



## **EFL Teachers' Extent of Occupation Immunity in Iranian Language Centers and Public Schools**

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### **Abstract**

In recent years, the personal characteristics and attitudes of teachers have attracted the attention of various scholars. The teacher's immunity level is one of the newly proposed concepts in this area. The present study aimed at exploring the difference between the immunity level of the Iranian EFL teachers at language centers and public schools. In order to achieve this objective, one hundred EFL teachers teaching in public schools (N = 50) and language centers (N = 50), in Isfahan, were selected through convenience sampling to participate in this study. Then, the Teachers' Immunity Level questionnaire was administered to them, and they were interviewed as well. The obtained results revealed that teachers working in public schools have higher levels of immunity compared to the ones working in language centers. This finding can have some implications for the decision-makers in the Iranian Ministry of Education to provide adequate amenities to improve teachers' immunity in language centers.

**Keywords:** language centers, public schools, teachers' immunity

### **Introduction**

Teaching is just one of the various duties an instructor must perform in a classroom (Day & Carroll, 2004; George, 2000). A teacher is a person in the class with the capability, knowledge, and instruments needed to assist the learners overcome their learning challenges (Arnold, 2005; Hayashi & Ewert, 2006). In other words, no learning can happen if the teachers do not teach. In this manner, teachers have an imperative role in the learning process, in general, and in language learning, in particular. However, it must be noted that although the number of research works on learners' capabilities, attitudes, and needs is not countable, few research works have examined the characteristics of teachers working in the educational context and playing vital roles in learning processes (Schuetz, 2011).

Nunan (1991) states: "Teacher is of crucial importance not only for the organization of the classroom but also for the processes of the acquisition" (p.17). The teacher, his instructional method, and indeed his characteristics are considered to be the decisive factors for the success or failure of education (George, 2000; Zhou-Xing & Zhou-Yun, 2002). Most studies conducted on teachers in educational settings focus primarily on their perspective on a particular topic of the educational process. However, the studies, conducted in this area, have examined the characteristics of teachers and provided various roles for teachers (Baumann, Kaschel & Kuhl, 2005; Cavallo & Brienza, 2002; Clifton, 2006; MalachPines, 2005).

Although teachers play various roles in the classroom, including moderators, assessors, managers, and evaluators (Archana & UshaRani, 2017), no consensus was observed in the identified roles in the mentioned studies. Thus, the researcher tried to have a general summary of the roles of the teacher in an instructional context. Each of these roles is explained briefly, according to the ideas mentioned in different research works conducted in this area.

It is very important for students to feel that the teachers are taking care of their process of learning. Therefore, teachers need to be the best facilitators and mediators for students in all aspects of learning (Archana & UshaRani, 2017). As a facilitator, the teacher must guide and support students in

learning. In other words, the teachers should plan and scaffold the methods and techniques of learning based on the understanding, abilities, needs, and interests of their students. Teachers need to create the best learning setting that mirrors students' life in social, intellectual, and linguistic contexts (Palmer, 2004).

A teacher is one of the most vital sources to extract students' knowledge through continuous feedback. In other words, the role of a teacher is not just concerned with presenting the content of a lesson. Through the assessment process, a teacher can identify and diagnose the learning problems of the students in order to provide them with quality feedback to improve their ultimate achievement.

In fact, assessment is an operative means for improving the learning achievements of the students (Archana & UshaRani, 2017). As a result, teachers have to play the role of an assessor during the process of teaching in order to get sure about the achievements of the students. But before the teachers can assess their students, they must first come to a conclusion about how much the learners benefit from the intended assessment (Lefever, 2005).

These assessments can be performed through oral feedback, quizzes, assigning several assignments, etc. Teachers should choose any of these methods taking into account various conditions such as students' attitudes, teaching context, instructional goals, etc. In conclusion, assessment encourages the students to plan their future educational skills and master a language (Kokkinos, 2009); therefore, teachers need to work on their role as assessors in order to recognize the achievements and challenges of the students.

According to Laslett and Smith (1984), successful and effective classroom management can be defined as the highest rate of work involved and the lowest rate of waste of time and resources in the academic context. The teacher's role as a manager is a very substantial and critical role in handling a class (Archana & Usha-Rani, 2017). It is the teacher who should organize procedures and resources, arrange the setting to maximize their efficiency, monitor learners' progress, and predicts the potential problems.

A teacher is supposed to arrange the tasks within the specifically defined time limit, and cover researchers as well as interpersonal skills with various

teaching methods which is perceptibly a path to a practical approach (Sapieha, 2007). A qualified teacher can manage the timings according to his own experience. Perfect classroom administration, by a teacher, using the major mechanisms, can lead to the achievement of teaching-learning strategies (Porath & Bateman, 2006).

Evaluation can play a significant role in the success of a teacher and his/her method of instruction (Kokkinos, 2009). As a result, the teacher as an evaluator of the students and the learning process should be aware of the evaluation system suitable for the students and the intended context. True and fair evaluation should be done by a teacher in order to do justice to a student's career (Archana & Usha-Rani, 2017). A learner can acquire a wide scope of knowledge through the commission of mistakes. As an evaluator, the teacher should make a student be attentive on the areas of capability rather than on the weaknesses, and every student should adhere to encouraging expectations (Ishak, Iskandar, & Ramli, 2010).

Participation of the teacher in the instructional activities can improve the atmosphere of the class. But the instructors may take the risk of dominating their activities by doing so (Archana & Usha-Rani, 2017). Here, teachers can liven up the class. If the teacher can step back and control the condition in a way not to be the center of attention, participation is a prodigious way to interact with the students without being too overpowering.

The most communal role that teachers play in the classroom is to teach a piece of knowledge to the learners (Clifton, 2006). Teachers are provided with a syllabus that complies with government guidelines. This syllabus is followed by a teacher, who conveys all relevant knowledge to the students throughout the year. Teachers teach in a variety of ways, including addresses, small group activities, and hands-on learning activities. Teachers act as coaches when students are working on projects or self-study (Clifton, 2006).

Teachers give advice and guidelines to help students clarify ideas and remove ambiguities. This role is a great way to draw individual attention to their students. This role can also allow teachers to customize the course to meet the specific needs of their students. However, it can also cause students

to become overly reliant on or even become too accustomed to one teacher and one teaching technique (Archana & Usha-Rani, 2017).

Having this variety of responsibilities, teachers' characteristics, and attitudes can significantly affect the whole learning and teaching process. Therefore, it is worth working on the characteristics of the teachers in an ELT context. Teacher immunity can be considered among the newly-proposed concepts in this area which may also affect other aspects of the teachers' behavior.

The term Immunity is derived from the Latin root word "immunis" and it refers to fighting against something (Hiver, 2017). In medicine, this term is used to refer to the defense mechanism of the body that protects different organs against the negative, unwelcome, or damaging effects of the outdoor atmosphere. This defense system can minimize the effect of inside and outside attacks (fighting against infections).

When considering the psychological parallels to immunity, this concept can be found on three main concepts: coping, techniques used to prevent or discharge stressors (Sommerfield & McCrae, 2000); hardiness, a personality trait that is considered to decrease the psychological impacts of stress on performance (Maddi, 2004); and resilience, the ability to recuperate from the experience of psychological sorrow or sustain operative functioning in spite of disturbing circumstances (Masten, 2001). Various researchers (Maghsoudi, 2021; Ordem, 2017; Saydam, 2019) have proposed a heated discussion of the role of each construction in determining immunity in different contexts.

The concept of teacher immunity has been studied by several scholars (Maddi, 2004; Sommerfield & McCrae, 2000), this construction was mainly discovered and announced by Hiver in recent years (Saydam, 2019). Therefore, the amount of research work carried out in this area is not large. In this section, some of the most important works are examined.

In one of his most pioneering works on teacher immunity, Hiver (2015) conducted a case study among Korean EFL teachers. Semi-structured interviews were used as research instruments. The findings suggest that unfavorable evaluation and denunciation of teacher creativities cause uncertainty among participants. To address the resulting disruption, teachers try to understand what they are experiencing and continuously modify their

reactions in answer to circumstantial tensions. The teachers interviewed thought that these experiences shaped part of their character as teachers, helping them feel less susceptible in the future to eco-friendly conflicts.

Ordem (2017) investigated the immunity and motivation of Turkish teachers by steering semi-structured interviews using diaries and online student feedback. This case study describes the adverse effects of student demotivation on teachers and how this leads to incorrect teacher behavior and demotivation. The findings also indicate a constant reflection from teachers on prior behavior and may be ideal in a classroom context.

In a study conducted in the context of Iranian education, Songhori, Ghonsooly, and Afraz (2018) discuss the types of language teacher immunity that are common among Iranian English teachers. Researchers are also looking at how these teachers develop this type of immunity with a mixed approach. The final results of the study indicate that maladaptation immunity is the leading type of immunity among English teachers in Iran. According to them, Iranian English teachers form immunity through four phases of self-organization: induction, bonding, readjustment, and stabilization.

Hiver (2015), the most famous figure working in this area, developed a domain of immunity for language teaching by stating that there is a type of psychological invulnerability among teachers that protects them from stress and distractions that threaten motivation. Then, Hiver and Dornyei (2017) proposed a theoretical framework for the concept of teacher immunity and defined it as a defense mechanism of L2 practitioners against the demands of placed situations, tools, and feelings.

In another demonstrative study, Hiver (2017) worked on the typical components of language teacher immunity. Forty-four language teachers and teacher educators were selected as the participants of his study. The results revealed that language teacher immunity is associated with seven concepts of self-efficacy, attitudes to teaching, coping, classroom affectivity, burnout, resilience, and openness to change in common. As a result, Hiver (2017) developed a questionnaire to measure teachers' immunity based on the mentioned seven constructs.

According to the ideas provided by Hiver (2017), self-efficacy deals with a teacher's claim in his capability to touch the learning process or even the life of the students. Based on the items proposed by Hiver (2017), attitudes to teaching show the participant's attitude toward his job as a teacher. Coping deals with different overt and covert strategies used by the teacher to overcome the adverse and stressful conditions in the teaching context. Classroom affectivity illustrates the teacher's attitude toward his position in the class as a teacher and the role he plays as the authority of the class. Burnout is concerned with the occasions in which the teacher feels insecure and vulnerable in the teaching process. Resilience is focused on a process in which an individual uses suitable techniques and strategies in order to save his commitment and well-being in the face of stressful events and severe challenges. Finally, openness to change deals with the teacher's patience or frustration toward the conditions in which the teacher has to change his normal and general path through the process of teaching.

In the last recent years, a few researchers have focused on teachers' immunity levels in the instructional context. Ordem (2017) investigated the immunity and motivation of Turkish teachers by directing semi-structured interviews using a diary and online student feedback. This case study revealed the adverse effects of student demotivation on teachers and how this led to improper behavior of teachers and their demotivation. The findings also revealed a constant reflection on the part of the teachers about their previous behavior and possible ideal self in the setting of the classroom.

In a new study, Rahmati, Sadeghi, and Ghaderi (2019) explored the development of immunity among Iranian language teachers working at public high schools. A semi-structured interview was used in this study in order to collect the intended data. According to this study, low self-confidence, students' demotivation, low pay, restricted services, lack of sufficient time to teach English, parental prospects, and undesirable attitudes toward English were the chief causes of language teacher immunity among the participants.

Saydam (2019) conducted a study to discover how language teacher immunity develops and works as well as the distribution of immunity types to reveal the motivational benefits and consequences of this new concept in

the Turkish educational context. The results showed that the main types of teacher immunity were productively immunized. In addition, when the teacher looked at the effects of demographics on teachers' immunity, he found that demographics did not have a significant impact on immunity. At last, this study showed that effectively immunized and maladapted teachers follow different developmental pathways through the self-organizing process.

Ahmadi, Amiryousefi, and Hesabi (2020) set out a study to investigate the immunity of two hundred and sixty Iranian EFL educators working in schools and language centers. Based on the classification provided by Hiver (2017), this investigation discovered that the subjects were grouped into positively and negatively immunized instructors. It was additionally observed that gender had a significant effect on the immunity level of the teachers, and female members were more positively immunized than men. Considering experience, it was observed that EFL teachers' immunity was found to fluctuate towards more petrified, and negative in later stages of practice. Regarding age changes, the results also displayed diverse types of immunity among participants of dissimilar age groups. Moreover, the results of the study suggested that teacher education programs need to improve EFL teachers' knowledge of language teachers' immunity as an important factor in their efficacy and their student performance.

Noughabi, Amirian, Adel, and Zareian (2020), in their study, worked on the relationship between the concept of teacher immunity and some other factors including independence, emotions, and engagement. The researchers found that independence, feelings, and engagement could significantly predict the immunity level of the teachers. Moreover, they considered autonomy as the most significant predictor of teacher immunity.

Pourbahram and Sadeghi (2020) set out a mixed-methods study to inspect the possible association between motivation and immunity of EFL teachers in public and language centers. In order to achieve the mentioned objective, a three-part questionnaire was electronically distributed to one hundred and fifty-seven Iranian EFL teachers in two situations to collect quantitative data on possible links between immunity and motivation. In the qualitative stage of the exploration, the researchers interviewed seven EFL teachers from



each context to find the teacher's destructive and motivational factors and elements in the immune-building journey. The findings of the study showed a small significant relationship between immunity and the motivation of the teachers.

In another study by Rahimpour, Amirian, Adel, and Zareian (2020), the models of issues envisaging immunity in language teachers were explored. In the study of four hundred and eighty-three teachers in Iran, the researchers found that job anxiety and insecurity (particularly in the case of language centers and language centers) directly led to negative immunity, while reflexive education enhanced adaptive immunity. The results also recommended indirect effects of emotional, extrovert, and coordination on language teachers' immunity.

As is observed in the above studies, the researchers have hardly ever worked on the immunity level of teachers in Iranian diverse contexts. Therefore, there is a need to work in this regard. Thus, the following research question was addressed in the current study:

**RQ:** Is there a significant difference between the occupation immunity of EFL teachers in Iranian language centers and public schools?

## **Method**

### **Participants**

The participants of the current study were non-randomly selected through convenience sampling. They were one hundred EFL teachers in the public schools and language centers in Isfahan. Fifty of them were teaching at public schools and the other fifty were teachers in language centers. They were teaching English at different levels of proficiency (elementary, intermediate, and advanced). They belonged to both gender categories and possessed a B.A. degree in English language teaching, literature, or translation.

### **Instruments**

The following two measurement instruments were utilized in the current study:

#### **Teacher Immunity Questionnaire**

The data needed for the quantitative section of the current study were gathered through the administration of a teacher immunity questionnaire

developed by Hiver (2017). This questionnaire was composed of 39 Likert-scale items (See Appendix). To elicit participants' views, seven points, six points, five points, four points, three points, two points, and one point were designed for the options *Strongly agree*, *rather agree*, *agree*, *neutral disagree*, *rather disagree*, and *strongly disagree*, respectively. It should be noted that Hiver (2017) approved the internal consistency of objects in each scale.

The reliability and validity of this widely used questionnaire and its contents have been evaluated by other researchers working in this field (Rahmati et al., 2019; Saidam, 2019; Songori, et al., 2018). Approved. However, the researcher of the current study repeated Kronebach's alpha analysis to confirm the reliability of the questionnaire.

### **Interview**

A semi-structured interview was conducted with 30 Iranian English teachers to find probable answers to the research question of the study. Half of the candidates participating in the interview were purposively selected from the participants in public high schools, and the other half were selected from the teachers working in the language centers. The interview consisted of the following questions:

1. Can you tell me your ideas about the position of teachers in our country?
2. Do you believe in the concept of teacher immunity?
3. According to you, what is teacher immunity?
4. What is your perception of immunity in our own occupational contexts?
5. Do you think that teacher immunity is similar in private and public educational settings?
6. What are the reasons underlying the low level of job immunity in these two educational contexts?
7. What are the reasons underlying the high level of job immunity in these two educational contexts?
8. Can you name some of the factors affecting the sense of immunity in teachers, as a whole?

The researcher used these previously-prepared interview prompts (derived from the interviews observed in the literature and the items provided in the questionnaire), but if the students raised other issues during the interviews, these were pursued. In general, the interview questions aimed at finding different teachers' views toward immunity in greater depth and in more detail. The interview was used to confirm the findings obtained from the questionnaire.

The reliability of the interview was not examined by the Cronbach Alpha formula. The interview questions were compared to the ones observed in similar studies conducted in this area (Goldstein, 2011; Hiver, 2015, 2017; Hiver & Dörnyei, 2017). Besides, the instructors were asked to check for shortcomings.

Finally, considering validity, the questionnaire and the developed interview were presented to the instructors and experienced colleagues. Some minor changes were done based on their recommendations, and at last, the validity of the instruments was approved.

### **Procedure**

At the initial stages of the study, 100 teachers teaching in language centers and public schools of Isfahan were selected through convenience sampling to participate in this study. Each participant took about 20 to 35 minutes to answer the questionnaire. They were asked to answer all the items according to their own points of view, not by their intuitions about the teaching rules or trends provided by cultural norms. Then, 30 teachers (who could guarantee to answer the questionnaire whenever it was provided to them) participated in the interview. The researcher, herself, was the interviewer of the study. Each interview lasted about 15 minutes, based on the answers provided by the interviewees. Finally, the scores obtained from the questionnaire were analyzed statistically. The SPSS 21 software was utilized to scrutinize the collected data. The qualitative data was interpreted by the researcher to confirm the answers to questionnaire items.

### **Design**

To conduct the present study, an explanatory mixed-methods design was used. In this type of research design, according to Creswell (2013), methods of collecting or analyzing data are integrated from a quantitative and qualitative standpoint. Thus, quantitative data were first gathered through an

immunity questionnaire designed to measure the extent of teacher immunity, and then a semi-structured interview was administered with the participants to confirm the results obtained through the immunity questionnaire.

### Results

The analysis of the obtained data entailed the results presented in Tables 1 and 2.

Table 1  
*Descriptive Results on the Teachers' Performance of Public Schools and Language Centers on the Immunity Questionnaire*

	Group	N	Mean	Std. Deviation	Std. Error Mean
immunity	public schools	50	75.0000	12.96227	1.83314
	language centers	50	63.7500	18.07898	2.55675

As shown in Table 1, the EFL teachers working in the language centers obtained different scores on immunity ( $M=75.0000$ ,  $SD=12.96227$ , and  $M = 63.75$ ,  $SD = 18.07$ ).

Table 2  
*Independent Samples T-test on the Teachers' Performance of Public School and Language Centers on the Immunity Questionnaire*

	Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
immunity	10.780	.001	3.576	98	.001	11.25000	3.14601	5.00684	17.49316
variances assumed									
Equal			3.576	88.848	.001	11.25000	3.14601	4.99879	17.50121
variances not assumed									

#### Perceptions of Teachers Working in Public Schools and Language centers about Their Job Immunity

The research question of the study focused on the perceptions of the teachers working in public schools and language centers about their job immunity. As mentioned before, the needed data for answering such a question was obtained through the application of an interview and providing subjective scores to each participant. Just like the questionnaire, the items in this measurement device were scores based on the number 100. The results were analyzed through triangulation. Triangulation denotes the use of numerous methods of analysis or data sources in qualitative and quantitative research to grow an all-inclusive perception of phenomena (Patton, 1999). As a result, in the first step, the data obtained by interviewing the teachers of public schools and language centers were likened by conducting an independent sample *t*-test. Table 3 denotes the descriptive results obtained.

Table 3  
*Descriptive Results on the Teachers' Performance of Public-School and Language centers Teachers on the Immunity Interview*

	group	N	Mean	Std. Deviation	Std. Error Mean
immunity	public schools	50	68.0200	13.80068	1.95171
	language centers	50	61.7900	17.33702	2.45183

As represented in Table 3, the participants in the public school group ( $M = 68.02$ ,  $SD = 13.80$ ) outperformed the ones in the language centers ( $M = 61.79$ ,  $SD = 17.33$ ).

Table 4 below shows the numerical statistics on the significance of the difference in the performance of each group on immunity.

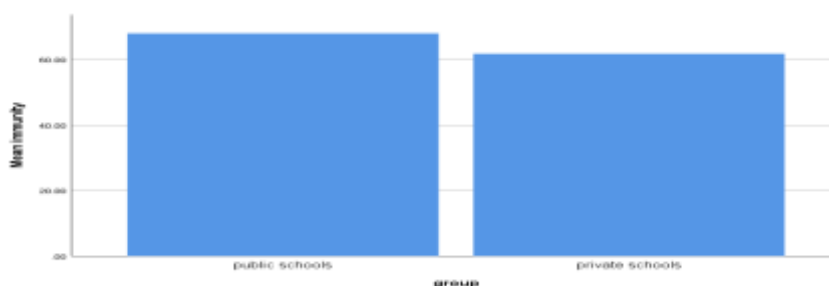
Table 4  
*Independent Samples T-test on the Teachers' Performance of Public-School and Language centers Teachers on the Immunity Interview*

		Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
immunity	Equal variances assumed	3.998	.048	1.98898		.050	6.23000	3.13379	.01110	12.44890
	Equal variances not assumed			1.98893	3.308	.050	6.23000	3.13379	.00719	12.45281

Based on the results provided in Table 4 above, there was a significant difference in the scores of public-school group ( $M = 68.02$ ,  $SD = 13.80$ ) and

the ones in language centers ( $M = 61.79$ ,  $SD = 17.33$ ),  $t(98) = 1.98$ ,  $P = 0.050$  (*two-tailed*). Moreover, the magnitude of the difference in the mean scores (mean difference = 6.23) was large (eta squared = 0.71).

In addition, the figure below provides a bar graph in order to demonstrate visually the results obtained in the above-mentioned tables.



*Bar Graph Representing the Performance of Both Groups on Immunity Interview*

This figure confirms the idea that the teachers in public schools have higher degrees of immunity compared with the ones who are teaching in the language centers.

### Discussion

The research question postured in the present study dealt with the comparison between the immunity level of EFL teachers in language centers and public schools. The findings revealed that teachers working in public schools had higher levels of immunity compared to the ones working in language centers. In the same vein, Rahmati, et al., (2019) explored the development of immunity among Iranian language teachers working at public high schools; however, the researcher did not make any comparison between the immunity level of the teachers working in public schools and the ones in other educational settings. By contrast, Pourbahram et al., (2020) set out a mixed-methods study to examine the possible relationship between motivation and immunity of EFL teachers in public and language centers and language centers. The findings of their study showed a slight constructive connection between immunity and the motivation of the teachers. The setting of their study was similar to that of the present

research, but no comparison was made between the immunity level of the teachers in these two educational contexts.

The comparison between the levels of immunity in these two contexts highlights the point that although teachers try to progress and expand personal features involuntarily, they are not robust on points related to immunity. This may be due to defects in society and the education system, based on which teachers, particularly those working in language centers or language centers, are always required to follow educational rules and act as inferior to the punitive expression of ideas. That is, teachers are not considered authorities in the field of education. In fact, they have to work as cheaper employees who have to abide by the rules (in fear of losing economic resources), otherwise, they are fired. The development of maladaptive immunity may be associated with the exposure of English teachers to a variety of stressful situations that result in low motivation, high burnout, and negative immunity. In other words, this unstable situation results in a lower level of immunity among teachers in these educational organizations. However, as revealed in the interview, those working in public schools are supported by regular payments and rewards provided by the government. In addition, they are confident that they will not lose their job due to the expression of ideas or the application of new and creative teaching styles. Therefore, they feel more immune than others.

As reported by other scholars (Hiver, 2017; Rahmati, et al., 2019; Saydam, 2019; Songhori, et al., 2018), the sense of immunity results in better teacher performance in the classroom ensuing in greater motivation in teachers in the educational settings. Therefore, the final conclusion of this study is that if more optimal performance is desired, more attention should be paid to the level of immunity of teachers working in language centers.

Moreover, considering the relationship found among internal characteristics of the instructors working in the ELT context, the findings of the present study are expected to help to teach practitioners to make more informed decisions regarding their behavior in the classroom as well as the selection of the language teaching methods. Moreover, In Iran, pre- and in-service teaching programs should devote more time and attention to the development of the immunity level of the teachers which can help them to



be more effective in the classroom. Teachers' trainers should work harder to increase such characteristics in teachers. The teacher can be the most powerful source in modeling emotionally intelligent behavior and teaching how to resolve conflicts and motivate learners. Therefore, a teacher who feels safe and immune can provide a better model for the learners.

This study can also be of great help for the teacher trainers and the ones who are involved in teaching courses. They can take these perceptions into their mind while teaching the principles of second language learning to their students who want to start their job as new and fresh teachers. Moreover, since this study has worked on the perceptions of both non-experienced and experienced teachers, it would be more acceptable for teachers with different attitudes towards teaching.

**Declaration of interest:** none

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### Appendix

#### Language Teacher Immunity Questionnaire Developed by Hiver (2017)

items	Strongly disagree	Rather disagree	disagree	neutral	agree	Rather agree	Strongly agree
<b>Self-efficacy</b>							
If I really try hard, I can get through to even the most difficult or unmotivated students.							
When all factors are considered, I am a powerful influence on my students' success in the classroom.							
I do not have confidence in my professional ability to help students learn.							
I have enough training and experience to deal with almost any learning problem in the classroom.							
I am not certain that I am making a difference in the lives of my students.							
I can deal effectively with the problems of my students.							
I feel I am positively influencing my students' lives through my teaching.							
<b>Burnout</b>							
At school I feel burned out from my work.							
I feel that teaching is hardening me emotionally.							
There are days at school when I feel vulnerable.							
I am emotionally drained by teaching.							
There are days when I feel insecure at school.							
<b>Resilience</b>							
I can get through difficult times because I've experienced difficulty before.							

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Failures double my motivation to succeed as a teacher.

---

I have a hard time making it through stressful events.

---

I tend to bounce back quickly after hard times.

---

It is hard for me to recover when something bad happens.

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#### Attitudes Toward Teaching

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I enjoy working as a teacher because it brings me pleasure.

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Teaching is my life and I can't imagine giving it up.

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Teaching brings me very little satisfaction.

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If I could choose an occupation today, I would not choose to be a teacher.

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I am tempted to leave the teaching profession.

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#### Openness to Change

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As a teacher, I prefer the familiar to the unknown.

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I do not get impatient when there are no clear answers or solutions to my problems as a teacher.

---

I get frustrated when my work is unfamiliar and outside my comfort zone as a teacher.

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In my teaching, I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful.

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As a teacher, I like it when things are uncertain or unpredictable.

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The "tried and true" ways of teaching are the best.

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#### Classroom Affectivity

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At school or in the classroom I often feel upset.

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While teaching I regularly feel depressed.

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I regularly feel inspired at school or in the classroom.

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Overall, I expect more good things to happen to me in the classroom than bad.

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It's hard to imagine anyone getting excited about teaching.

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In my teaching I always look on the bright side of things.

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**Coping**

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When problems arise at work, I accept what has happened and learn to live with it.

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When I am under a lot of stress, I just avoid thinking or doing anything about the situation.

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When things get really stressful, I try to come up with a strategy about what to do.

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When I encounter a bad situation at school, I look for something good in what is happening.

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I don't feel that I can cope with problems that come my way

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### **Biodata**

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