the upper level. When they complete the B1+ level, they are required to take the proficiency exam to start their undergraduate program at various disciplines.

The instructors of the program teach either 15 or 20 hours each week depending on the skill that they prefer to teach. Reading Writing teachers usually teach 15 hours, Main Course teachers usually teach 20 hours per week. Instructors are required to complete at least one CPD activity every year. Instructors have the right to decide on various activities such as learning a new language or taking a teacher training course depending on their professional needs and interests.

In addition, the English Language Preparatory Program (ELPP) consists of a variety of units, which include level coordinators, testing, and a teacher development center (TDC). First, level coordinators are responsible for developing, conducting, assessing, and fostering all the objectives of the curriculum. In addition, they share teaching objectives with the teachers weekly. The testing unit prepares quizzes and exams in accordance with the course objectives. Finally, the teacher development center (TDC) is the unit that organizes and runs different teacher development

activities for the teachers. TDC members provide teachers with the necessary guidance and support.

3.2.1 Participants. The participants of this study consisted of 84 ELPP instructors of a foundation university. As for the demographic information, 17.9% were male and 82.1% of the participants were female. Their age range was between 40 (52.4%) and above (47.6%). As for their educational background, the educational background was obtained as 42.7% with BA Degree, 58.3% with MA Degree. In terms of teaching hours, 7.2% of the participants taught 15 hours or less per week, 40.5% offered for 16-20 hours per week, 40.5% of them had 21-25 hours per week and 11.9% of them taught 25 hours or more per week. Based on the obtained percentages, 45.2% of them had 15 years of more experience. The distribution of the participants' demographic information can be illustrated in detail in Table 2 below:

Table 2
Distribution of Demographics

		<i>n</i>	%
Gender	Male	15	17.9
	Female	69	82.1
Age	Below 40 years	44	52.4
	Above 40 years	40	47.6
Educational Background	BA. Degree	35	41.7
	MA. Degree	49	58.3
Teaching hours	Below 20 Hours	40	47.7
	Above 20 Hours	44	52.4
Years of Experience:	Below 10 years	22	26.2
	11-15 years	24	28.6
	Above 15 years	38	45.2
Total		84	100

3.3 Procedures

This section will present the details regarding the data collection procedures that include the instruments, data analysis, reliability, and validity of the study. Finally, the limitations of the study are provided respectively.

3.3.1 Data collection procedures. As stated previously, this study embraces a mixed-method design and requires two types of data collection. Before the data were collected ethical considerations were taken into account with utmost attention lest the study should violate any ethical issue and give harm to someone of any kind. Therefore, necessary permission was received from the Ethics Board Committee and the Head of the English Preparatory Program of the university. As Frankel and Wallen (2006) put forward the confidentiality of the research was ensured, the participants were protected from any kind of harm, and the subjects were not mentioned. The participants were informed about the right to refrain from the study at any stage, their identities were kept hidden, and all participants were given pseudonyms such as P1, P2, and P3 were used to ensure the confidentiality of the participants (See Appendix A).

First of all, quantitative data was collected in the late fall semester of 2020-2021, and then qualitative data was obtained at the beginning of the spring semester of 2020-2021. Data were collected successively in two stages. First, the questionnaire - Language Teacher Immunity Questionnaire (Hiver, 2017) and Language Teacher Attrition Questionnaire (Butler, 2014) were sent online to participants who volunteered to take part in the study due to the COVID-19 pandemic. The participants' responses were entered into the data set and resolved.

Finally, the qualitative data was gathered from a smaller sample since a large sampling size may increase the risk of the depth of the qualitative data (Creswell & Plano Clark, 2011). Therefore, 16 participants were sent a reflection form via e-mail because of the lockdown. The questions were provided to the participants and after they completed the form about their perceptions, they sent it to the researcher.

3.3.2 Data collection instruments. Data collection instruments utilized to collect data from the participants in this study consisted of three parts. They were the

Language Teacher Immunity and Language Teacher Attrition Questionnaire and teacher reflections. The permissions were initially received from the developers of the questionnaires prior to the implementation (See Appendix B).

3.3.2.1 Language teacher immunity questionnaire. For the purposes of this study, two questionnaires were used to obtain necessary data namely, language teacher immunity types. First, Language Teacher Immunity Questionnaire (Hiver, 2017) attempted to find out whether demographic information has an impact on language teacher immunity and examine what types of immunity the ELPP instructors have developed.

The questionnaire consists of 39 items under 7 factors. The factors include teaching self-efficacy (7 items), burnout (5 items), resilience (5 items), attitudes to teaching (5 items), openness to experience (6 items), classroom affectivity (6 items), and coping (5 items). The questionnaire was based on a 4 point- Likert scale type ranging from ‘strongly disagree (1)’ to ‘strongly agree (5)’. The Cronbach’s alpha values of all the subscales in the study of Hiver (2017), presented in order, were .82, .80, .82, .85, .74, .81, .78. Four types of immunity can be found according to the results of this questionnaire (Appendix C).

3.3.2.2 Language teacher attrition questionnaire. The second questionnaire used to obtain data was related to teacher attrition. The Teacher Attrition Questionnaire (Butler, 2014) was administered to the ELPP instructors to examine their attrition levels and the influence of immunity types on teacher attrition. The Language Teacher Attrition Questionnaire, which was developed by Butler (2014), was adapted by using 14 questions under 4 factors. The factors include Institutional Support (4 items), Working Environment (3 items), Workload (4 items), and Financial Situations (3 items). This questionnaire measures the factors that can affect teacher attrition. The questionnaire was based on a 4 point- Likert scale type ranging from ‘strongly disagree (1)’ to ‘strongly agree (5)’ (Appendix D).

3.3.2.3 Teacher reflections. Reflection is one of the methods used to collect data about the emotions, and perceptions of participants about a specific topic. Reflection is a valuable instrument to describe distinctive and unforeseen perceptions (Rich,

2015). In this study, to empower the quantitative data, participants were provided with a section after the questionnaire to state their willingness to participate in the reflection procedure. Participants who were volunteers were provided with a reflection form to state their perceptions about the impact of teacher immunity on attrition. The reflection form consisted of 3 questions in total which were parallel to the LTI and LTA questionnaire. The first question aimed to explore the ELPP instructors' perceptions about the conditions such as workload, working environment, and finance that may cause teachers to leave the profession. The second question tried to get a deeper understanding of the perceptions of the ELPP instructors related to teachers who should leave the profession. The third question aims to find out instructors' perceptions about a teacher who has developed maladaptive immunity. The participants provided their perceptions either in Turkish or English (See Appendix E).

3.3.3 Data analysis procedure. The data collected in the study was analyzed in two phases. First, quantitative data was analyzed using SPSS v26. The data obtained from the questionnaires were subject to descriptive statistics, calculating frequencies and mean scores. After that, the Kolmogorov-Smirnov test was run to check the normality of the distribution of the data. The data was not found as normally distributed. However, according to the results of the Skewness and Kurtosis analysis, the value between +2.0-2.0 can be regarded as normally distributed (George & Mallery, 2019). Next, the One-way ANOVA was conducted to observe the difference between language teacher immunity and independent variables (i.e., teaching experience). Independent Sample t-test was run with the aim of comparing the means of two independent groups. Pearson Correlation was conducted to see the correlation between the two variables.

In the second phase, the qualitative data gathered from the reflections of the ELPP instructors were subject to content analysis (Miles & Huberman, 1994). The codes that emerged from the content analysis were categorized under certain themes that align with the research questions. The researcher identified the two main themes that emerged from the data. The themes were sorted as productive immunity and attrition related and maladaptive immunity and attrition related. Frequencies for these factors were calculated and a comparison was made for both groups of perceptions.

3.3.4 Reliability and validity. Several precautions were taken to ensure the trustworthiness of the data before the analysis. Subsequent to having granted the trustworthiness and the relevant criteria, data analysis was done properly.

Correctness and reliability are some of the most significant aspects of the studies to provide valuable data into the literature since the study accomplishes quality based on these elements. Guba and Lincoln (1981) present four main criteria for the reliability of the qualitative data: credibility, transferability, dependability, and conformability.

Credibility can be assured by some techniques, triangulation, prolonged engagement, and member checks (Guba & Lincoln, 1981). Thus, both quantitative and qualitative designs are implemented in this study to empower the credibility of the findings. Teachers' reflections were prepared to validate the data that comes from the results of the questionnaire. Besides, prolonged engagement was another technique used to strengthen credibility. The researcher works as an instructor in the Language Preparatory Program of a foundation (non-profit, private) university, which has enabled them to collect truthful responses from the participants. Finally, member checks also contributed to ensuring the credibility of the study.

Dependability is another important issue. This study appears to be a dependable study because the theory of the study was presented clearly and precisely. In addition, the context of the study, the sampling type of the participants, and the procedural details regarding the data collection, analysis, and interpretation were presented in the study (Merriam, 2009). Teachers' reflections were analyzed and coded by the researcher.

Confirmability refers to if the data presented in the study reflects reality, in other words, the objectivity of the findings rather than the subjective judgments and assumptions of the researcher. Shenton (2004) states that real experiences and perceptions of the participants should be presented in a study rather than researchers' assumptions.

Finally, Cronbach's alpha reliability score of the Language Teacher Immunity was found as (.895) and the Language Teacher Attrition was found as (.868). Reliability Analysis of Language Teacher Immunity and Attrition Scales can be found in Table 3 below:

Table 3

Reliability Analysis of Language Teacher Immunity and Attrition Scales

	Cronbach's Alpha	N of Items
Language Teacher Immunity	.895	39
Teaching Self Efficacy	.667	7
Burnout	.839	5
Resilience	.625	5
Attitudes Towards Teaching	.889	5
Openness to Change	.659	6
Classroom Affectivity	.744	6
Coping	.644	5
Language Teacher Attrition	.868	14
Institutional Support	.755	4
Working Environment	.649	3
Workload	.775	4
Financial Situations	.776	3

3.4 Limitations

There are some limitations to be taken into consideration in this study. The first limitation could be the sample size. Totally, 84 participants contributed to the study. Due to the number of participants, the results might be inadequate to generalize. More research might be conducted to have more empirical data.

Another limitation was the participants' demographic information. Since most teachers appeared to have more than 10 years of experience, data from novice instructors could not be obtained.

The results revealed no instructors with maladaptive immunity types. Therefore, the difference between maladaptive immunity and productive immunity could not be analyzed. Although a statistically significant difference was found between the immunity types, data from maladaptively immunized instructors were missing.

Finally, apart from the limitations mentioned above, the last limitation of this research study is the lack of an external researcher. This might be regarded as a threat to external validity.

Chapter 4

Results

4.1 Overview

The chapter displays the results of the collected data from the participants that work for an ELPP of a foundation university, Istanbul so as to investigate the difference between language teacher immunity types that the ELPP instructors have developed and their teacher attrition rates. In addition, the findings related to whether there was a difference between the ELPP instructors' demographics (i.e., age, educational background, teaching hours, teaching experience) and language teacher immunity types are presented. A scale study and teacher reflections established the findings of this study. The findings of the quantitative and qualitative data are presented successively in this section.

4.2 Quantitative Data Analysis

This section reports the quantitative results of the surveys administered to the ELPP instructors about the difference between their language teacher immunity types and teacher attrition rates. In addition, it was investigated whether there was a difference between the demographic information of the participating instructors and their immunity types. The data were collected from the participants by administering two questionnaires, Language Teacher Immunity (Hiver, 2017) and Language Teacher Attrition Questionnaire (Butler, 2014). Finally, it was checked if there was a correlation between language teacher immunity and teacher attrition. The analysis of the scores was conducted through SPSS v26. As for the data analysis, several tests such as the Independent sample t-test, One-way ANOVA, and Pearson Correlation test.

4.2.1 Descriptive statistics of language teacher immunity and language teacher attrition scales. The descriptive statistics were analyzed related to the Language Teacher Immunity and Language Teacher Attrition Scales and their factors such as Teaching Self-Efficacy and Working Environments. The obtained findings of the analysis are presented in Table 4 below:

Table 4

Descriptive Statistics of Language Teacher Immunity and Language Teacher Attrition Scales

	<i>N</i>	<i>M</i>	<i>SD</i>	Min.	Max.
Language Teacher Immunity	84	2.95	.38	1	4
Teaching Self Efficacy	84	3.23	.45	1	4
Burnout	84	2.85	.74	1	4
Resilience	84	2.84	.50	1	4
Attitudes towards Teaching	84	3.10	.81	1	4
Openness to Change	84	2.37	.51	1	4
Classroom Affectivity	84	3.30	.52	1	4
Coping	84	2.92	.38	1	4
Language Teacher Attrition	84	2.59	.58	1	4
Institutional Support	84	2.60	.72	1	4
Working Environment	84	2.27	.72	1	4
Workload	84	2.46	.79	1	4
Financial Situations	84	3.06	.75	1	4

As displayed in Table 4, mean score for the Language Teacher Immunity scale was found as 2.95, with an *SD* of .38, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.95$, $SD=.38$, min.=1, max.=4). Related to the factors, mean score for teaching self-efficacy was found as 3.23, with an *SD* of .45, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=3.23$, $SD=.45$, min.=1, max.=4) while mean score for burnout was found as 2.85, with an *SD* of .74, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.85$, $SD=.74$, min.=1, max.=4). In addition, mean score for resilience was found as 2.84, with an *SD* of .50, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.84$, $SD=.50$, min.=1, max.=4). Next, mean score for attitudes towards teaching was obtained as 3.10, with an *SD* of .81, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=3.10$, $SD=.81$, min.=1, max.=4). Furthermore, mean score for openness to change was analyzed as 2.37, with an *SD* of

.51, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.37$, $SD=.51$, $\text{min.}=1$, $\text{max.}=4$) whereas mean score for classroom affectivity was found as 3.30, with an SD of .52, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=3.30$, $SD=.52$, $\text{min.}=1$, $\text{max.}=4$) and the mean score for coping was found as 2.92, with an SD of .38, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.92$, $SD=.38$, $\text{min.}=1$, $\text{max.}=4$). On the other hand, mean score for the Language Teacher Attrition scale was found as 2.59, with an SD of .58, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.59$, $SD=.58$, $\text{min.}=1$, $\text{max.}=4$). As for the factors, mean score for institutional support was found as 2.60, with an SD of .72, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.60$, $SD=.72$, $\text{min.}=1$, $\text{max.}=4$) while mean score for the working environment was observed as 2.27, with an SD of .72, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.27$, $SD=.72$, $\text{min.}=1$, $\text{max.}=4$). Besides, mean score for workload was found as 2.46, with an SD of .79, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=2.46$, $SD=.79$, $\text{min.}=1$, $\text{max.}=4$). Finally, mean score for financial situations was found as 3.06, with an SD of .75, with a minimum score of 1 and maximum score of 4 ($N=84$, $M=3.06$, $SD=.75$, $\text{min.}=1$, $\text{max.}=4$).

4.2.2 The difference between language teacher immunity types and teacher attrition. This section of quantitative findings presents the results of the surveys that were administered to the ELPP instructors regarding the difference between the immunity types of ELLP instructors and teacher attrition scores. The data were collected from the participants through LTI Scale. First, the immunity types were obtained according to the frequency analysis. Then, teacher attrition rates were compared according to the ELPP instructors' language teacher immunity types. To begin with, the distribution of language teacher immunity types are shown in Table 5 below:

Table 5

The Distribution of Language Teacher Immunity Types

Immunity	N	%
Immunocompromised	3	3.6
Halfway Immunity	35	41.7
Productive	46	54.8
Total	84	100.0

As it could be seen from Table 5, the distribution of language teacher immunity types was analyzed and presented. Only 3 instructors appeared to be immunocompromised, which is 3.6 % of the participants, 41.7% of them were halfway immunized, which stands for 35 instructors and 54.8% of the participants were productively immunized, which means 46 instructors turned out to have productive immunity according to the analysis of the data.

Next, the immunity types of the instructors and teacher attrition results were compared to investigate if there was any difference between the immunity types and teacher attrition scores. According to the independent t-test results, the findings of the analysis are displayed in Table 6 below:

Table 6

Independent Sample t-test Results Regarding the Influence of Language Teacher Immunity Levels on Teacher Attrition

	Immunity Level				<i>t</i>	<i>F</i>	df	<i>p</i>
	Halfway		Productive					
	(<i>n</i> =38)		(<i>n</i> =46)					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
LTA	2.82	.54	2.4	.55	3.570	.169	82	.001*
Institutional Support	2.61	.80	2.59	.66	.156	1.533	82	.876
Working Environment	2.57	.70	2.03	.64	3.695	.315	82	.000*
Workload	2.87	.70	2.13	.69	4.926	.266	82	.000*
Financial Situations	3.28	.69	2.87	.76	2.580	.025	82	.012*

* $p < .05$

As displayed in Table 6, the English Language Program (ELPP) instructors with halfway immunity level ($M=2.82$, $SD=.54$) were observed with a higher attrition value than instructors with productive immunity level ($M=2.4$, $SD=.55$, $t(82)= 3.570$, $p<.05$). Besides, the mean score of instructors with halfway immunity level ($M=2.57$, $SD=.70$) related to the working environment was found higher than instructors with productive immunity ($M=2.03$, $SD=.64$, $t(82)= 3.695$, $p<.05$). In addition, the results showed that instructors with halfway immunity level ($M=2.87$, $SD=.70$) showed a higher score related to workload than instructors with productive immunity levels ($M=2.13$, $SD=.69$, $t(82)= 4.926$, $p<.05$). After that, instructors with halfway immunity

level ($M=3.28$, $SD=.69$) demonstrated a higher score in terms of financial situations when compared with instructors with productive immunity levels ($M=2.87$, $SD=.76$, $t(82) = 2.580$, $p<.05$). Finally, there was no statistically significant difference observed between the immunity levels of the instructors with halfway immunity ($M=2.61$, $SD=.80$) and instructors with productive immunity ($M=2.59$, $SD=.66$) related to institutional support ($t(82) = .156$, $p>.05$).

4.2.3 The difference between the demographic information of the instructors and language teacher immunity types. The second research question was addressed to investigate whether there was any difference between demographic information of the ELPP instructors and their language teacher immunity types. With the purpose of observing the difference related to demographic information – (age, educational background, teaching hours, and teaching experience) and language teacher immunity, an independent sample t-test, and One-Way ANOVA test were conducted. The findings of the scales are presented respectively.

4.2.3.1 The difference between age and language teacher immunity levels. With the purpose of investigating the difference between age and language teacher immunity types, an independent sample t-test was run. Table 7 indicates the findings of the analysis regarding the difference between age and language teacher immunity below:

Table 7

Independent Sample t-test Results Regarding Age on Language Teacher Immunity Levels

	Age				<i>t</i>	<i>F</i>	df	<i>p</i>
	40 and below (<i>n</i> =44)		Above 40 (<i>n</i> =40)					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Language Teacher Immunity	2.85	.39	3.07	.34	-2.824	.513	82	.006*
Teaching Self Efficacy	3.12	.47	3.34	.41	-2.321	1.214	82	.023*
Burnout	2.70	.74	3.02	.72	-1.978	0.263	82	.050*
Resilience	2.72	.42	2.97	.54	-2.340	3.171	82	.022

Table 7 (cont'd)

	Age				<i>t</i>	<i>F</i>	df	<i>p</i>
	40 and below		Above 40					
	(n=44)		(n=40)					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Attitudes towards Teaching	2.93	.86	3.29	.72	-2.027	.827	82	.046
Openness to Change	2.37	.43	2.38	.60	-0.066	4.379	69.92	.947
Classroom Affectivity	3.14	.55	3.47	.43	-3.089	.915	82	.003
Coping	2.86	.38	2.99	.37	-1.486	1.056	82	.141

* $p < .05$

According to the results presented in Table 7, the independent sample t-test that was conducted to test whether there was any difference between age and language teacher immunity levels revealed that instructors above 40 ($M=3.07$, $SD=.34$) developed higher immunity levels than instructors below 40 ($M=2.85$, $SD=.39$, $t(82) = -2.824$, $p < .05$). As for the difference between age and dependent variables, a statistically significant difference was found in five factors. Instructors above 40 ($M=3.34$, $SD=.41$) showed a higher teaching self-efficacy than instructors below 40 ($M=3.12$, $SD=.47$, $t(82) = -2.321$, $p < .05$). Next, in terms of burnout, instructors above 40 ($M=3.02$, $SD=.72$) appeared to show higher results than instructors below 40 ($M=2.70$, $SD=.74$, $t(82) = -1.978$, $p < .05$). Resilience also showed some statistically significant differences between instructors above 40 ($M=2.97$, $SD=.54$) and instructors below 40 ($M=2.72$, $SD=.42$, $t(82) = -2.340$, $p < .05$). Furthermore, instructors above 40 showed a more positive attitude ($M=3.29$, $SD=.72$) towards teaching than instructors below 40 ($M=2.93$, $SD=.86$, $t(82) = -2.027$, $p < .05$). After that, a statistically significant difference was observed in the level of classroom affectivity. Instructors above 40 ($M=3.47$, $SD=.43$) showed higher results in terms of classroom affectivity than instructors below 40 ($M=3.14$, $SD=.55$, $t(82) = -3.089$, $p < .05$). Finally, the findings related to openness to change between instructors below 40 ($M=2.37$, $SD=.43$) and above 40 ($M=2.38$, $SD=.60$, $p = .947$, $p > .05$) and coping between instructors below 40 ($M=2.86$, $SD=.38$) and above 40 ($M=2.99$, $SD=.37$, $p = .141$, $p > .05$) did not show a statistically significant difference ($p > .05$).

4.2.3.2 The difference between educational background and language teacher immunity levels. As for testing the difference between educational background and language teacher immunity types, an independent sample t-test was conducted. The obtained findings are displayed in Table 8 below:

Table 8

Independent Sample t-test Results Regarding Educational Background on Language Teacher Immunity Levels

	Educational Background				<i>t</i>	<i>F</i>	df	<i>p</i>
	BA. Degree (n=35)		MA. Degree (n=49)					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Language Teacher Immunity	2.97	.26	2.94	.45	.343	7.669	79.36	.732
Teaching Self Efficacy	3.27	.38	3.20	.50	.740	2.025	82	.461
Burnout	2.77	.63	2.91	.81	-.868	2.768	82	.388
Resilience	2.87	.43	2.82	.54	.436	1.427	82	.664
Attitudes Towards Teaching	3.10	.67	3.10	.91	-.028	4.628	81.85	.977
Openness to Change	2.44	.41	2.32	.57	1.013	2.826	82	.314
Classroom Affectivity	3.31	.48	3.29	.55	.147	.659	82	.884
Coping	2.95	.34	2.90	.40	.573	4.103	79.96	.568

* $p < .05$

According to the obtained findings, there was not a statistically significant difference between the educational background of instructors with BA degree ($M=2.97$, $SD=.26$) and MA degree ($M=2.94$, $SD=.45$) and their immunity levels ($p=.732$, $p>.05$). As for the dependent variables, educational background did not show a statistically significant difference in terms of teaching self-efficacy between instructors with BA degree ($M=3.27$, $SD=.38$) and MA degree ($M=3.20$, $SD=.50$) ($p=.461$, $p>.05$). Burnout did not show a statistically significant difference between instructors with BA degree ($M=2.77$, $SD=.63$) and MA degree ($M=2.91$, $SD=.81$) ($p=.388$, $p>.05$). In addition, a statistically significant difference was not found related to resilience between instructors with BA degree ($M=2.87$, $SD=.43$) and MA degree ($M=2.82$, $SD=.54$) ($p=.664$, $p>.05$). Besides, attitudes towards teaching did not show

a statistically significant difference between instructors with BA degree ($M=3.10$, $SD=.67$) and MA degree ($M=3.10$, $SD=.91$) ($p=.977$, $p>.05$) as well as openness to change between instructors with BA degree ($M=2.44$, $SD=.41$) and MA degree ($M=2.32$, $SD=.57$) ($p=.314$, $p>.05$). Next, classroom affectivity between instructors with BA degree ($M=3.31$, $SD=.48$) and MA degree ($M=3.29$, $SD=.55$) did not show a statistically significant difference ($p=.884$, $p>.05$). Finally, a statistically significant difference was not found related to coping between instructors with BA degree ($M=2.95$, $SD=.34$) and MA degree ($M=2.90$, $SD=.40$) ($p=.568$, $p>.05$).

4.2.3.3 The difference between teaching hours and language teacher immunity levels. When the independent sample t-test was run to investigate whether any difference existed between the teaching hours of the instructors and their immunity types, the results are shown in Table 9 below:

Table 9

Independent Sample t-test Results Regarding Teaching Hours on Language Teacher Immunity Levels

	Teaching Hours				<i>t</i>	<i>F</i>	df	<i>p</i>
	20 hours and below		More than 20					
	(n=40)		(n=44)					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Language Teacher Immunity	3.07	.31	2.85	.41	2.723	1.860	82	.008*
Teaching Self Efficacy	3.31	.41	3.15	.48	1.656	.855	82	.102
Burnout	3.07	.56	2.66	.84	2.602	6.443	75.45	.011*
Resilience	3.00	.47	2.69	.48	3.035	.376	82	.003*
Attitudes Towards Teaching	3.23	.68	2.98	.91	1.426	4.273	79.30	.158
Openness to Change	2.46	.51	2.29	.50	1.571	.020	82	.120
Classroom Affectivity	3.39	.44	3.22	.58	1.484	3.373	82	.142
Coping	2.97	.32	2.87	.42	1.263	6.092	79.81	.210

* $p<.05$

According to the obtained results, it can be interpreted that the results of the independent sample t-test conducted to test whether any difference existed between teaching hours and language teacher immunity revealed that instructors that teach 20 hours and below showed a higher immunity level ($M=3.07$, $SD=.31$) than instructors teach more than 20 hours ($M=2.85$, $SD=.41$, $t(82) = 2.723$, $p<.05$). Besides, a statistically significant difference related to burnout was found with instructors who teach 20 hours or less ($M=3.07$, $SD=.56$) than instructors who teach more than 20 hours ($M=2.66$, $SD=.84$, $t(82) = 2.602$, $p<.05$). After that, resilience turned out to be higher for instructors who teach 20 hours or less ($M=3.00$, $SD=.47$) than instructors who teach more than 20 hours ($M=2.69$, $SD=.48$, $t(82) = 3.035$, $p<.05$). Finally, the test results did not show statistically significant difference related to other variables, teaching self-efficacy between the instructors that teach less than 20 hours ($M=3.31$, $SD=.41$) and the ones who teach more than 20 hours ($M=3.15$, $SD=.48$) ($p=.102$, $p>.05$) and attitudes towards teaching between the instructors that teach less than 20 hours ($M=3.23$, $SD=.68$) and the ones who teach more than 20 hours ($M=2.98$, $SD=.91$) ($p=.158$, $p>.05$). In addition, a statistically significant difference was not found related to openness to change between the instructors that teach less than 20 hours ($M=2.46$, $SD=.51$) and the ones who teach more than 20 hours ($M=2.29$, $SD=.50$) ($p=.120$, $p>.05$) as well as classroom affectivity between the instructors that teach less than 20 hours ($M=3.39$, $SD=.44$) and the ones who teach more than 20 hours ($M=3.22$, $SD=.58$) ($p=.142$, $p>.05$). Coping did not show a statistically significant difference between the instructors that teach less than 20 hours ($M=2.97$, $SD=.32$) and the ones who teach more than 20 hours ($M=2.87$, $SD=.42$) ($p=.210$, $p>.05$).

4.2.3.4 The difference between experience and language teacher immunity levels. Another question addressed in this study aimed to answer whether there was a significant difference between the experience of instructors and their immunity levels. A One-way ANOVA test was conducted to test whether there was any difference between the ELPP instructors' experience and language immunity types. In Table 10, the findings are displayed below:

Table 10

One-way ANOVA Results Regarding Experience on Language Teacher Immunity Levels

	Experience						<i>F</i> (2.81)	Levene statistic (p)	<i>p</i>
	Below 10 years (<i>n</i> =22)		11-15 years (<i>n</i> =24)		Above 15 years (<i>n</i> =38)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Language Teacher Immunity	2.86	.32	2.95	.32	3.01	.44	1.037	.349	.359
Teaching Self Efficacy	3.08	.43	3.24	.42	3.30	.47	1.598	.763	.209
Burnout	2.73	.66	2.76	.69	2.99	.81	1.156	.301	.320
Resilience	2.74	.39	2.86	.43	2.89	.59	.679	.059	.510
Attitudes Towards Teaching	2.88	.80	3.11	.76	3.22	.84	1.223	.962	.300
Openness to Change	2.37	.53	2.43	.30	2.33	.61	.259	.010	.772
Classroom Affectivity	3.23	.46	3.26	.42	3.36	.61	.535	.064	.588
Coping	2.95	.41	2.89	.36	2.93	.37	.120	.822	.887

* $p < .05$

As presented in Table 10 above, the One-way ANOVA results revealed that there was no statistically significant difference between the instructors' experience and their immunity type ($p > .05$). Therefore, the experience did not show any statistically significant difference among the groups of instructors with experience less than 10 years ($M=2.86$, $SD=.32$), instructors with 11 – 15 years of experience ($M=2.95$, $SD=.32$), and instructors with more than 15 years of experience ($M=3.01$, $SD=.44$). More precisely, no statistically significant difference was found related to whether there was any difference between teaching experience and teaching self-efficacy among the groups of instructors with experience less than 10 years ($M=3.08$, $SD=.43$), instructors with 11 – 15 years of experience ($M=3.24$, $SD=.42$), and instructors with more than 15 years of experience ($M=3.30$, $SD=.47$) ($p=.209$, $p > .05$). Burnout among the groups of instructors with experience less than 10 years ($M=2.73$, $SD=.66$), instructors with 11 – 15 years of experience ($M=2.76$, $SD=.69$), and instructors with

more than 15 years of experience ($M=2.99$, $SD=.81$) did not show a statistically significant difference ($p=.320$, $p>.05$). Resilience among the groups of instructors with experience less than 10 years ($M=2.74$, $SD=.39$), instructors with 11 – 15 years of experience ($M=2.86$, $SD=.43$), and instructors with more than 15 years of experience ($M=2.89$, $SD=.59$) did not show a statistically significant difference ($p=.510$, $p>.05$). A statistically significant difference was not found related to attitudes towards teaching among the groups of instructors with experience less than 10 years ($M=2.88$, $SD=.80$), instructors with 11 – 15 years of experience ($M=3.11$, $SD=.76$), and instructors with more than 15 years of experience ($M=3.22$, $SD=.84$) ($p=.300$, $p>.05$). In addition, openness to change among the groups of instructors with experience less than 10 years ($M=2.37$, $SD=.53$), instructors with 11 – 15 years of experience ($M=2.43$, $SD=.30$), and instructors with more than 15 years of experience ($M=2.33$, $SD=.61$) did not show a statistically significant difference ($p=.772$, $p>.05$). Classroom affectivity among the groups of instructors with experience less than 10 years ($M=3.23$, $SD=.46$), instructors with 11 – 15 years of experience ($M=3.26$, $SD=.42$), and instructors with more than 15 years of experience ($M=3.36$, $SD=.61$) did not show a statistically significant difference ($p=.588$, $p>.05$), and coping among the groups of instructors with experience less than 10 years ($M=2.95$, $SD=.41$), instructors with 11 – 15 years of experience ($M=2.89$, $SD=.36$), and instructors with more than 15 years of experience ($M=2.93$, $SD=.37$) did not show a statistically significant difference ($p=.887$, $p>.05$).

4.2.4 The correlation between language teacher immunity and teacher attrition. Another research question targeted in their study was related to whether there was a correlation between language teacher immunity and teacher attrition. Pearson Correlation test was run to test whether a correlation existed between language teacher immunity and teacher attrition. The obtained findings of the analysis are shown in Table 11 below:

Table 11

Pearson Correlation test Results Regarding the Correlation between Language Teacher Immunity Levels and Teacher Attrition

		Language Teacher Immunity	Teaching Self Efficacy	Burnout	Resilience	Attitudes Towards Teaching	Openness to Change	Classroom Affectivity	Coping	Language Teacher Attrition	Institutional Support	Working Environment	Workload	Financial Situations
Language Teacher Immunity	r	1												
	p													
Teaching Self Efficacy	r	.640**	1											
	p	.000												
Burnout	r	.778**	.374**	1										
	p	.000	.000											
Resilience	r	.698**	.323**	.553**	1									
	p	.000	.003	.000										
Attitudes Towards Teaching	r	.837**	.480**	.643**	.402**	1								
	p	.000	.000	.000	.000									
Openness to Change	r	.387**	.081	.110	.311**	.109	1							
	p	.000	.467	.317	.004	.322								
Classroom Affectivity	r	.773**	.389**	.501**	.376**	.761**	.140	1						
	p	.000	.000	.000	.000	.000	.204							
Coping	r	.642**	.392**	.407**	.554**	.396**	.190	.426**	1					
	p	.000	.000	.000	.000	.000	.083	.000						
Language Teacher Attrition	r	-.434**	-.330**	-.318**	-.397**	-.359**	-.040	-.315**	-.354**	1				
	p	.000	.002	.003	.000	.001	.717	.004	.001					
Institutional Support	r	-.083	-.004	-.135	-.241*	-.023	.097	.010	-.186	.727**	1			
	p	.455	.969	.222	.027	.835	.381	.926	.090	.000				
Working Environment	r	-.356**	-.281**	-.166	-.248*	-.267*	-.170	-.267*	-.386**	.816**	.497**	1		
	p	.001	.010	.132	.023	.014	.122	.014	.000	.000	.000			

Table 11 (cont'd)

		Language Teacher Immunity	Teaching Self Efficacy	Burnout	Resilience	Attitudes Towards Teaching	Openness to Change	Classroom Affectivity	Coping	Language Teacher Attrition	Institutional Support	Working Environment	Workload	Financial Situations
Workload	r	-.557**	-.462**	-.366**	-.445**	-.487**	-.095	-.423**	-.399**	.870**	.426**	.691**	1	
	p	.000	.000	.001	.000	.000	.390	.000	.000	.000	.000	.000		
Financial	r	-.343**	-.275*	-.305**	-.267*	-.330**	.026	-.305**	-.115	.683**	.271*	.386**	.537**	1
Situations	p	.001	.011	.005	.014	.002	.816	.005	.297	.000	.013	.000	.000	

Pearson correlation, *p<.05, **p<.01

As reported in Table 11, the results of the Pearson correlation test indicated that there was a negative, moderate correlation between language teacher immunity and teacher attrition ($r = -.434, p < .01$). In addition, a negative and moderate correlation was found between language teacher immunity and workload ($r = -.557, p < .01$). There was a negative and weak correlation between language teacher immunity and working environment ($r = -.356, p < .01$), financial situations ($r = -.343, p < .01$). A correlation was also analyzed between the factors of the scales. The results showed that there was a negative and moderate correlation between teaching self-efficacy and workload ($r = -.462, p < .01$). Besides, teaching self-efficacy was found to be correlated with financial situations ($r = -.275, p < .01$) in a weak and negative degree. Moreover, there was a negative and weak correlation between burnout and teacher attrition ($r = -.318, p < .01$), workload ($r = -.366, p < .01$), and financial situations ($r = -.305, p < .01$). Next, there was a negative and moderate correlation between resilience and workload ($r = -.445, p < .01$). A negative and weak correlation was found between resilience and teacher attrition ($r = -.397, p < .01$), institutional support ($r = -.241, p < .01$), working environment ($r = -.248, p < .01$), and financial situations ($r = -.267, p < .01$). Furthermore, there was a negative and moderate correlation between attitudes towards teaching and workload ($r = -.487, p < .01$). A negative and weak correlation was found between attitudes towards teaching and teacher attrition ($r = -.359, p < .01$), working environment ($r = -.267, p < .01$), and financial situations ($r = -.330, p < .01$). Similarly, there was a negative and moderate correlation between classroom affectivity and workload ($r = -.423, p < .01$). In addition, a negative and weak correlation was found between classroom affectivity and teacher attrition ($r = -.315, p < .01$), working environment ($r = -.267, p < .01$), and financial situations ($r = -.305, p < .01$). Finally, a negative and moderate correlation was found between coping and workload ($r = -.399, p < .01$). Besides, there was a negative and weak correlation between coping and teacher attrition ($r = -.397, p < .01$), and working environment ($r = -.386, p < .01$).

Furthermore, as displayed in Table 16, zero correlation was found between several variables. There was no correlation between teaching self-efficacy and institutional support ($r = -.004, p = .969$). Apart from this, zero correlation was found between burnout and institutional support ($r = -.135, p = .222$). There was no correlation between attitudes towards teaching and institutional support ($r = -.023, p = .835$). Moreover, openness to change showed zero correlation with all the other variables.

There was zero correlation between openness to change and institutional support ($r=.097$, $p=.381$), working environment ($r=-.170$, $p=.122$), workload ($r=-.095$, $p=.390$), and financial situations ($r=.026$, $p=.816$).

4.3 Qualitative Data Analysis

As for the qualitative part of this study, data were collected from the volunteer ELPP instructors via teacher reflection forms. Based on the content analysis, the themes and sub-themes that emerged are demonstrated in Table 12 below:

Table 12

The Emerging Themes Based on Instructors' Perceptions

Themes	Minor Themes
Perceptions about Productive Immunity and Attrition	Teaching Self-Efficacy Attitudes towards Teaching Coping
Perceptions about Maladaptive Immunity and Attrition	Attitudes towards Teaching Coping Teaching Self-Efficacy

4.3.1 Teachers' perceptions about productive immunity and attrition. The ELPP instructors were asked questions to obtain their perceptions about leaving the profession. The themes have turned out to be in accordance with factors of language teacher immunity. The instructors stated that teachers with positive immunity should continue teaching. These viewpoints were supported with the sub-themes summarized in the next section of this study. The emerged themes are as follows:

4.3.1.1 Teaching self-efficacy. As for the factors that can contribute to teacher attrition, the ELPP instructors were asked questions about their perceptions on whether it is difficult or easy for them to leave the profession. The majority agreed that it was difficult for them to leave the profession. The following excerpts support these findings:

[...]The elements of personal satisfaction and pride come to the fore from the teaching profession rather than economically (Instructor, Reflection data, April 4th, 2021).

[...] It is difficult to quit it since I enjoy doing it and feel comfortable and successful while teaching. It is the profession that I know the best (Instructor, Reflection data, April 4th, 2021).

4.3.1.2 Attitudes towards teaching. As for the attitudes towards teaching, the participating instructors expressed that instructors possess a positive attitude towards teaching and it would be difficult for them to leave the profession since they have so many years of experience as provided in these excerpts:

[...] Personally, in my life philosophy, usefulness to society and self-benefit are only possible by producing. For this reason, I intend to continue my 29-year career as long as it is sustainable for both parties (Instructor, Reflection data, April 4th, 2021).

[...] It is quite difficult for me to quit teaching, as it is a great part of my life. I have associated a very long period of my life with teaching. Therefore, the lack of it in my life would mean a great loss (Instructor, Reflection data, April 4th, 2021).

[...] It would be difficult to quit teaching because I have been doing this job for 10 years and I learned a lot. I wouldn't want to throw my valuable experience and knowledge away (Instructor, Reflection data, April 4th, 2021).

[...] Unless I had an awful experience with a student or class or absolutely demoralizing feedback from my colleagues/mentors, I would not quit the profession as I have invested too much time and effort into it, and I do enjoy it (Instructor, Reflection data, April 4th, 2021).

4.3.1.3 Coping. According to the interview analysis, the ELPP instructors argued that they have the motivation to cope with disturbances. Likewise, they claim that

challenges that teachers encounter may help them to improve themselves and continue learning more about their profession. Considering this finding, the participants stated:

[...] Because teaching is challenging and that is what makes teaching interesting. Time and experience would help anyone to deal with teaching-related difficulties (Instructor, Reflection data, April 4th, 2021).

[...] I still have the motivation to do my profession even though I find it quite hard at times. I can't help but feel like a failure, yet somehow I still want to try again. I still believe that I can do it better; I still have things to offer to my students (Instructor, Reflection data, April 4th, 2021).

[...] I guess the challenge is a must in life. If a profession or anything we do regularly does not challenge us, then we cannot go on learning. There is no need to abandon teaching just because we are challenged by some problems. If not solved instantly, it can take some time to solve it (Instructor, Reflection data, April 4th, 2021).

4.3.2 Perceptions about maladaptive teachers and attrition. Another theme that emerged from the qualitative data was related to the ELPP instructors' perceptions about maladaptive teachers and attrition. Specifically, the participating instructors highlighted the importance of attitudes towards teaching, coping, and teaching self-efficacy. The following parts summarize each finding in detail.

4.3.2.1 Attitudes towards teaching. As for attitudes towards teaching, the ELPP instructors expressed that teachers who are not satisfied with teaching are expected to leave the profession. Instructors believe that teacher with maladaptive immunity may fail to develop an effective learning environment as shown in these excerpts:

[...] I think my colleagues who suffer from boredom, lack of pleasure, or burnout syndrome may quit their job for a while (Instructor, Reflection data, April 4th, 2021).

[...] Teaching involves emotional labor by which I mean we have to act professionally and never let some of our feelings be known by the

students. Introverts and people who would like to reveal their feelings, who find it difficult to keep them to themselves might think about leaving the profession (Instructor, Reflection data, April 4th, 2021).

[...] Not sure, actually. Maybe the too emotional, or sensitive ones might get emotionally exhausted along the way. I mean you get to meet and personally get involved with many people who are your students; you have to have the means to deal with that. You need to keep things in perspective all the time (Instructor, Reflection data, April 4th, 2021).

[...] I think teachers who are extremely rigid or impatient may end up quitting the profession. It really takes a lot of patience and dedication. It takes a lot of creative thinking and flexibility as well. So, someone who lacks these qualities may think about quitting (Instructor, Reflection data, April 4th, 2021).

4.3.2.2 Coping. Considering the coping sub-theme related to maladaptive teachers, the ELPP instructors stated that the teachers who fail to create solutions to the problems. In addition, the teachers who suffer from lack of motivation and cope with problems should not go on teaching as supported in the following viewpoints:

[...] The keyword is to be close to improvement. Because they do not struggle to create solutions to the problems, there will be ineffective and unhappy classrooms for themselves and their students (Instructor, Reflection data, April 4th, 2021).

[...] What a teacher who refuses to create solutions to the problems and improve themselves would offer would undoubtedly be a poor learning experience. Apart from leaving the decision to quit the profession or not, the administration should take some measurements and provide necessary guidance (Instructor, Reflection data, April 4th, 2021).

[...] I think my colleagues who are not willing to come up with solutions and therefore do not enjoy their work and are unwilling to keep up with innovations and change should not try to do this anymore. Otherwise, both their own psychology will be destroyed and the

students will experience a serious loss about learning (Instructor, Reflection data, April 4th, 2021).

[...] If a teacher is not eager to improve themselves, this job could become very monotonous. This is one of the reasons why some people quit (Instructor, Reflection data, April 4th, 2021).

4.3.2.3 Teaching self-efficacy. For the last sub-theme on teaching self-efficacy, the participating ELPP instructors expressed that teachers with maladaptive immunity should leave the profession. Besides, they also said that teachers and administrators should first take some necessary precautions to help teachers improve their immunity types and turn them into positive immunity. However, they underlined that instructors who are close to improvement, do not feel happy in the classroom, and who do not have positive attitudes towards teaching should leave the profession. These findings are supported below:

[...] The ones who fail to help students be autonomous should leave the profession (Instructor, Reflection data, April 4th, 2021).

[...] I believe that the connection between the students and the teachers is one of the most powerful variables that creates a positive learning environment. That's why if the teacher is not feeling comfortable or happy, for children's sake s/he should stop working as a teacher. Also, this is not a mechanical job, it requires emotions, and if they are not so positive, it results in a weak learning environment (Instructor, Reflection data, April 4th, 2021).

[...] I do think if one cannot deal with classroom management they should quit because we affect the students' psyches quite strongly, even if we forget about that. People should quit the job instead of participating in and creating hostile classroom environments and/or discouraging learners from learning (Instructor, Reflection data, April 4th, 2021).

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The principal purpose of this study was to investigate the difference between the ELPP instructors' immunity levels and their attrition scores. Furthermore, it was also aimed to test whether there was a difference between demographic information- (age, educational background, teaching hours, and teaching experience) and language teacher immunity types. In accordance with these goals, data were collected from the participants by conducting quantitative and qualitative methods. This chapter first examines the findings of the study including each research question exquisitely and subsequently proceeds with conclusions and recommendations.

5.1.1 Discussion of findings of RQ 1. Is there any difference between the immunity types of the ELPP instructors and teacher attrition? The first research question aimed to investigate the difference between language teacher immunity types and teacher attrition. The results of the frequency analysis demonstrated instructors' immunity types. The participating instructors responded to the questionnaire examining language teacher immunity levels within 7 factors such as teaching self-efficacy, burnout, and resilience. These factors showed the overall immunity levels of the instructors. Specifically, the most common immunity level turned out to be productive immunity, which was followed by halfway immunity. The least immunity type was immunocompromised immunity. These results are contradictory to the results of the study conducted by Songhori, Ghonsooly, and Afraz (2018) in Iran. The dominant type of teacher immunity was maladaptive in the researchers' study. However, the dominant type of immunity for this study was productive immunity. The reason for this difference may stem from the level of motivation and the huge amount of stress that instructors possess. Grayson and Alvarez (2008) put forward that one of the main reasons for teacher burnout can be emotional exhaustion. Therefore, it can be said that instructors may have developed maladaptive immunity in Iran. On the other

hand, teacher autonomy can be regarded as one of the most significant factors of teachers' professional character that can improve their teaching practice and take innovative actions (Thavenius, 1999). Autonomous teachers tend to demonstrate higher levels of job satisfaction, self-efficacy, and professional engagement (Skaalvik & Skaalvik, 2014). As a result, it can be thought that the ELPP instructors that participated in this study may have developed a productive immunity since they were fruitfully autonomous.

The main purpose of the first research question was to investigate whether any difference existed between language teacher immunity and teacher attrition. As for the results, teacher attrition is considered a 'perennial problem' in many countries (Craig, 2017). Teachers can be regarded as the main effect of students' achievement, which consequently may lead to pressure and school failure (Burns, 2007). Therefore, when they encounter disturbances, teachers may develop protective shields, namely positive immunity, and survive in the profession. However, teachers sometimes may develop maladaptive immunity and may no longer continue teaching. The results demonstrated that there was a statistically significant difference between language teacher immunity and teacher attrition. Instructors with halfway immunity showed a higher level of teacher attrition compared to instructors who have developed productive immunity. It can be understood that instructors with productive immunity can cope with problems very well and get influenced by disturbances less, which leads them to be more resistant against teacher attrition. As for the dependent variables, instructors with halfway immunity revealed a higher statistically significant difference related to the working environment. It can be said that instructors with halfway immunity were more affected by the working environment and it can be a reason for them to leave their profession.

Furthermore, according to Mason (2017), the literature fails to provide sufficient data on the attrition rates of foreign language teachers and it is a significant concern that needs to be investigated to hinder teachers from leaving the profession. As for the determining factors, instructors' workplace and employment factors can be considered for attrition. Hochstetler (2011) also suggests that the rates of teacher attrition should be the primary issue of the instructors and administrators in teacher preparation programs since the level of how valuable teachers feel at the workplace may contribute to teacher attrition. Teachers' individual accomplishments decline as they realize they

cannot help students improve themselves (Maslach et al, 1996). In addition, workload showed a statistically significant difference between instructors with halfway immunity and productive immunity. According to the findings, instructors with halfway immunity may leave the profession due to the factors related to workload, which is in line with the study by MachIntyre et al (2020). In addition, another dependent variable that showed a statistically significant difference was financial situations. It was found out that instructors with halfway immunity were more affected by the financial situations than instructors with productive immunity. Sribayak et al., (2018) revealed that inadequate salary, a lack of opportunities for personal development, and job promotion can be contributors to teacher attrition. This study contributed to the literature with this finding that the ELPP instructors with halfway immunity were more inclined to attrition due to several reasons, such as financial situation and workload. Since this research is one of the pioneers that investigates the difference between language teacher immunity types and teacher attrition, it contributes to the literature and fills a gap in this field.

Last but not least, Morrison (2013) reveals that teachers who are in their early careers tend to leave the profession of teaching. The only reason why teachers tend to leave their profession cannot be their motivation. Some other elements may have an impact on the fact that the teacher leaves the profession (Hiver, 2015). Teng (2018) argues language teachers who have autonomy and self-confidence are less likely to quit their profession. Another key factor related to the development and construction of teacher identity is regarded as emotions (Benesch, 2012). While positive emotions play a significant role in teaching practice, negative emotions may affect language teaching and learning deeply (Benesch, 2018). Thus, language teacher immunity levels may be developed in a negative type as a result of these factors. This study revealed that there was a statistically significant difference between language teacher immunity types and teacher attrition rates. In other words, instructors with low levels of immunity were more prone to leaving the profession. Therefore, it can be said that several factors such as the working environment and financial situations may affect language teachers' attrition rates. This study has filled a gap in the literature with these findings as it can be one of the initiatives that focused on language teacher immunity and teacher attrition.

5.1.2 Discussion of findings of RQ 3: Is there any difference in the immunity level of the ELPP instructors in terms of demographic features – (i.e., age, educational background, teaching hours, and teaching experience)? The second research question targeted at investigating whether there was a difference between the demographic information – (i.e., age, educational background, teaching hours, and teaching experience) and language teacher immunity types. According to the results of the statistical analysis, there was a statistically significant difference between immunity types and age. As for the dependent variables, a statistically significant difference was found related to age. The instructors above 40 showed higher self-efficacy than instructors below 40, which shows that instructors may gain more self-confidence in teaching by age. Similarly, resilience was another statistically significant difference that was found. This can be supported by the study which pinpoints that teachers are capable of developing resilience in time (Egeland, et al., 1993). Finally, classroom affectivity and positive attitudes showed statistically significant differences. Instructors above 40 showed higher positivity towards teaching and higher classroom affectivity, which might be related to the ELPP instructors' self-efficacy. Having higher self-efficacy may have a positive impact on instructors' classroom affectivity.

On the other hand, experienced instructors may have more autonomy. It can be related to the findings of the study that puts forward teacher autonomy, teacher emotion, and engagement can be the predictors of language teacher immunity (Noughabi et al., 2020). Similarly, self-efficacy, resilience, and attitudes to teaching can be contributors for instructors to develop positive or maladaptive immunity (Songhori, Ghonsooly & Afraz, 2018). Moreover, Mayer et al. (2013) suggest that the feeling of being powerless caused by the deficiency of autonomy may trigger teachers' anxiety and lead them to suffer from frustration, which may affect instructors' attitude to teaching. It can be deduced that instructors above 40 may have had more autonomy. Therefore, they were more resilient and they may have developed more positive attitudes to teaching unlike instructors below 40. Experienced teachers tended to feel more joyful at work unlike young instructors (Aral & Mede, 2018). This can explain that some instructors below 40 may have developed a halfway immunity type.

Another demographic information, the educational background was analyzed to see whether there was any difference between immunity types and educational background. As for the results, the degrees that instructors hold did not show any

difference in terms of their immunity types. The study revealed similar results with the study by Saydam (2019). Language teachers' immunity types were not affected by instructors' qualifications and certificates. The educational background did not show a statistically significant difference in the dependent variables, such as resilience, coping, and attitudes to teaching. In addition, teaching hours were compared to see whether there was any difference between teaching hours and the language teacher immunity types of the ELPP instructors. The results showed that there was a statistically significant difference regarding the immunity types. Instructors that teach 20 hours or below showed higher language teacher immunity types than instructors who teach more than 20 hours. As for the dependent variables, higher levels of burnout and resilience were observed among the instructors that teach more than 20 hours per week. In other words, the instructors with more teaching hours are less resilient and more prone to burnout. The study by Rahmati et al. (2019) revealed that several disturbances such as low self-confidence and lack of time can be the main stressors for teachers. Therefore, it can be put forward that teachers that teach more than 20 hours per week may not have found sufficient time for themselves, which resulted in a higher level of burnout for the instructors. Finally, the teaching experience of the ELPP instructors did not show a statistically significant difference in terms of their immunity types.

In short, several statistical tests were done to analyze whether there was any difference between the demographic information and language teacher immunity types. While the educational background and teaching experience did not show any difference in terms of language teachers' immunity types, age showed statistically significant differences related to some dependent variables, such as self-efficacy, resilience, and attitude to teaching, and language teacher immunity. Finally, the number of teaching hours also demonstrated a significant difference in instructors' immunity and their burnout levels as well.

5.1.3 Discussion of findings of RQ 4: Is there a correlation between language teacher immunity and teacher attrition? Another research question targeted at investigating whether there was a correlation between language teacher immunity and teacher attrition. As Pearson correlation test results indicated that there was a negative and moderate correlation between language teacher immunity and teacher attrition. It

can be understood that while the immunity level increases, the teacher attrition rate decreases. This can stem from the fact that the instructors with productive immunity showed higher levels of teaching self-efficacy, more positive attitudes towards teaching, and more resilience. Therefore, it can be understood that the instructors with productive immunity are more capable of developing more effective coping strategies against disturbances and overcoming obstacles. Since they are more resilient, they can turn such disturbances into an advantage to improve themselves. As a result, instructors with productive immunity are less likely to leave the profession. On the other hand, the instructors with halfway immunity showed a higher teacher attrition rate. It can be interpreted that instructors with halfway immunity might fail to cope with disturbances and develop necessary strategies so as to continue teaching effectively. In addition, the instructors with halfway immunity showed less positive attitudes towards teaching than productively immunized instructors, which may be a reason why the instructors with halfway immunity find it difficult to analyze the nature of the problems and create effective solutions to them. Although no instructors with maladaptive immunity have been observed in the study, it can be claimed that instructors with productive immunity are less likely to leave the profession unlike instructors with maladaptive immunity because the instructors with halfway immunity, which is one level below productive immunity, showed a higher teacher attrition rate. Therefore, the ELPP instructors with maladaptive immunity might be regarded as having the highest teacher attrition rate. The findings obtained from this study have contributed to the literature in the light of these findings regarding language teacher immunity and teacher attrition as it is one of the first steps in this field.

5.1.4 Discussion of findings of RQ 5: What are the perceptions of the ELPP instructors about the role of language teacher immunity on teacher attrition? The thorough content analysis of teacher reflections demonstrated that a great majority of instructors held the view that teachers with maladaptive immunity should leave the profession. To begin with, as for the perceptions of the ELPP instructors about productive immunity, instructors revealed that teaching is a profession that should be administered with love and passion. *Teaching self-efficacy*, *Attitudes towards Teaching* and *Coping* were the dependent variables that stand out in the teacher reflections. Instructors stated that teaching is a reason for their personal happiness and

they feel happy in the classroom. This finding was in line with the results of the mixed-method study by (Aral & Mede, 2018) which pinpointed that teachers generally have positive emotions towards teaching and students. Instructors also stated that it was normal to have problems at work and experience some teaching difficulties. Finding solutions to the problems can enable teachers to continue in the teaching profession. The participants also believed institutions should assist and guide the teachers to develop productive immunity type. In addition, it was also stated that instructors had so much valuable experience while teaching. This can be the reason why they did not think about leaving the profession. They have invested in their profession; they have gained knowledge about teaching. Therefore, they stated that it was difficult for them to leave the profession. This finding was in line with the results of the study by Hancock and Scherff (2010), which emphasizes that experienced teachers are less likely to quit their profession.

As for the perceptions about maladaptive immunity, a great majority of instructors stated that teachers with maladaptive immunity should leave the profession. *Teaching self-efficacy, Attitudes towards Teaching and Coping* were the dependent variables that emerged in the teacher reflections. The findings showed that instructors who refuse to develop themselves and fail to develop effective relationships with the students should leave the profession. Instructors believed that if a teacher is not feeling comfortable or happy, they should leave the profession for students' sake. They claimed that teaching is not a mechanical job and yet it requires emotions. Some instructors stated that instead of creating hostile classroom environments and discouraging students from learning, teachers with maladaptive immunity should leave the profession. The findings are in line with the study by Hancock and Scherff (2010), which pinpoints the main reasons for teacher attrition as being a minority teacher, years of experience, and teacher apathy. The instructors that participated in this study believed that teachers who lack enthusiasm for classroom activity, self-development, and effective communication with students should not continue their teaching profession.

In short, it can be inferred that the ELPP instructors with productive immunity found the teaching valuable and they were capable of turning disturbances into an opportunity to learn more and a reason to continue teaching. Instructors with productive immunity invested in their profession attempted to improve themselves and

created an effective learning environment. Regarding their perceptions about attrition, instructors with productive immunity did not think about leaving the profession and they stated that they feel happy and content in the classroom. On the other hand, instructors with maladaptive immunity were respected by productively immunized instructors. They believed that there can be disturbances, difficulties at work. However, finding solutions and transforming maladaptive immunity into productive immunity is considered essential by productively immunized instructors. They stated that if instructors with maladaptive immunity insist on not improving themselves, not turning their immunity type into productive immunity, they should leave the profession as they have the potential to discourage students from learning.

5.2 Pedagogical Implications

The present study suggests some pedagogical implications to be addressed by researchers, administrators pursuing the ambition to explore language teacher immunity, develop productive immunity types and take necessary precautions against teacher attrition. As discussed before, there is a limited quantity of research that aims to explore language teacher immunity and teacher attrition in the teaching field. To fill the gap in the literature, the present study was designed to attempt to expand the understanding of immunity types and instructors' perceptions about the role of immunity on teacher attrition. The results obtained in this study may have implications for the understanding of language teacher immunity and shed light on the way of training language teaching programs. Language teacher immunity is a recent construct and it provides literature with valuable data in terms of understanding teachers' behaviors and strategies that they develop to cope with stressors and disturbances. Some constructs play an important role in understanding language teacher immunity and thus by understanding language teachers thoroughly, a more effective classroom environment and learning process can be achieved.

Initially, the findings revealed that language teacher immunity types can contribute to teacher attrition. When instructors develop a maladaptive immunity, they may assume that they are following the preferable strategies to cope with the disturbances in the classroom. However, they fail to understand that they have developed maladaptive immunity and they may end up being the reasons for the

learning environment to collapse and build a gap between themselves and students. As a result, they may leave their profession. As this is the case, it would provide administrators with several benefits in order to get a thorough understanding of teachers' characteristics and their behaviors at the workplace. While administrators think that a specific teacher has developed a strict teacher identity and they are more disciplined than the other teachers, this teacher may suffer from having developed a maladaptive immunity and failing to find the useful strategies to overcome the obstacles. Therefore, Teacher Development Center (TDC) might observe teachers' immunity types more closely and provide guidance and assistance when needed to reboot teacher immunity and transform maladaptive immunity into a productive one. As a result, both instructors, institutions, and students get benefited from the consequences of such a process.

Regarding the points mentioned above, this research can be considered as one of the pioneer steps towards understanding language teachers' defense mechanism against disturbances, namely immunity types and their impact on teacher attrition. In this respect, this study may contribute to the literature as a model study for future studies that are intended to investigate language teacher immunity and its relation with other constructs within the educational field.

5.3 Conclusions

This present study profoundly contributes to the literature by investigating the immunity types of ELPP instructors and their relation with teacher attrition by exploring instructors' perceptions as well. The results revealed a statistically significant relationship between language teacher immunity types and teacher attrition. While the instructors with negative immunity are more likely to leave the profession, teachers with productive immunity are much less likely to leave their profession. According to the gathered reflections, first, the ELPP instructors with maladaptive immunity should try to transform their negative immunity into a positive one. Furthermore, the statistical tests showed that there was a correlation between language teacher immunity and teacher attrition. Secondly, the participants believe that if a teacher insists on not attempting to improve themselves, developing a good classroom atmosphere, and effective communication with students, they should leave the

profession. In addition, the ELPP instructors stated that instructors who are not satisfied with teaching and do not have positive attitudes towards teaching should not continue the profession.

Briefly, the findings of the current study illustrated that particularly instructors who develop productive immunity can overcome obstacles more easily and survive in their careers. On the contrary, the ones who develop maladaptive immunity tend to be extra sensitive against risks and overcontrol every movement around them to make sure they are secure and safe. The quantitative and qualitative findings of this study supported one another and this study has fed the literature in terms of language teacher immunity types of the ELPP instructors and their role on teacher attrition. Therefore, language teacher immunity types could be regarded as an efficient way of understanding teachers' professional identity in English Language Preparatory Programs.

5.4 Recommendations for Further Research

The present study can present some significant recommendations for future research. To begin with, this study was administered with the participation of ELPP instructors in private (non-profit) universities in İstanbul. Thus, more research can be conducted in different settings with different participants to obtain more reliable and valid findings.

Additionally, the participants of the present study appeared to have developed halfway immunity and productive immunity. Therefore, the findings and perceptions of teachers with maladaptive immunity could not be analyzed and presented. Therefore, more research can be administered to measure the perceptions of instructors with maladaptive immunity.

Finally, the current study has measured the ELPP instructors' immunity types and their perceptions about the role of language teacher immunity on teacher attrition. Teacher Development Centers (TDC) could implement a treatment program for the teacher with maladaptive immunity and present the findings of their research with the literature.

Despite the limitations mentioned above, this present study has made some innovative contributions to the literature in the way of understanding language

teachers' immunity types and their perceptions about maladaptive immunity and teacher attrition.



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