L2 Teacher Immunity:
Helping Teachers Survive and Thrive in the Classroom

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Some context...

- 1,500 teachers leave the profession per day

- 45% of teachers drop out in the first 4 – 5 years

- teacher attrition rates have increased 50% since 2000

- direct costs every year are over $7 billion worldwide

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers. *Review of Education Research*, *81*(2), 201–233.

Exploratory case-based study

Hiver, P. (2015). Once burned, twice shy: The dynamic development of system immunity in language teachers. In Z. Dörnyei, P.D. MacIntyre and A. Henry (Eds.), *Motivational Dynamics in Language Learning* (pp. 214–237). Bristol: Multilingual Matters.

Finding #1: L2 teacher immunity manifests itself in different outcomes (i.e., positively and negatively).

Finding #2: L2 teacher immunity develops into its respective outcomes through a dynamic, emergent process.

Finding #3: L2 teacher immunity may influence teachers' commitment and sense of professional identity, their motivated behavior, their self-efficacy and instructional effectiveness, and their engagement and career persistence.

What is *L2 teacher immunity?*

Hiver, P., & Dörnyei, Z. (*in press*). Language teacher immunity: A double-edged sword. *Applied Linguistics*.

"… a robust, acquired defense system that protects the self against an undesirable impact or influence."

- manifests itself in 2 main "global" types

  productive immunity   *maladaptive* immunity

- provides both an all-purpose and an episodic response

- evolves into part of teachers' professional identity

Validation RQM Study

- **Outcome Patterns**

*RQ #1:* What are the different immunization patterns in language teachers?

- **Developmental Trajectories**

RQ #2: How does L2 teacher immunity develop into each respective outcome?

- **Signature Dynamics**

RQ #3: How do the respective outcomes of L2 teacher immunity impact teachers' sense of professional identity and commitment, their self-efficacy, and their motivated behavior?
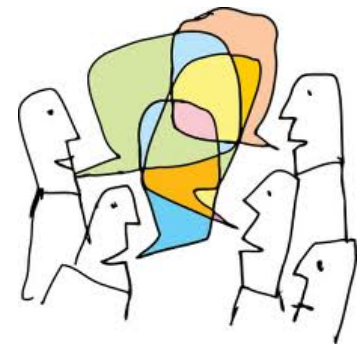
Focus Group Phase: Design
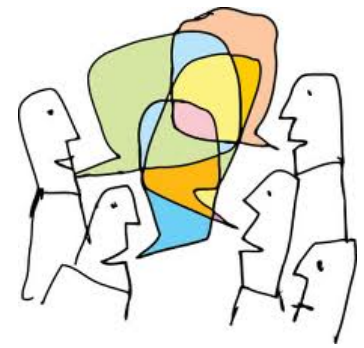
- Segmentation sampling

Group	Participants	*N*	Location	Length	Technique
FG 1	public primary	11	teachers' office	2:09:00	round table
FG 2	public secondary	9	classroom	1:46:00	round table
FG 3	trainers/admin.	6	school lounge	3:17:00	elicitation
FG 4	private mixed	18	auditorium	2:20:00	pyramid
TOTAL		**44**		**9:32:00**	

Focus Group Phase: Data Analysis

- CAQ data analysis of the 27 teacher types

- Characteristic coding → cross node comparison

- Theoretical classification (16 theoretical constructs)

Focus Group Phase: Findings

- 9 core teacher prototypes

Productively Immunized	• "The Spark Plug" • "The Visionary"
Maladaptively Immunized	• "The Sell-out" • "The Fossilized Teacher"
Immunocompromised	• "The Overcompensator" • "The Bleeding Heart"
Halfway Types	• "The Defeated Teacher" • "The Poseur" • "The Striver"

Cluster Analysis Phase: Design

- 16 constructs x multiple instruments
- reduced through item revision and piloting

Continuous variables used for the TwoStep cluster analysis

Variables	Items	Alpha
Teaching efficacy	7	.82
Burnout	5	.80
Resilience	5	.82
Attitudes to teaching	5	.85
Openness to change	6	.74
Classroom affectivity	6	.81
Coping	5	.78

Note: All measures were assessed on a 6-point semantic differential scale from 1 (strongly disagree) to 6 (strongly agree).

Cluster Analysis Phase: Design

- K-12 English-language teachers ($N = 293$; 83% female) in S.Korea

- Relatively experienced ($M = 10.45$; $SD = 4.21$)

- primary $n = 67$; lower-secondary $n = 110$; upper-secondary $n = 116$

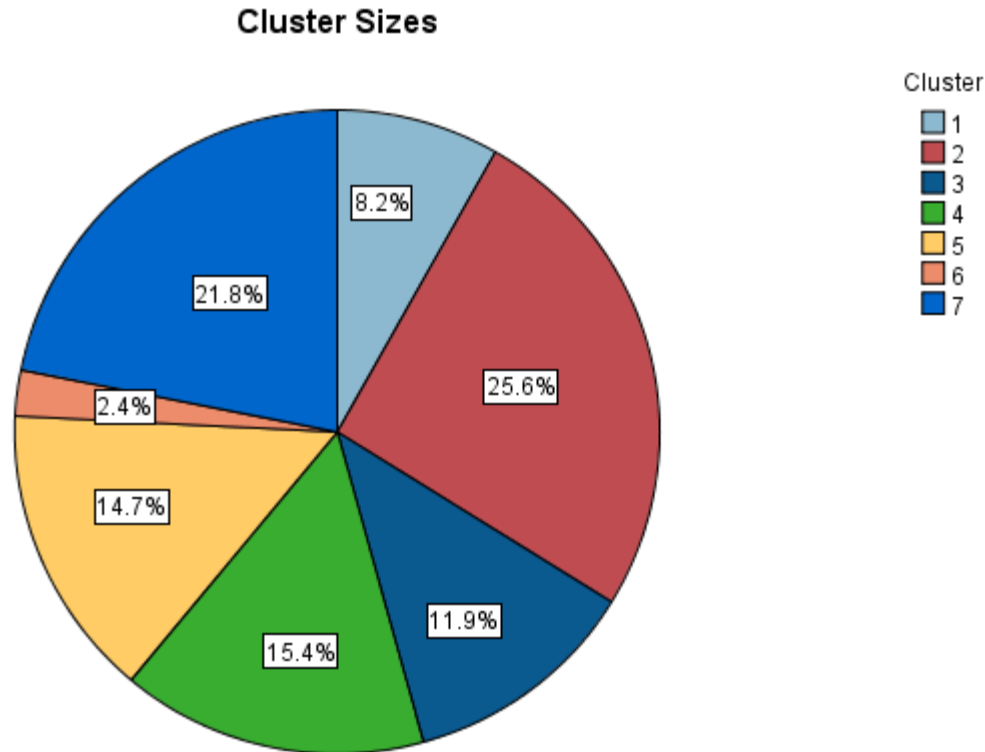Questions marked with an * are required   Exit Survey ▸

I feel good about teaching.

나는 가르치는 것에 기분이 좋다.

*
○ Strongly Disagree ○ Disagree ○ Somewhat Disagree ○ Somewhat Agree ○ Agree ○ Strongly Agree

Cluster Analysis Phase: Data Analysis
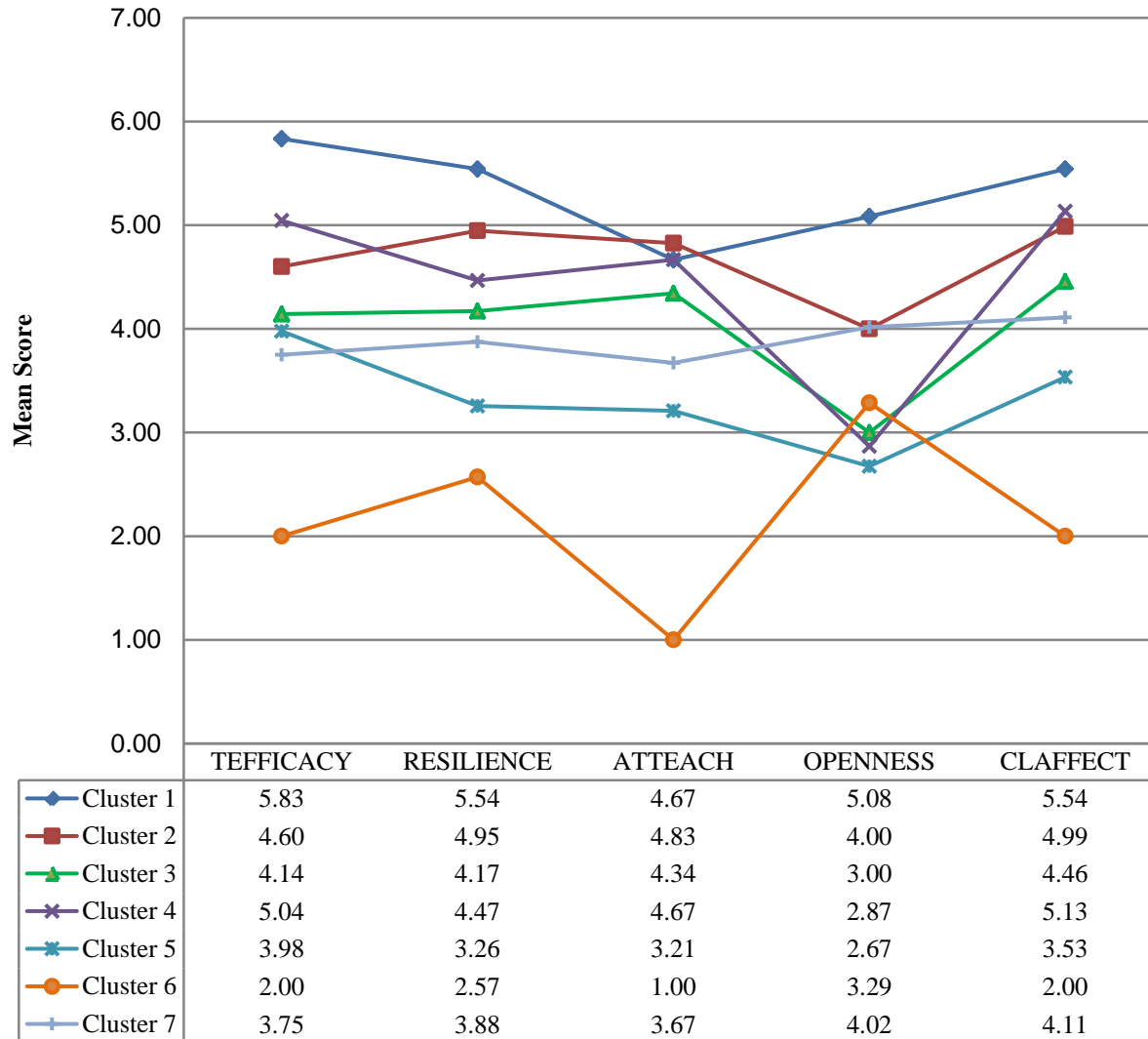
Cluster Sizes

- Proximity measure: **log-likelihood distance**

- Clustering criterion (i.e., model fit): **Schwartz's BIC**

- TwoStep cluster algorithm: **3 → 10 clusters**
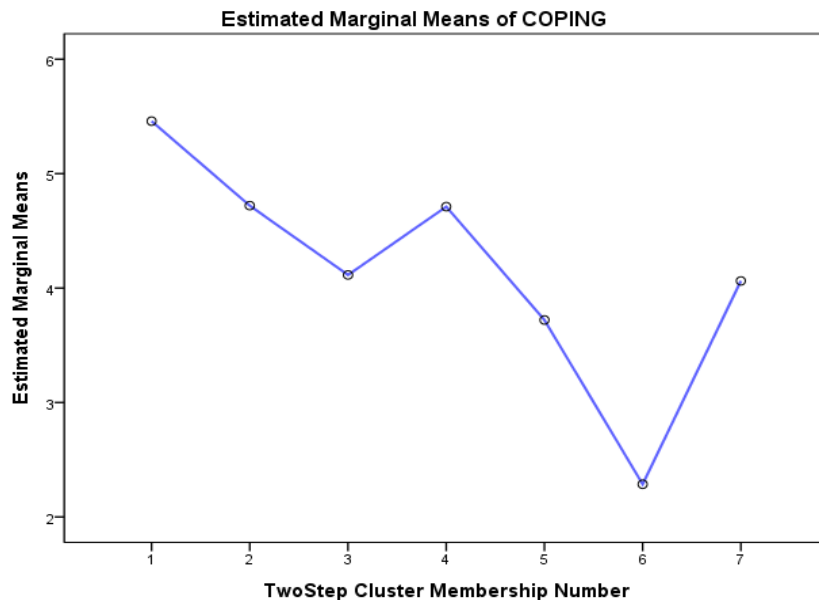
Cluster Analysis Phase: Data Analysis

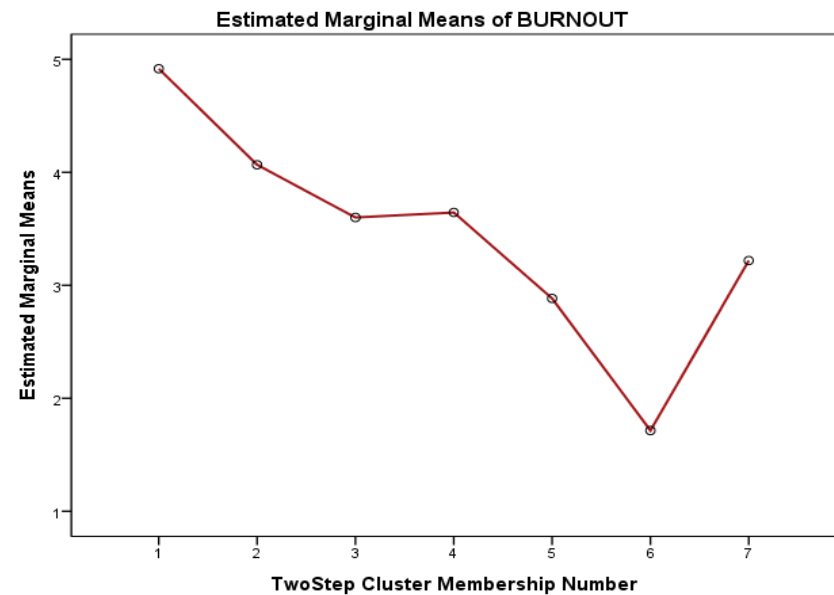Mean Values of Continuous Variables for Cluster Groupings

	TEFFICACY	RESILIENCE	ATTEACH	OPENNESS	CLAFFECT
Cluster 1	5.83	5.54	4.67	5.08	5.54
Cluster 2	4.60	4.95	4.83	4.00	4.99
Cluster 3	4.14	4.17	4.34	3.00	4.46
Cluster 4	5.04	4.47	4.67	2.87	5.13
Cluster 5	3.98	3.26	3.21	2.67	3.53
Cluster 6	2.00	2.57	1.00	3.29	2.00
Cluster 7	3.75	3.88	3.67	4.02	4.11

Cluster Analysis Phase: Data Analysis

- one-way MANOVA

- Tukey's HSD post-hoc test

Estimated Marginal Means of COPING

Estimated Marginal Means of BURNOUT

$F_{(6, 286)} = 68.17$, p <.0005, partial η2 =.589, power = 1.0

$F_{(6, 286)} = 33.21$, $p <.0005$, partial $η^2 = .411$, power = 1.0

Cluster Analysis Phase: Data Analysis

- multinomial logistic regression

- classification analysis (by-chance rate vs. cluster solution)

Likelihood Ratio Tests in Multinomial Logistic Regression

Effect	Likelihood Ratio Tests			
	-2 Log Likelihood of Reduced Model	Chi-Square	df	Sig.
COPING	364.703	199.265	24	.000**
BURNOUT	227.902	62.464	30	.000**

** significant at $p < .0005$ level.

Model fit: -2 log-likelihood = 165.43, χ^2 = 295.5, d.f. = 54; Nagelkerke's pseudo-R^2 = 0.65

Cluster Analysis Phase: Findings

- 6 of 9 teacher types confirmed

- 3 types not represented in the 7-cluster solution (half-way types)

- 1 new type represented in the data

Correspondences of Focus Group Teacher Types and Quantitative Clusters

	Cluster 2 n = 75	Cluster 1 n = 24	Cluster 6 n = 7	Cluster 3 n = 35	Cluster 7 n = 64	Cluster 5 n = 43
Type 1 (Spark Plug)						
Type 2 (Visionary)						
Type 3 (Sell-out)						
Type 4 (Fossilized)						
Type 5 (Overcompensator)						
Type 7 (Defeated)						

Cluster Analysis Phase: Findings

Composition of Demographic Profile within Clusters

Characteristics	Visionary Cluster 1 (n = 24)	Spark-plug Cluster 2 (n = 75)	Fossilized Cluster 3 (n = 35)	Cynic Cluster 4 (n = 45)	Defeated Cluster 5 (n = 43)	Sell-out Cluster 6 (n = 7)	Overcompensator Cluster 7 (n = 64)
Gender							
Female	75	81.3	88.5	80	95.3	100	79.6
Male	25	18.7	11.5	20	4.7	0.0	20.4
Workplace							
Primary	20.8	14.6	17.1	53.3	16.2	28.5	18.7
Middle	54.2	26.7	54.4	15.5	53.4	71.5	36
High school	25	58.7	28.5	31.2	30.4	0.0	45.3
Experience (yrs)							
< 1 year	0.0	6.6	5.7	0.0	0.0	0.0	10.9
1 – 2 years	12.5	12	11.4	0.0	9.3	0.0	10.9
3 – 4 years	8.3	25.4	28.5	24.4	37.2	0.0	31.2
5 – 7 years	16.7	25.4	17.2	15.5	16.3	100	17.1
8 – 10 years	37.5	12	0.0	8.9	20.9	0.0	7.8
11 – 15 years	25	14.6	5.7	31.2	16.3	0.0	15.6
16 – 19 years	0.0	4	14.3	13.3	0.0	0.0	6.5
> 20 years	0.0	0.0	17.2	6.7	0.0	0.0	0.0

Note: The numbers indicate percentages that sum vertically to 100%.

Serial Interview Phase: Design

- 6 archetypes ✘ 3 participants ✘ 3 interviews

Interview 1 Aim: to identify factors that have contributed to their current teacher archetype.

Interview 2 Aim: to identify how respective archetypes influence teacher identity and self-concept.

Interview 3 Aim: to identify how archetypes manifest themselves in motivated behavior.

Archetype	Participants
Defeated (Cluster5 n = 43)	Jin
	Bella
	Ilho
Sell-out (Cluster6 n = 7)	Nasol
	Susan
	Allie
Overcompensator (Cluster7 n = 64)	Sooyun
	Yon
	Luke
Fossilized (Cluster3 n = 35)	Grace
	George
	Hyo
Spark-plug (Cluster2 n = 75)	Tasha
	Carrie
	Min
Visionary (Cluster1 n = 24)	Kyungbin
	Saem
	Steve

Serial Interview Phase: Data Analysis
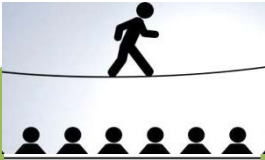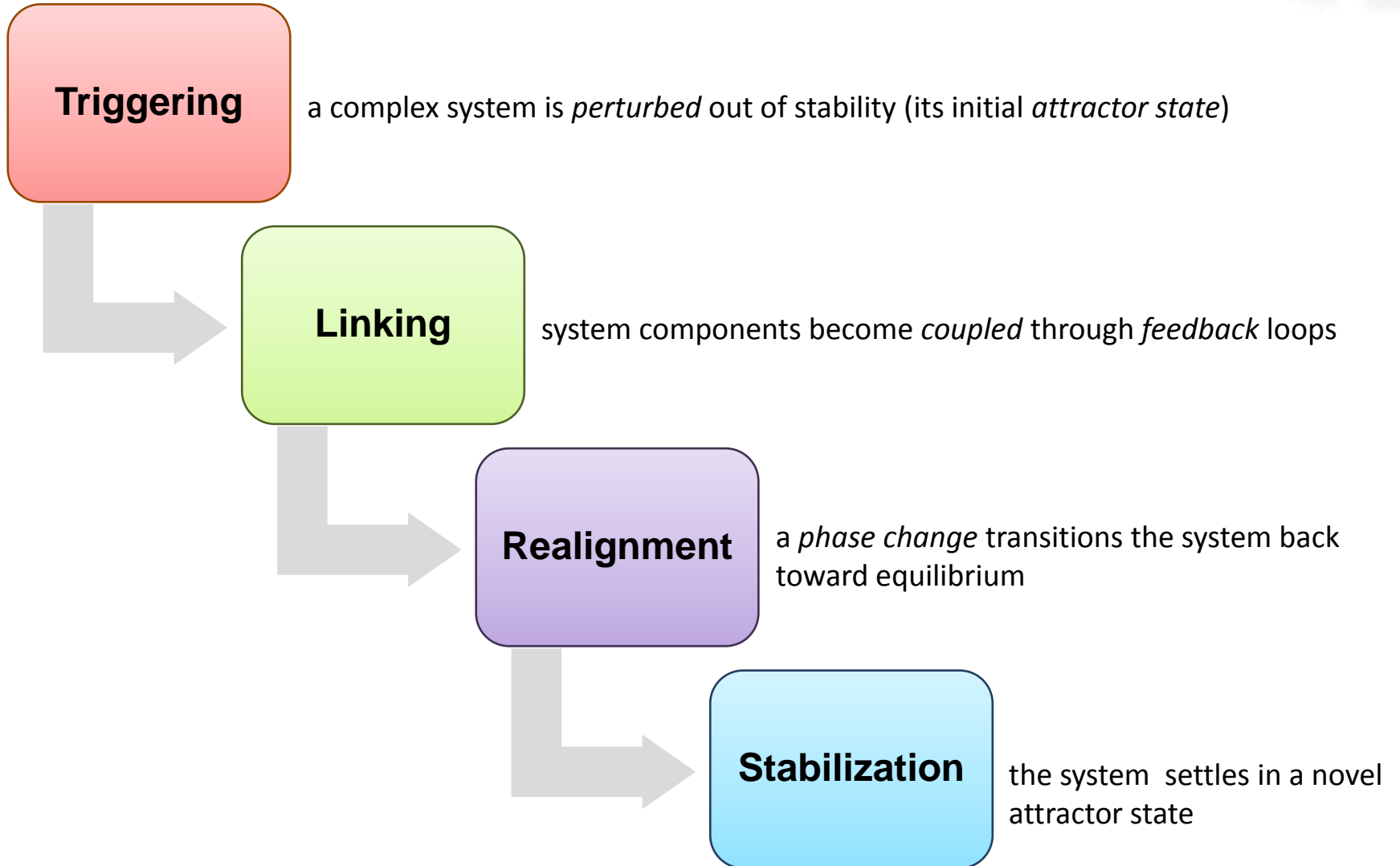
open coding

(*participant node*)

analytical coding

(*participant node*)

cross-case comparative process tracing

(*archetype node*)

Serial Interview Phase: Findings

Triggering — a complex system is *perturbed* out of stability (its initial *attractor state*)

Linking — system components become *coupled* through *feedback* loops

Realignment — a *phase change* transitions the system back toward equilibrium

Stabilization — the system settles in a novel attractor state

Serial Interview Phase: Findings

	Visionary		Sell-out
Triggering Stage (perturbation of initial conditions)	encounters high-intensity threats or disturbances that interrupt their stable functioning and send them into a state of instability and disillusionment		
Linking Stage (adaptive coping aspect)	copes by channeling frustration and anger into a grand search		copes through dissociation and displacement
Realignment Stage (phase changes)	reconfigures around mechanisms of tenacity, self-actualization, and fulfillment		reconfigures around self-serving apathy, complacency, and a jaded indifference
Stabilization Stage (narrative aspect)	adopts a *hero narrative*		adopts a *sufficiency narrative*
Phenomenological Manifestation	The Visionary is a quixotic dreamer		The Sell-out is doing just the bare minimum to get by

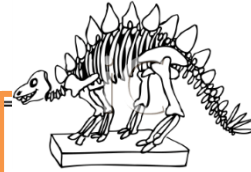"Teaching isn't just what I do it is who I am. (...) If you took it away I wouldn't be *me* any more. So, every day, I promise myself three things. First, I promise to stay positive and smile. The second is to grab onto the serendipity of life to explore the way. The third one is today I promise I will make others happy and try to contribute something to the world."

(**Saem**, *int. 2*)

(**George**, *int. 2*)

"Sometimes I feel that I have the worst job in the world. But, the secret I've figured out in the classroom is to do just as much as I earn, and no more. (...) I'm resentful of others who see me as a servant to society when I basically feel that teaching is just a means to a paycheck. Why does it have to be more than that?"

Serial Interview Phase: Findings

	Spark Plug	Fossilized Teacher
Triggering Stage (perturbation of initial conditions)	encounters high-intensity threats or disturbances that interrupt their stable functioning and send them into a state of instability and disillusionment	
Linking Stage (adaptive coping aspect)	copes through embracing conflict head-on and risk taking	copes through denial, avoidance, and rationalization
Realignment Stage (phase changes)	reconfigures around increased agency that builds self-efficacy	reconfigures around conservatism, illusions of efficacy, and aversion to change
Stabilization Stage (narrative aspect)	adopts a *commitment narrative*	adopts a *continuity narrative*
Phenomenological Manifestation	The Spark Plug has a contagious passion	The Fossilized Teacher has plateaued

"Teaching is a constant struggle, and you can never be in a comfort zone. So it's about embracing the uncertainty. And the secret to long term success is taking risks and being open to change, and being willing to have others believe that you are weird or strange, crazy and notorious because you're the only one doing things. (…) The only constant is change."
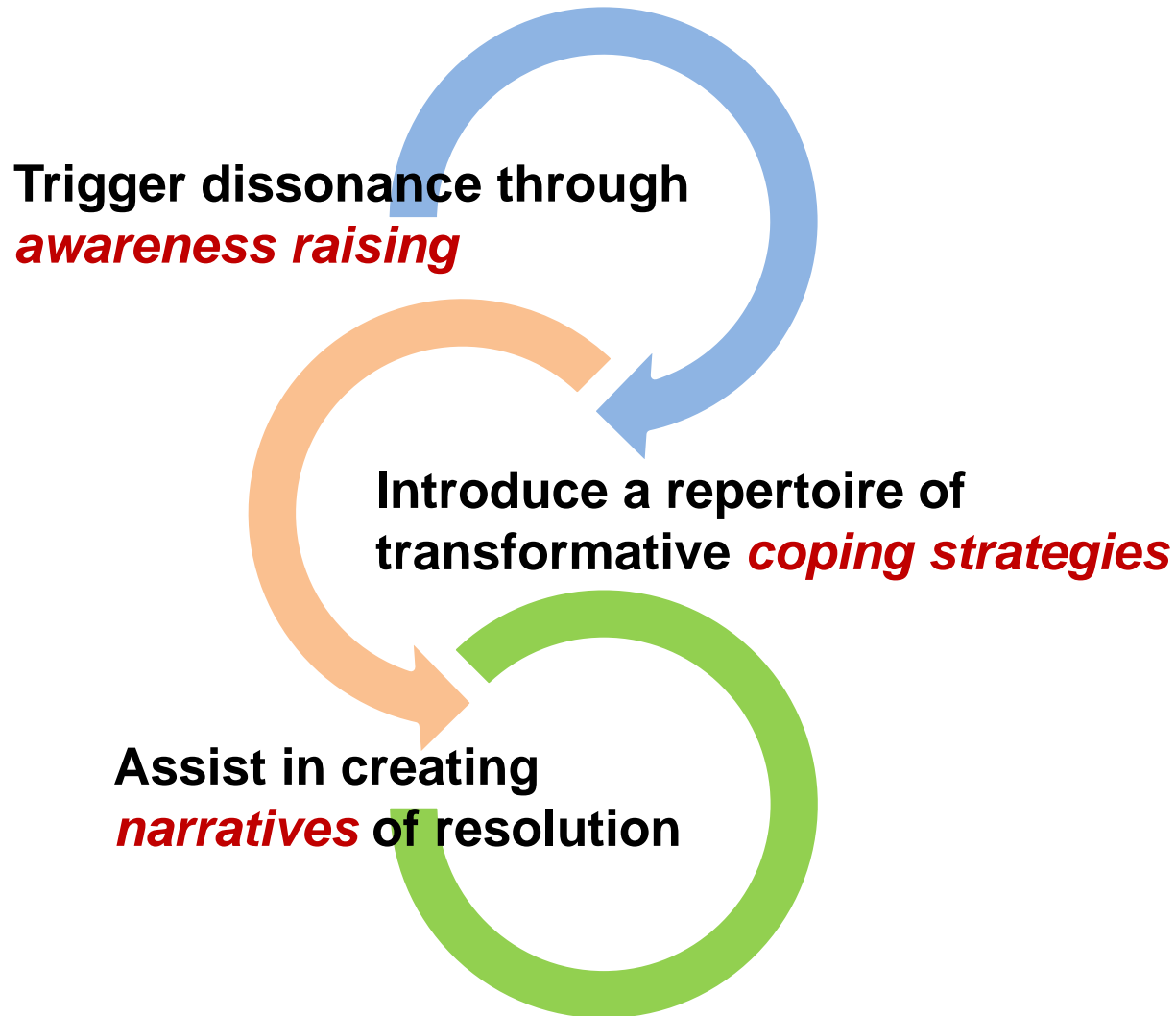
(**Tasha**, *int. 2*)

(**Jin**, *int. 2*)

"Teaching is not a glamorous career at all, but I've been teaching for almost 20 years now and I know that change demands experimenting, and a lot of failure along the way. But that is the last thing I want when I am struggling with serious problems, so I stick to my classroom routine because it worked before, and it is something I can rely on.

Serial Interview Phase: Findings

	Archetype 1	Archetype 2	Archetype 3	Archetype 5	Archetype 6	Archetype 7
Triggering Stage (perturbation of initial conditions)	encounters high-intensity threats or disturbances that interrupt their stable functioning and send them into a state of instability and disillusionment					
Linking Stage (adaptive coping aspect)	copes through embracing conflict head-on and risk taking	copes by channeling frustration and anger into a grand search	copes through denial, avoidance, and rationalization	copes through self-blame and withdrawal	copes through dissociation and displacement	copes through distortion and self-handicapping
Realignment Stage (phase changes)	reconfigures around increased agency that builds self-efficacy	reconfigures around mechanisms of self-actualization, fulfillment, and tenacity	reconfigures around conservatism, illusions of self-efficacy, and aversion to change	reconfigures around powerlessness, resignedness, callousness, and cynicism	reconfigures around self-serving apathy, complacency, and a jaded indifference	reconfigures around guilt, an obsession with perfectionism, and an inferiority complex
Stabilization Stage (narrative aspect)	adopts a *commitment narrative*	adopts a *hero narrative*	adopts a *continuity narrative*	adopts a dual *inevitability-victimization narrative*	adopts a *sufficiency narrative*	adopts a *limitation narrative*
Phenomenological Manifestation	The Spark Plug has a passionate and contagious enthusiasm	The Visionary is a quixotic dreamer	The Fossilized Teacher has plateaued	The Defeated Teacher suffers from the teaching equivalent of learned-helplessness	The Sell-out is doing just the bare minimum to get by	The Over-compensator suffers from the impostor syndrome

Rebooting *L2 teacher immunity*

Trigger dissonance through *awareness raising*

Introduce a repertoire of transformative *coping strategies*

Assist in creating *narratives* of resolution

Rebooting *L2 teacher immunity*

Tolerance Narratives

Rebooting *L2 teacher immunity*

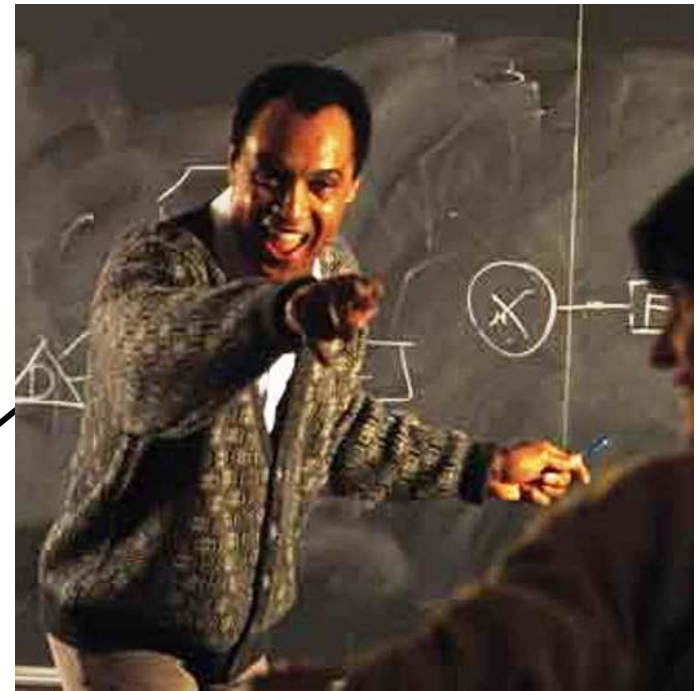*Congruence Narratives*

Rebooting *L2 teacher immunity*

Exploratory Narratives

Thank you

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