Research Paper

Effect of IELTS Teachers' Immunity on Personalized Vocabulary Instruction

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Abstract

Through a comparative ethnography, this article investigated how teachers' immunity would affect personalized vocabulary instruction in IELTS preparation courses. The idea of this paper arose when the basic concept of CLT which has become a fundamental approach of IELTS, is *off*-target for some teachers. So, this study embarked filling in a gap to describe and compare the personalization level of IELTS vocabulary instruction of five teachers from two ethnographic institutions. This study presented a framework for analyzing and categorizing personalized IELTS vocabulary instruction based on the main concepts. It also designed using Retrodictive Qualitative Modeling through which the researchers used semi-structured interviews and informal discussions to explore teachers' archetypes, then, they benefited from classroom observations to see the reasons. The results obtained from the analysis revealed that those teachers with adaptive immunity type had the highest personalized instruction in the cognitive-based level. However, the teacher with maladaptive immunity type, had the highest performance in segmented personalization level, making their students have approximate performance in critical thinking. Also, teachers with productive immunity type had many performances in Whole-Person personalization that conducted their students to have proper performance in using critical words and phrases in IELTS.

Keywords: IELTS Preparation Courses; Personalized Vocabulary Instruction; Teacher Immunity

INTRODUCTION

Identity has been central to analyses to follow how people have constructed, developed or maintained personal identities in groups, cultures or ethnic populations (Overton, 2006). Stets and Burke (2000) argued that the "self" result of an individual's performance in social situations and the ways people present themselves are influential in constructing themselves. The self exists as the ongoing interpretive process while identity is seen as the

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meaings one has as a group member, role holder or person. Professional identity also is said to fall in the social categorization where people belong to distinct occupations. Professional identity, is the socio-cultural perception of a person that includes the convergence of his/her roles, knowledge, beliefs, values, feelings, and understandings. It is socially, culturally and relationally constructed and maintained with language and dialogue playing a significant part in its development. It is created and recreated through experiences and is continually being reformed, challenged, trans-

formed or stabilized on a moment-by-moment basis (Overton, 2006).

Canrinus et al. (2011) still challenge professional identity as a hidden concept regarding the preceding explanation. As it appeared, based on the research conducted on teachers' professional identity, there has not been an apparent historical account of the development of this concept.

How intrapersonal factors intersect with contextual factors in building professional identity has not been fully addressed in language teacher professional identity studies. The classroom is where it can be complicated by the adverse psychological climate characterizing many educational environments worldwide. Precisely, many L2 teachers experience coping with disturbances and problems in teaching environments where teachers' motivation may become lessened. To deal with these negative experiences which might affect teachers' selves, Hiver and Dornyei (2017) introduced language teacher immunity to pay attention to the neglected dimension of L2 teacher motivation and professional identity. Across various fields, based on what Hiver and Dornyei (2017) claimed, immunity can be broadly defined as a defence system that protects the organism against the negative, undesirable, or harmful impact of the external environment. It refers to protective mechanisms striving to deal with constraints and conflicts that marginalize or disempower effective teaching.

Every system should develop teachers' motivation patterns to remain healthy and functioning (Hiver, 2015). And this can happen via self-organization, which can be defined as a regulatory system whose elements depend on each other and cannot be reduced to a single system (Hiver, 2015). Also, it spontaneously organizes itself to better cope with various internal and external perturbations and conflicts. Self-organizing system in language teaching determines whether teachers continue their profession and behave productively in classroom settings which is conceptualized as a teacher immunity. Based on Heylighen (2008), there are

four stages stand out as central to the self-organization process (triggering, coupling, re-alignment, and stabilization). The first two phases are concerned with the behavior and interaction of system components on the local level, while the two latter shift to a system-centered, global level. Therefore, according to Hiver (2017), to construct a dynamic process of professional identity, there exist 4 main categories exist to encompass five core teacher immunity archetypes developed through self- organization sequence.

- **Productively immunized:** Teachers possess a robust, beneficial form of teacher immunity. (the Visionary-the Spark plug)
- **Mal-adaptively immunized:** Teachers possess a rigid, counterproductive form of teacher immunity. (the Fossilized- the Sell-out)
- **Immunocompromised:** Teachers have not developed any coherent form of teacher immunity. (the defeated)
- **Partially immunized**: Teachers have developed half-way features of teacher immunity. (the over compensator)

Studies related to the determination of teachers' well-being seem to be vital due to the improvement of the relationships between student and teacher (Spilt, Koomen & Thijs, 2011) that provide positive emotional experiences inside and outside the classroom (Milatz, Lüftenegger & Schober,2015). To do so, teachers can implement personalized approach of instruction by which their professional identity increases.

According to Crockett (2017), personalized instruction is a student-focused approach to teaching and learning. It is also a balance between the needs of teacher and student. In personalized instruction, teachers know how to evolve and listen to students' input on learning. Currently, "student-teacher bond is one of the core aspects of personalized instruction that may not always be included in formal definitions. Personalization is an integral part of the communicative approach, since it involves accurate communication, as learners communicate accurate information about themselves. One

area where personalization has been applied and studied is vocabulary education. According to Fan (2003) careful analysis of students' need and a variety of personalized vocabulary strategies should be woven into the regular classroom activities. Personalization of vocabulary instruction on L2 learning should teach learners how to self-select useful and appropriate vocabularies for their specific needs and goals. Regarding communicative nature of personalization, in his review over IELTS tests, Allen (2017) emphasized that teachers should include effective communicative techniques to teach vocabulary because IELTS tests have a life skills oriented nature that tries to measure test takers' communicative competency in using English in authentic contexts.

However, unlike Allen mentioned, Ghamarian, Motallebzadeh, and Fatemi (2014) found that taking IELTS preparation courses is not significantly related to Iranian IELTS candidates' life skills pattern. The outcome of their study showed that the IELTS preparation courses in Iran are not designed based on life skill education curriculum. To confirm that, Razavipour et al. (2011) research findings also showed that the focus of IELTS preparation courses in Iran is not on the life skills domains. So, IELTS preparation courses do not enable individuals to deal effectively with the demands and challenges in everyday life. Speaking of communicative teaching of vocabulary for IELTS on the one hand, and considering what the researchers indicated on the other, this research tried to underscore personalized instruction in IELTS preparation courses. This research actually took on an investigation to understand IELTS teachers' immunity archetypes and how they affected personalized vocabulary instruction. This study embarked on filling in a gap to describe personalization level of IELTS vocabulary components instruction due to perturbation throughout the course. To address this purpose, the following question was formulated. "How does teachers' immunity affect personalized vocabulary instruction in IELTS preparation courses?"

METHODS

In an attempt to make fundamental changes in education by qualitative studies, ethnography can be a pivotal inquiry to understand "our professional world" (Richards, 2003, p. 16), which is why ethnographic study became the researchers' favourite pursuit. This research was an ethnographic, empirical study set in two coeducational language institutions that were differentiated based on the social characteristics of their intake. "Diako Language Academy" was situated in the North with 15 years of experience and "Milad Language College" was in West of Tehran and a newly founded institution.

Exploring and examining culture and society need personal involvement in the location, which is the key issue in the fieldwork enquiries. Therefore, based on extended fieldwork which punctuates going through sufficient time, the researchers spent 3 months at "Milad Language College" studying the teachers who all had a deep sense of belonging to their setting. Moreover, devoted 2 months studying teachers at Academy "Diako Language Academy".

This study was also designed using retrodictive qualitative modeling. The aim of using Retrodictive Qualitative Modeling in this study was to follow back the dynamics leading to the teachers' immunity archetypes. To be more precise, in order to observe certain immunity archetypes in IELTS teachers in this study, RQM supported understanding teachers' self-organization through attitude, resilience, openness to change as well as burnout. Through classroom observations, and scrutinizing teachers' personalized instruction level, the researchers then, tried to perceive why teachers ended up with one immunity archetype and not another.

Participants

In line with qualitative studies that usually focus on a small number of individuals, an ethnographic project does not allow the researcher to study large numbers of people or limitless events. Keeping this fact in mind, the researchers detected characteristics of 5 IELTS teachers from different cultures and ethnic

norms to invite them to participate in this study while practicing IELTS. Following that, the first element in this study that determined the boundary was the study sampling. Only 5 IELTS teachers formed the primary unit of analysis. The second element comprised of two sites. The first was DIAKO Language Academy where two of them joined 5 years ago to practice IELTS teaching in North of Tehran. The second was MILAD Language College where the other three have been colleagues for 8 years to practice both pre-IELTS and IELTS courses. The following table shows the demographic information of these IELTS teachers.

Table 1

The demographic information of IELTS

Teachers		Title	Teaching Years	Other Descriptions
DIAKO Language Academy	**Teacher A**	✓ EFL Instructor - IELTS Expert ✓ IELTS teacher trainer ✓ Head of IELTS department at Diako Language Academy	12 years	✓ Holding General English courses for different proficiency levels, especially Upper-Intermediate and Advanced levels. ✓ Holding Free Discussion classes for advanced learners. ✓ Holding Cambridge ESOL Examination preparation courses.
	Teacher B	✓ IELTS ،FCE، CAE ،CPE Instructor ✓ Teacher trainer	20 years	✓ He has run different IELTS workshops (speaking , writing task 2) at Diako Language Academy.
MILAD Language College	**Teacher A**	✓ lecturer at the University of Tehran ✓ Director of education ✓ Co-manager at MLC ✓ IELTS Teacher trainer ✓ curriculum developer	15 years	✓ He has run different IELTS T.T.C workshops across the country.
	Teacher C	✓ School headmaster ✓ Head of Children Department ✓ Co-manager at MLC ✓ Teacher trainer	25 years	✓ He is a Scientific Secretary of different Conferences ✓ He has run different workshops in Education ministry.
	Teacher B	✓ Lecturer at the Azad University ✓ Head of IELTS Department ✓ Co-manager at MLC ✓ Teacher trainer ✓ Material Developer ✓ Social Media Manager	11 years	✓ He has run different IELTS T.T.C workshops at MLC. ✓ Holding General English courses for different proficiency levels, especially Upper-Intermediate and Advanced levels.

Materials

Qualitative studies are characterized by using multiple data collection tools. So, data elicitation techniques to explore the outcome of interest and its archetypes ranged from semi- structured interviews, autobiographies, classroom observations and informal discussions with participants and

directors of studies were the building blocks of data collection and analysis in this study.

The initial interview protocol for this study was inspired by a questionnaire that Hawkey (2006) validated as a teacher cognition in IETLS preparation courses. In the interview part, the questions fell into the category of semi-structured interview to make teachers free to follow their own path. To ensure an accurate and detailed record of actual language, data were audio-recorded and transcribed. For naturally occurring texts extended from interview data, content analysis was considered, too.

The classroom observations were carried out in 5 months first at Diako Language Academy and then at Milad language College. All the teachers were informed about the observations two or three days before it happened and they in turn informed the researchers the time of their classes. Three of teachers were observed for 3 sessions of 90 minutes and it happened in two sessions with the same amount of time for their counterparts.

Procedure

In this study, to understand various aspects of lexical resources in IELTS teaching, the researchers decided to analyze "Cambridge Vocabulary for IELTS" book. It contains 25 units featuring different IELTS topics full of vocabulary exercises and practice materials. It introduces vocabulary through listening and reading texts that reflect the materials used in the IELTS test.

Accordingly, the researchers tried to extract different parts this book covered to digest IELTS vocabulary instruction aspects. They also benefit from Simon Corcoran's materials, blog, video lessons, site, and e-book to provide reliable vocabulary components to teach in IELTS courses. Simon Corcoran aims to provide the best information about the IELTS test, from an ex-examiner's perspective. Having been an examiner, he knows exactly what IELTS examiners want, and his advice is correct and reliable. He creates self-study materials. Many IELTS teachers use his materials with their students, too. The following table compares using vocabulary components in IELTS instruction through "Cambridge Vocabulary for IELTS".

Table 2
Review of "Cambridge Vocabulary for IELTS" Book

	Vocabulary Aspects in IELTS	CAMBRIDGE Vocabulary for IELTS Book
1	Synonyms	P. 27 (2.1) / P. 33 (2.3) odd one out
	Antonym	P.17 (3.1) Word Building
	Paraphrasing/ Summarizing	P.17 (2.1) / P.71 (Academic Writing Task 2)
	Parts of Speech/ Change of form	P.10 (Vocabulary note) / P. 52 (1.4)
	Appropriateness	P. 27 (1.4) / P. 39 (2.1) / P. 70 (2.3)
	Grammar	P.58 (2.1)
2	Prefabricated Chunks (opinion words)	P. 24 (3.1)
	Phrases (verbal/ lexical/noun)	P.22 (1.3) / P.23 (3.1) / P.24 (3.2) / P.42 (1.3)
	linking words	P.42 (1.3) / P.46 (1.3) / P. 38 (1.4)
	Collocations	P.122 (2.1)
		P. 8 (1.4)
3	Style/ Register	P. 125 (4.2)
4	Topic-based vocabulary	All the units
	mind-map	All units in Advanced Level of this book
5	Spelling	P.115 (1.6)
6	Negative/ Positive connotation	P.100 (3.3)
7	Feedback	Reformulation
8	Assessment	Dynamic

Based on the main concepts in both personalization and IELTS vocabulary instruction,

this study presented the following framework (table 3) to analysis and categorise personal-

ized IELTS vocabulary instruction. The vertical columns of elements were composed of IELTS vocabulary components. The horizontal row of elements was also for personalization levels set from the simple to most complex with a specific purpose, influence, and result-ing impact for each vocabulary component. In addition, based on the analysis of events, the level of immunity of each teacher was considered, too. The following table is the newly born framework for Personalized IELTS vocabulary instruction.

Table 3
Personalized IELTS vocabulary instruction

IELTS Vocabulary Instruction Components	Personalization Levels			
	Self-described	segmented	Cognitive-based	Whole-person based
Synonyms Antonym Paraphrasing/ Summarizing Parts of Speech/ Change of form Grammar				
Prefabricated Chunks (opinion words) Phrases (verbal/ lexical/noun) linking words Collocations				
Style/ Register				
Topic-based vocabulary mind-map				
spelling				
Negative/ Positive connotation				
feedback				
Assessment				

Language teacher immunity, either productive or maladaptive, is a state that language teachers settle in after self-organization. Therefore, in order to grasp more comprehensive view toward different aspects of IELTS teachers' immunity in this study in-depth, concerning four stages of self-organization (triggering, linking, realignment, and stabilization), based on observation analysis and interviews done, first, the researchers tried to find out the dominant type of teacher immunity, either productive or mal-adaptive, among IELTS teachers in two ethnographic sites to probe the immunization process. However, based on the analysis the researchers found some of Hiver (2017) theorizing on immunity insufficient to describe moderates in IELTS settings and the data that the researchers uncovered made them to propose another type. To do so, they changed the extreme adjectives to moderate ones to distinguish the visionary, the spark plug, and the fossilized arche-

types more that lead them to new immunity type "adaptively immunized". Therefore, based on the findings in this study, 2 of the teachers from Diako Language Academy, fell into "productively immunized" type and from 3 of the teachers understudy at Milad Language College, 2 of them were placed in newly proposed type "adaptively immunized" and the other teacher was recognized to be in "mal-adaptively immunized" type in the context of IELTS teaching in Iran. In other words, concerning immunity, IELTS teachers in Iran with the visionary archetype would fall into productively immunized, teachers with the spark plug archetypes in adaptively immunized, and the fossilized ones belong to a mal-adaptively immunized type.

Data Analysis
The analysis process of research question *"How does teachers' immunity affect personalized vo-*

cabulary instruction in IELTS preparation courses?" followed the steps found in qualitative descriptive analysis: description and classification. Therefore, to maintain clarity, first, each teachers' level of personalization in the whole process of vocabulary teaching presented individually in tables after synthesizing, classifying the data separately. Next, concerning the kind of immunity each teacher in both sites possess, the researchers intended to understand the connection between teachers' personalized vocabulary instruction and their immunity types.

RESULTS

Based on the results obtained from the following analysis tables, concerning their professional identity, at Diako Language Academy, due to the same type of immunity that teachers A and B had (The visionary, productive immunity type), in addition to the cognitive-based personalization level that they mainly focused on, in the best stage of personalization (whole- person), they also had considerable performance.

However, teachers A and B with the same type of immunity (The Spark Plug, adaptive immunity type) had the highest personalized instruction in cognitive-based level. They used information about cognition, strategies, and ability to deliver content specifically targeted to specific types of learners. However, teacher C (The fossilized, maladaptive immunity type) showed a different performance from his colleagues and had the highest performance in segmented personalization. He primarily taught based on culture and location, providing other platform to enable blended learning to happen. It should be mentioned that the researchers added the last part of this explanation (providing other platforms) due to the need of current educational system that persuaded them to complete the existing definition of this level of personalization.

The following tables illustrate teachers A and B s' personalization level in teaching vocabulary at Diako Language Academy.

Table 4

Teacher A's personalization level in teaching vocabulary aspects

Personalization Level	Vocabulary Aspects/ Events
Self- described	**Phrasal verbs, synonyms, parts of speech, and spelling:** He taught phrasal verbs, synonyms and part of speech in discussion part as a pre-writing stage. He would also focus on spellings, too. Then, students were supposed to use them in talks related to their personal life.
Segmented	**Collocation and parts of speech:** He referred students to online dictionary by sharing his laptop screen. **Phrasal verbs:** He localized his teaching based on what Isfahani people would do in a special situation. He would also, suggest other books for learning more phrasal verbs.
Cognitive	**Collocation, feedback, and paraphrasing:** the teacher defined "do an experiment" on the board with different colors due to the fact that one of students could not use it appropriately in her writing, so, it happened when he was giving feedback as a monitor to her collaborative writing. **Topic-related words, lexical/verb phrases:** it happened when one of students related one of the words to "marriage" context. **Synonyms and parts of speech:** two of the students, miss-used the collocation, "groom and bride" and "bride and gloom" that the teacher asked them individually to check the dictionary to find the right form and related synonyms for gloom alongside its parts of speech. **Style:** with regard to style, he mentioned each one of student's weakness and strengths. Also, he mentioned how much each one needed to get his/her desired score. **Phrasal verbs and accuracy**: He asked one of students to say phrases in suitable structure appropriate to a context, she tried but could not at that moment. So, the teacher passed her to another student, remaining the question un answered. After some minutes, that students asked for his permission to do her job, and she used them perfectly in a paragraph. **Assessment (reformation);** when he got the final draft of students writing, he gave comments on each and asked students to re-do the task and gave it back to the teacher.
Whole- person	**Accuracy, prefabricated chunks, and linking words:** One of students was talking about her personal bad experience and it made the teacher emphasize on verb and noun agreement, introduce suitable fixed chunks to start and relate the ideas with linking words. **Topic-related words, phrasal verbs, and collocations:** students in the middle of discussion could talk about their personal feeling toward using technology.

Table 5
Teacher B's personalization level in teaching vocabulary aspects

Personalization Level	Vocabulary Aspects/ Events
Self- described	**Synonyms:** the teacher was asking questions from each students to review one synonym with its suitable preposition for the word "like". **Spelling:** Before starting to teach any word, he worked on its spelling.
Segmented	**Antonyms**: he tried to use the board to elicit antonyms of any word each student used in reviewing part. **Grammar:** he introduced an American series full of appropriate structures and linking words along with online sources for students to see argumentative writing samples.
Cognitive	**Paraphrasing:** he was trying to paraphrase students' answers based on appropriate words and structures. **Synonyms:** he was emphasizing students' use of synonyms based on their knowledge level. **Feedback (reformation), style, and prefabricated chunks**: The tachers' emphasis on accuracy and clearness for students' writing while he was introducing fixed chunks suitable for the argumentative style they were working on. **Change of form**: He was giving students enough time based on their pace of learning to change the forms they wrote before their assignments. **Linking words:** He was asking students to individually use them in sentences during the class time. **Assessment (reformation);** He sometimes got the final draft of students' writings, and gave comments on each and asked students to re-do the task and gave it back to the teacher. Some other times he would read his comments in the classroom to make student elf-correct their writings individually.
Whole- person	**Verbal phrases:** Giving medical advice when one of students used "waste of time" and "watch series". In fact, he would let himself use new phrasal verbs while he and his students were talking about their own feelings. **Parts of speech:** it happened while one of students was talking about his feeling toward watching *"science fiction"* series. **Connotations, topic related words, and parts of speech:** It happened while one of students was talking about her own personal opinion about health. So, in order to help her to express her opinion he would work on connotations, topic-related words, and parts of speech.

The following table illustrates teacher A, B, and Cs' personalization level in teaching vocabulary aspects at Milad Language College.

Table 6
Teacher A's personalization level in teaching vocabulary aspects

Personalization Level	Vocabulary Aspects/ Events
Self- described	**Phrasal verbs:** In a speaking task, the teacher asked students to personalize phrasal verbs. **ynonyms:** He used one of students' sentences about herself to introduce synonyms in the worksheet.
Segmented	**Phrasal verbs:** using online dictionary to clarify the meaning of them through examples. **Assessment and spelling:** providing online feedback for their assignments. **Linking words and style:** While he was talking about difficulties of living in Tehran, students were asked to write about their dreams houses individually, using all the lexical resources. Before that, he started teaching how they could start their arguments.
Cognitive	**Collocation:** One of students asked for a collocation and he introduced it just to that person "make sacrifice" **Prefabricated chunks:** While students were doing speaking task, he went to each student and introduced them new chunk to start their talking and writings. **Feedback, paraphrasing, and preposition:** He worked on one of students' error in using appropriate preposition. **Mind-map, topic-specific words, and parts of speech:** Every student based on his or her under-standing had to draw a mind-map individually and make themselves ready for writing task. He would give enough time based on their pace of learning. Meanwhile, one of students asked for empathy and sympathy, so, he started to work on differences between these two and use them in examples with different parts of speech. **Synonyms:** He gave three synonyms for "delighted" that was difficult for one of students to use, so he asked her to write 2 examples for each to master how to use them in related sentences with linking words.
Whole- person	**Topic-specific words:** he asked students to draw and use their imagination to teach related words about "housing".

Table 7

Teacher B's personalization level in teaching vocabulary aspects

Personalization Level	Vocabulary Aspects/ Events
Self- described	**Lexical phrases and linking words:** Students could not organize lexical phrases in their speaking, so he decided to organize them by linking words in a form of talk in pre-writing stage. **Style:** He explained style before students become engaged to a writing task.
Segmented	**Topic –based vocabularies:** He asked student to watch an American movie. **Assessment:** he was giving online feedback on students' assignments.
Cognitive	**Paraphrasing and parts of speech**: While students were using the mentioned ideas, he would paraphrase their sentences in terms of parts of speech and appropriacy. **Feedback**: (reformation), he did reformation based on one of student's weakness in spelling and collocation. **Accuracy**: the teacher repeated the correct form of suitable grammar for the topic after students' writing in the classroom. **Synonym:** based on students' understanding, he was changing the examples. **Prefabricated chunks:** he mentioned different forms for each student according to their knowledge level.
Whole- person	**Mind-mapping:** he gave advice to one of students when she could not draw appropriate mind-map that said, "I don't have self-confidence." He was trying to eliminate this feeling from her.

Table 8

Teacher C's personalization level in teaching vocabulary aspects

Personalization Level	Vocabulary Aspects/ Events
Self- described	**Mind-mapping**: The teacher changed normal time span of mind-mapping from 2 minutes to 8 minutes for students. **Collocation:** While the teacher was presenting instruction of a designed task, he decided to talk about a related collocation. **Style / prefabricated chunks:** He mentioned them in his designed task related to each paragraph in students' argumentative writing.
Segmented	**Topic-based vocabularies:** The teacher asked series of questions related to (MLC) or students' work place. **Lexical phrases:** "special Angle"/ The teacher used real objects and special situation of the class (kindergarten room) to clarify the meaning. **Collocation:** The teacher used one of students' workplace to clarify the meaning. **Grammar:** The teacher localized the situation to review modal verbs. **Assessment:** He was giving online feedbacks on students' works.
Cognitive	**Feedback:** The teacher gave feedback on preposition, grammar, and topic-based vocabularies based on students' weaknesses in pre-writing stage, while they were using their ideas in task. **Paraphrase**: He used more appropriate grammar structures, vocabularies and suitable preposition for each. **Spelling:** he worked on spelling while he was giving feedback on students' writings as their assignments.
Whole- person	**Parts of speech/ antonyms:** Giving advice when one of students was talking about his personal experience of staying 2 nights at hospital.

DISCUSSIONS

The current study investigated how teachers' immunity affect personalized vocabulary instruction in IELTS preparation courses. Therefore, in an attempt to understand teachers' immunity archetypes and how it affected the process of personalized IELTS vocabulary instruction, this study embarked on filling in a gap to describe the personalization level of IELTS vocabulary components instruction as a result of perturbation throughout the course.

Addressing RQM to give insights into teachers' dynamics in their personalized instruction level, teachers from productive immunity type and the cognitive-based personalization level that they mainly focused on, in the best stage of personalization (whole- person), they also had considerable performance. Also, students demon-

strated proper performance in using critical IELTS vocabularies. Moreover, teachers from adaptive immunity type had the highest personalized instruction in cognitive-based level. However, teachers with maladaptive immunity showed the highest performance in segmented personalization, which made students have approximate performance in critical thinking.

Concerning students' critical thinking level, the result of this study is in line with what Ogden (2019) conducted as a research to determine the impact of a personalized teaching format on students' communication and critical thinking skills. The research showed that students' exhibited growth in communication and critical thinking skills.

The results of this study also are in line with the purpose of Hall and Trespalacios s' (2019) study which was to investigate the impact of personalized professional learning in teachers' comfort level and their self-efficacy toward information and communications technology (ICT). The researchers in this study concluded that the personalized professional learning improved teachers' perceived comfort level with ICT skills and their self-efficacy toward integrating ICT.

The obtained results are in line with that of Gradu and Kuutila (2016) who focused on personalized learning and applied to English as a foreign language (EFL) learning context. Based on the results, it became clear the importance of personalization for teachers made them feel that their work had become more meaningful and valuable for EFL learners.

Also, the findings of this study are in line with those of Ma and Choi (2014) who proposed a personalized instructional strategy, student-selected vocabulary, to facilitate secondary school students' vocabulary building. The findings of this study illustrated that these low achieving students selected words to learn in a responsible way to meet with their academic needs and achieved reasonable retention rates of their personalized curriculum.

In the similar vein, Gallagher et, al. (2020) proposed a personalized learning model in teacher education that involves what and how students are learning and how the learning process and environment influence the quality of teachers' instructions. The Personalized Learning Framework identifies the interconnection of

the learner and teacher journey and their joint responsibility for this process. Personalized learning is a progressive learner driven model, through which student engage actively, profoundly and reflectively in rigorous challenges and meaningful authentic tasks to demonstrate desired outcomes. The concept embraces four core elements:

a. Collaborative dialogue, co-construction, personal reflection and mutual ownership by learners and teachers.

b. Flexible content, tools, and learning environments to facilitate learners' interests and needs and teacher-learner collaboration.

c. Targeted support in response to learner interests and needs, through learning communities and communities of reflective practice.

d. Data driven reflection decision-making and continuous improvement, drawing on self- evaluation and feedback to inform next steps in learning and teaching.

Finally, the indicated data in this study were in line with Kwon, Lim, Lee, Kim, Jung, Suh and Nam (2010), who proposed a personalized Computer Assisted Language Learning (CALL) system based on learner's cognitive abilities related to foreign language proficiency. Experiments have shown that this system helps students learn English vocabulary effectively and enhances their foreign language skills.

CONCLUSION

Although the psychological aspect of teacher identity is particularly challenging for any educational plan, it has traditionally not played a prominent role in curriculum design. Research in second language teacher education has been slow to link language teachers' inner worlds, classroom teaching, students' L2 learning, and professional identity.

It is so apparent that teachers are the most critical people contributing to student success, satisfaction, and achievement that are deeply connected to the quality of their work and personalized teaching they implement. Personalized teaching signifies an approach emphasizes learners' role in taking ownership

of their learning by being active individuals. One of the main emphases of the approach is that each student can study the particular item that is the most relevant to their personal learning development.

In line with this drawback, the study aimed to identify the typical and salient outcomes of language teacher immunity and explore the reasons that informed each of these archetypes.

The study proved that to follow a transformative approach that was fundamental to individualization, those who had productive immunity did personalized instruction in cognitive-based level and their many performance in whole-person level, which became pronounced importance. The result of their personalized instruction level was the students who had significant performance in critical thinking.

Moreover, those teachers who were placed in the adaptive category also worked in cognitive-based personalized instruction, and the one who was placed in the fossilized category was an expert in teaching in segmented personalization. Teachers' performances in this site provided students with approximate performance in critical thinking.

So, for the teachers to stay having productive immunity and to develop adaptive or maladaptive immunity, the study found that four stages of self-organization should be considered for IELTS teachers. As a result, one of the implications of this study is for IELTS teacher educators to open a file for the teacher immunity concept considering self-organization stages while trying to educate teachers for teaching skills inside the classroom.

Another implication of this study is for IELTS teachers to possess the valuable knowledge of individual differences who encourage students to cooperate and collaborate. In many cases, the discussion process maximizes cooperation and becomes so natural that the participants forget that they are learning a foreign language. In other words, conscious learning is replaced with subconscious learning.

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