

ENHANCING LANGUAGE TEACHER IMMUNITY DURING EMERGENCY
REMOTE TEACHING THROUGH COACHING IN THE TURKISH CONTEXT

SIDIKA GAYE ERKUNT

BOĞAZIÇI UNIVERSITY

2023

ENHANCING LANGUAGE TEACHER IMMUNITY DURING EMERGENCY
REMOTE TEACHING THROUGH COACHING IN THE TURKISH CONTEXT

Thesis submitted to the
Institute for Graduate Studies in Social Sciences
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy
in
English Language Education

by
Sıdıka Gaye Erkunt

Boğaziçi University

2023

DECLARATION OF ORIGINALITY

I, Sıdıka Gaye Erkunt, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- This thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- This is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date

ABSTRACT

Enhancing Language Teacher Immunity During Emergency Remote Teaching Through Coaching in the Turkish Context

This exploratory case study aims to explore and enhance four English as a Foreign Language (EFL) instructors' teacher immunity (TI) through reflective coaching (RC) and instructional coaching (IC) during Emergency Remote Teaching (ERT). To this aim, this study investigated the experiences of four experienced female Turkish EFL Preparatory School instructors, aged 45 to 57 through instructional and reflective coaching for a duration of 11 weeks. The research design includes semi-structured interviews and eight RC and IC sessions. Before participating in the coaching sessions, the instructors reported demotivation, burnout, and inefficiency, aggravated by a lack of student participation and a mismatch between the curriculum, course materials, and the online schedule. The coaching sessions focused on the current state of the instructors and continued throughout the semester in order to enhance their TI. Findings indicate that IC enhanced the instructors' coping skills and teaching efficiency, while RC led to a moderate shift in professional attitudes, motivation, self-efficacy perceptions and online affectivity during the coaching process. IC emerged as a supportive tool in rebooting partial and maladaptive aspects of TI such as; burnout, inefficiency, and demotivation. RC helped the participants display productively adaptive immunity by avoiding judgmental attitude, developing intrinsic motivation and self-efficacy. Participants noted increased online teaching efficacy and motivation by the end of the study, although these accomplishments must be contextualized within their person-specific ERT context. The coaching process emerged as a supportive but limited tool for professional development.

ÖZET

Türk İngilizce Okutmanlarının Acil Uzaktan Eğitim Sırasında Koçluk Uygulamaları ile Öğretmen Bağışıklığının Geliştirilmesi

Bu keşif niteliğindeki vaka çalışması, acil uzaktan eğitim sürecinde, İngilizceyi yabancı dil olarak öğreten dört okutmanın, öğretmen bağışıklığının, düşünmeye dayalı koçluk ve öğretimsel koçluk uygulamaları yoluyla araştırılmasını ve iyileştirilmesini hedeflemektedir. Bu bağlamda, yaşları 45 ile 57 arasında değişen dört tecrübeli Türk kadın okutmanın süreçteki deneyimleri, 11 hafta boyunca, üç yarı-yapılandırılmış mülakat ve sekiz koçluk oturumu ile irdelenmiştir. Koçluk çalışması öncesinde, okutmanlar, yaşadıkları sorunları motivasyon eksikliği, tükenmişlik, verimsizlik, öğrencilerin derse katılım eksikliği, müfredat ve ders materyallerinin çevrimiçi ders programı ile uyumsuzluğu olarak belirtmişlerdir. Koçluk oturumları, okutmanların mevcut durumlarının tespitine ve öğretmen bağışıklığının iyileştirilmesine odaklanmıştır. Öğretimsel koçluk uygulamasının, okutmanların mesleki sorunlarla başa çıkma becerilerini geliştirdiği ve öğretme verimliliğini arttırdığı gözlemlenmiştir. Düşünmeye dayalı koçluk uygulamasının ise okutmanların mesleki tutum, motivasyon, öz-yeterlik ve öğrenci ile çevrimiçi uyum sağlayabilme algısını geliştirdiği gözlemlenmiştir. Öğretimsel koçluk uygulaması, öğretmen bağışıklığının yarı uyumlu ya da uyumsuz olduğu, tükenmişlik, yetersizlik, motivasyon kaybının deneyimlendiği süreçte, iyileşmeyi destekleyici bir araç olarak bulgulanmıştır. Düşünmeye dayalı koçluk uygulaması, bu süreçte, katılımcıların uyumlu ve üretken bağışıklık oluşturmalarında etkin olmuştur. Okutmanlar, yargılayıcı tutumlarından arınmış, içsel motivasyon ve öz-yeterlik algısı geliştirmişlerdir. Çalışmanın sonunda, katılımcılar, öğretim yeterliliklerinde ve

motivasyonlarında artış bildirmişlerdir. Bulguların, okutmanların acil uzaktan eğitim sürecinde içinde buldukları kişiye özel bağlamda değerlendirilmesi gerekmektedir. Sadece bu bağlamda koçluk mesleki gelişimi destekleyen bir araç olarak ortaya çıkmıştır.

CURRICULUM VITAE

NAME: Sıdıka Gaye Erkunt

DEGREES AWARDED

Ph.D. in English Language Education, 2023, Boğaziçi University

MA in English Literature, 2001, Ege University

BA in English Language Education, 1988, Boğaziçi University

AREAS OF SPECIAL INTEREST

Coaching, Mindfulness and Teacher Training

PROFESSIONAL EXPERIENCE

EFL Instructor-Izmir University of Economics, School of Foreign Languages 2006-2016

EFL Instructor- Boğaziçi University, School of Foreign Languages, 2003-2006

Instructor- Boğaziçi University, Faculty of Education, Istanbul, 2000-2001

EFL Instructor- Özdeniz High School, Izmir, 1996-2000

EFL Instructor- Lycee de Saint Joseph, Izmir, 1995-1996

EFL Instructor- Ege University, School of Foreign Languages, Izmir, 1992-1995

EFL Instructor- Özel Türk High School, Izmir, 1990-1992

EFL Instructor- Ege University, School of Foreign Languages, Izmir, 1989-1990.

ACKNOWLEDGMENTS

I would like to express my warmest and sincerest thanks to my Dear Supervisor, Assoc. Prof. Sibel Tatar and the committee members, Prof. Leyla Martı, Prof. Sumru Akcan, Assist. Prof. Dilek Inal and Assist. Prof. Pınar Başkan for their constructive suggestions and pleasant leadership.

Deep inside, I feel that my dissertation contributed not only to my participants' professional and psychological well-being, but also to mine at times of uncertainty during the pandemic. I am grateful for the sense of accomplishment and relief brought forward. Completing the dissertation would not be possible without the genuine engagement of my participants. They were courageous and enthusiastic enough to join this demanding journey amidst a global pandemic. Their devotion to professional development became a source of motivation for me. I would like to thank each one from the bottom of my heart.

I would like to thank my dear colleagues and beloved friends Hatice Çakaloz, Ayşegül Köksal Erbil, Gaye Alevok Kılınç, Deniz Kurtoğlu Eken, and the members of SLTEP and SUVIO for their mutual support over the years. I would like to thank my skillful coach, Dr. Dorothy Siminovitch, for her contributions to my coaching journey.

I am grateful to Prof. Ayşe Akyel for her encouragement throughout my university years. I am also thankful to all of my former teachers. Without the courses I have taken from them, I would not have become a life-long learner.

I am fortunate to have been born into a family that gives education utmost importance. I remember my father's will he acknowledged the day before he passed away. He made me promise that I would become a teacher. As a child, I was

confused and too sad, but I promised. Fortunately, I kept my promise and, as a small token of my appreciation, I dedicate this dissertation to my beloved father, M. Fuat Özyaka, knowing that he devoted his life to the education of his five children. I am grateful for having such a precious mother. Yıldız became my first teacher and filled my life with her everlasting compassion and love. And my dear brother Halil, I consider myself very lucky and happy, for being the joy of my life. I am grateful to you and to your family.

My loving husband, Dr. Hamdi Erkunt, my beloved companion! Your gentle presence and patience have made insurmountable times a pleasant journey. Thank you so much.

DEDICATION

*This dissertation is dedicated to
my very precious father M. Fuat Özyaka*

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION	1
1.1 The background and statement of the problem	1
1.2 Purpose and the significance of the study	3
CHAPTER 2: LITERATURE REVIEW	5
2.1 Defining teacher immunity	5
2.2 Types of teacher immunity.....	6
2.3 Language teacher immunity constituents.....	8
2.4 The role of reflective practice in language teacher immunity.....	19
2.5 Coaching and mentoring as tools to improve teacher immunity.....	21
2.6 Theoretical framework	23
CHAPTER 3: METHODOLOGY	26
3.1 Research design and methods	26
3.2 Selection of participants.....	29
3.3 Background of participants	29
3.4 Data collection procedures	31
3.5 Data analysis	40
3.6 Verification procedures	49
CHAPTER 4: CASE EMEL	54
4.1 Biographical sketch.....	54
4.2 Phase one: Teaching efficiency.....	55
4.3 Phase two. Rebooting maladaptive attitude	78
CHAPTER 5: CASE ELA	89
5.1 Biographical sketch.....	89

5.2 Phase one. Teaching efficiency.....	89
5.3 Phase two: Rebooting maladaptive state of motivation	103
CHAPTER 6: CASE LEYLA	114
6.1 Biographical sketch.....	114
6.2 Phase one. Teaching efficiency.....	114
6.3 Phase two: Cultivating emotional competence	132
CHAPTER 7: CASE OYA	140
7.1 Biographical sketch.....	140
7.2 Phase one. Teaching efficiency.....	140
7.3 Phase two. Teacher presence.....	169
CHAPTER 8: CROSS-CASE ANALYSIS	176
8.1 Research question one.....	177
8.2 Research question two.....	191
8.3 The enhancement of LTI through coaching	203
8.4 Findings.....	226
CHAPTER 9: DISCUSSION	242
9.1 Summary of the findings.....	242
CHAPTER 10: CONCLUSION.....	248
10.1 An overview	248
10.2 Limitations of the study	251
10.3 Implications for professional and psychological well-being	252
10.4 Suggestions for further research	254
APPENDIX A: ETHICS COMMITTEE APPROVAL	257
APPENDIX B: FIRST CONTACT FORM.....	258
APPENDIX C: INTERVIEW ONE.....	259

APPENDIX D: THE PARTICIPANT (COACHEE) FORM	260
APPENDIX E: THE COACHING FORM	261
APPENDIX F: TEACHER IMMUNITY WHEEL TASKS.....	262
APPENDIX G: COACHING MODELS	263
APPENDIX H: TEACHER PRESENCE TASK.....	264
APPENDIX I: THE EMOTIONAL AWARENESS TASK	265
APPENDIX J: COACHING PLANS	266
APPENDIX K: THE PERSONALITY PROFILE TASK	267
APPENDIX L: INTERVIEW TWO	268
APPENDIX M: INTERVIEW THREE	269
REFERENCES.....	270

LIST OF TABLES

Table 1. Phases of Self-Organizational Framework	24
Table 2. Phases of Reflective Professional Development during ERT.....	24
Table 3. Impact Analysis of RC And IC on EFL Teachers' Professional Development and Immunity During ERT	27
Table 4. Participants' Professional Backgrounds.....	30
Table 5. Tasks for Data Collection	33
Table 6. The Schedule of Phase One	35
Table 7. The Schedule of Phase Two.....	38
Table 8. Holistic Data Analysis Procedures.....	42
Table 9. Categorical Data Analysis for Coaching.....	44
Table 10. Professional Development via Self-Organizational Framework	46
Table 11. Analysis of task-based professional development	47
Table 12. Reflective Data Analysis Tools.....	47
Table 13. The Research Schedule and Enhancement of Teacher Immunity.....	49
Table 14. Emel's Professional Background.....	55
Table 15. Emel's Experience with ERT Before the Study.....	58
Table 16. Analysis of Coaching Through Self-Organizational Framework	60
Table 17. Emel's Life Segment Self-assessment	61
Table 18. Emel's Maladaptive Aspects.....	63
Table 19. Emel's SWOT Analysis	65
Table 20. Instructional Inquiry of Challenges and Solutions.....	67
Table 21. Emel's Professional Development Outcomes	86
Table 22. Emel's Pre/Post-Coaching Immunity States.....	87

Table 23. Ela’s Professional Background	90
Table 24. Ela’s Experience with ERT Before the Study.....	91
Table 25. Ela’s Life Segment Self-Assessment	94
Table 26. Ela’s Maladaptive Aspects.....	96
Table 27. Instructional Inquiry of Challenges and Solutions.....	98
Table 28. Ela's Professional Development Outcomes	111
Table 29. Ela's Pre/Post-Coaching Immunity States.....	112
Table 30. Leyla’s Experience with ERT Before the Study	115
Table 31. Teacher Immunity Life Segment Self-assessment.....	118
Table 32. Leyla’s SWOT Analysis	119
Table 33. Instructional Inquiry of Challenges and Solutions.....	121
Table 34. Leyla’s Maladaptive Aspects	125
Table 35. Leyla's Professional Development Outcomes.....	137
Table 36. Leyla's Pre/Post-Coaching Immunity States	138
Table 37. Oya’s Professional Background.....	141
Table 38. Oya’s SWOT Analysis.....	141
Table 39. Oya’s Life Segment Assessment.....	146
Table 40. Oya’s Experience with ERT before the Study.....	147
Table 41. Oya’s Maladaptive Aspects	151
Table 42. Instructional Inquiry of Challenges and Solutions.....	154
Table 43. Oya's Professional Development Outcomes	172
Table 44. Oya's Pre/Post-Coaching Immunity States	174
Table 45. Challenges and Solutions Experienced by the Participants	178
Table 46. Cross-Case Data Analysis of Teacher Satisfaction.....	179
Table 47. Data Analysis of LTI types before the study	191

Table 48. Reported Changes in Teacher Immunity	204
Table 49. Feedback, Evaluation, and Changes in Practice in Chronological Order	205
Table 50. The Impact of Coaching on Enhancement of Coping Strategies	214
Table 51. Comparative States of Teacher Immunity	225
Table 52. The Coaching Schedule and Perceived Teacher Immunity	227
Table 53: Holistic Approach to Teacher Reflection	228
Table 54: Instructional Effectiveness Goals in the Initial Five Coaching Sessions.	230
Table 55: Changes in Participants' Teaching Practice.....	234
Table 56. Professional Development Plan Through Self-Organizational Framework	243

ABBREVIATIONS

CLIL	: Content and Language Integrated Learning
EFL	: English as a Foreign Language
ELF	: English as a Lingua Franca
ELT	: English Language Teaching
ERT	: Emergency Remote Teaching
IC	: Instructional Coaching
INSET	: In-Service Education and Training
LTI	: Language Teacher Immunity
PCK	: Pedagogical Content Knowledge
PWB	: Professional Well Being
RC	: Reflective Coaching
TCK	: Technological Content Knowledge
TI	: Teacher Immunity
TK	: Technology Related K
TPACK	: Technological Pedagogical Content Knowledge
TTT	: Teacher Talk Time

CHAPTER 1

INTRODUCTION

1.1 The background and statement of the problem

The outbreak of the COVID-19 pandemic had significant and lasting effects on global education, including teaching English. The rapid shift to Emergency Remote Teaching (ERT) forced all teachers, including Turkish English as a Foreign Language (EFL) teachers, to transition to online instruction without adequate training, starting in March 2020.

Most teachers, including the ones teaching at the tertiary level and in English Language Preparatory Schools, lacked the knowledge to navigate ERT effectively during this new era. Many EFL teachers reported having low motivation to use distance education technologies and felt less competent in sustaining online student interaction and motivation (Erdoğan & Yazıcı, 2022). The mandatory ERT transition was less structured than in conventional online or distance education (DE) contexts.

DE exhibit differences from face-to-face settings, encompassing distinct interaction patterns, materials, methodologies, and techniques. In addition to the challenges of DE, ERT posed even more severe challenges for teachers and students alike. Studies that looked into the experiences of teachers and students in several different parts of the world found that personal isolation, managing students' stress and anxiety, and maintaining work-life balance were some of the factors that had a negative impact on teachers and students (Calderon et al. 2022; Mitchell et al., 2022). For example, Kamisli and Akinlar (2022) found that with the sudden shift from face-to-face instruction to online education during the COVID-19 pandemic, unstable internet connection, lack of student-teacher and peer interaction, and insufficient

resources stood out as significant factors that affected the motivation of EFL teachers, as well as, the students.

The biological and psychological impact of the COVID-19 pandemic and the associated lockdowns posed a threat to teachers' overall well-being, affecting EFL instructors' personal and professional resources. In such as crisis, teachers' ability to adapt to new technologies and teaching methods when facing technical difficulties, lacking student engagement, and difficulty assessing student progress, has become essential.

Language Teacher Immunity (LTI) is the capacity of teachers to recognize and respond to the challenges and stressors of the teaching profession (Hiver, 2017). LTI can act as a self-established protective shield teachers cultivate to withstand the challenges arising from the ERT environment. Therefore, the concept of LTI has gained immense significance as a framework for comprehending EFL teachers' experiences to be able to provide them the psychological and professional empowerment they needed during ERT.

Recent research has examined LTI in various educational settings. For instance, Gooran et al. (2022) examined different facets of Iranian EFL teachers' immunity, including how it evolves when teaching online and the factors that influence it. Their findings emphasize the importance of LTI, asserting that it acts as a shield for EFL instructors when they face demanding situations that can result in emotional fatigue and burnout. In another study, Beyranvand and Zenouzagh (2021) examined the relationship between TI, technological pedagogical content knowledge (TPACK), and teacher engagement. They found that TI was associated with affective factors, engagement, autonomy, and experiences. They maintained that teachers'

innate immunity should be boosted to protect them from unpredictable and uncontrollable disturbances.

Personal and professional support is known to alleviate the negative effects of crisis situations and enhance TI (Noughabi et al., 2023). Therefore, exploring the personal and professional resources available to EFL instructors during ERT became just as important as studying the digital and technological resources they utilized. For example, Can and Silman-Karanfil (2021) investigated EFL instructors' emotions, in-class experiences, and relationships with their students and colleagues during ERT. Their findings reveal that improved TPACK, connection with students and colleagues, and support from institutions can facilitate instructors' adaptation to ERT. In another study Canaran (2023) emphasized that ERT aggravated existing classroom challenges when teachers were caught unprepared for unconventional ways of learning and teaching during the pandemic, and they sought alternative professional development to fulfill their needs. Canaran's participants displayed improved instructional practice, self-reflection, and a greater sense of well-being after engaging in an online peer coaching during which colleagues reflected on their practices to resolve instructional issues together.

1.2 Purpose and the significance of the study

Although prior research conducted during the COVID-19 pandemic in the Turkish context unveils factors affecting EFL instructors' well-being, the role of LTI as an empowering factor has not received much attention. Many studies looked into teachers' well-being during the pandemic, or the challenges they experienced during ERT (Çam, 2023; Uçar & Zarfsaz, 2023). However, the experiences of English language instructors during and after ERT from the perspective of teacher immunity,

as well as, from the viewpoints of reflective and instructional coaching, remain unexplored.

The present exploratory case study is an attempt to address this gap in the literature and is among the rare studies that explores EFL teacher experience during ERT from the perspective of TI (Azizpour et al., 2023; Gooran et al., 2022; Maghsoudi, 2021). During a global crisis like Covid-19 pandemic, apart from digital and technical support provided by their institutions, EFL instructors needed personal support and professional services to avoid burnout and lack of motivation, since the adverse physical and psychological climate of ERT tested their commitment, engagement, emotions, and beliefs, shaking their professional competence.

This study is significant because of its exploratory nature in examining EFL teachers' experiences during ERT and its effort to contribute to LTI during times of uncertainty, enabling them to pave their way toward productivity. Also, previous work on LTI has mainly used quantitative methods for data collection whereas in this study, qualitative methods were utilized to explore LTI in depth. Little is known about the possibility of developing TI (Hiver, 2017; Saydam, 2019) through coaching, and particularly, to date no study has addressed whether or in what ways coaching can enhance of LTI during ERT.

For three experienced Turkish EFL instructors teaching online and one using a hybrid mode (online and face-to-face), the present exploratory case study addresses the following research questions:

1. What are Turkish EFL instructors' emergency remote teaching experiences, in relation to language teacher immunity?
2. How do reflective and instructional coaching contribute to Turkish EFL instructors' immunity levels?

CHAPTER 2

LITERATURE REVIEW

In this chapter, theoretical definitions, types and dimensions of language teacher immunity (LTI) are presented. Critical reflection is also discussed to provide a theoretical background for instructional (IC) and reflective coaching (RC) practices based on Farrell's framework (Farrell & Kennedy, 2019; Farrell & Stanclik, 2023).

2.1 Defining teacher immunity

Teacher immunity (TI) construct emerged as a relatively recent phenomenon (Hiver, 2015). Immunity originates from the Latin "immunis" and refers to the condition of resistance against something (Chiappelli & Liu, 2000). There has been a growing interest in TI recently and a considerable amount of research has accumulated in the last decade.

LTI literature has presented a range of diverse definitions for TI. One of the first definitions of the concept is that of Hiver's (2015). Drawing parallels between biological immunity and TI, he explained LTI as a defense mechanism against the material and emotional demands placed on language teachers in the face of traumatic experiences (Hiver & Dörnyei, 2017, p. 407). TI is "a robust armoring system that emerges in response to high-intensity threats and allows teachers to maintain professional equilibrium and instructional effectiveness" (Hiver 2017, p. 669). Hiver (2017) further argues that TI is the capacity of teachers to recognize and respond to the challenges and stressors of the teaching profession.

Gooran et al. (2022) defines TI as essential for teachers to endure disruptions and overcome challenges, particularly in online teaching during which technological

knowledge and adaptability contribute to teacher resilience. Similarly, Maghsoudi (2021) describes TI as a transient, dynamic, and organic construct that undergoes fluctuations based on the reinforcement or deficiency of components such as; efficacy and attitude.

Based on Hiver (2015), in this study LTI is taken as a defense mechanism that EFL teachers either possess or develop to address and overcome challenges in their online practice during ERT. LTI within the context of this study acts as a robust system emerging in response to high-intensity threats at times of uncertainty (global pandemic), reflecting TI constituents such as; resilience, self-efficacy, teaching efficiency, burnout, teacher attitude, online affectivity, teachers' openness to change and coping skills within the context of teacher adaptation.

2.2 Types of teacher immunity

In his exploratory study, Hiver (2017) classifies teachers as: (a) productively immunized (b) partially immunized (c) maladaptively immunized (d) partially-maladaptively immunized, and (d) immunocompromised. Productively immunized teachers possess coping behaviors and can deal with a problem as it occurs. They are solution-oriented and open to communication. They can maintain a positive perspective and emotions, believing problems can be solved. Hiver (2016) also maintains that only those teachers with productive immunity tend to function like biologically healthy individuals, maintaining their productivity at times of uncertainty.

Maladaptive teachers, on the other hand, may exhibit behavior akin to individuals who experience side effects from vaccination. Lacking essential coping skills, they might eventually experience burnout without displaying healthy

adaptation. They often resort to avoidance as a coping strategy. Hiver (2016) uses the term “reboot” to indicate the change in the parameters of a fossilized system line, for instance, in complex cases, teachers exhibit maladaptive immunity states.

According to Hiver (2016) teachers can become productively immune by rebooting the maladaptive aspects of their immunity and adapt to changing circumstances efficiently. Demotivation is one of the major causes of maladaptation. Teachers’ demotivated states appear when they try to carry-out their responsibilities without getting engaged in their work.

The other group of teachers, partially maladaptively immune teachers, possess partially detrimental qualities and immunity-compromised teachers have no immunity at all. It is estimated that partially adaptive teachers display unstable adaptation revealing symptoms of maladaptation at certain times display efficiency at other times.

Maghsoudi (2021) who conducted research on the immunity levels of student teachers at teacher education universities in Iran, identified three types of immunity: negative (maladaptive), neutral, and positive (productive) and found two distinct types of immunity: productive and maladaptive immunity with positive or productive one being the dominant. Maghsoudi (2021) emphasizes that the prevalence of maladaptive immunity can hinder professional development of EFL teachers. He suggests teacher education programs address maladaptive immunity to support growth and development. According to him, the focus should be on promoting productive immunity.

2.3 Language teacher immunity constituents

In a multi-stage exploratory study in South Korea, Hiver (2017) examined teachers with high levels of professional satisfaction and commitment who were resistant to failure and burnout. He aimed to understand why some teachers can maintain their resilience and remain well-adjusted while others cannot. For this purpose, he developed seven theoretical constructs known as TI constituents (self-efficacy, resilience, attitudes to teaching, openness, classroom affectivity, coping, and burnout) in formulating his questionnaire to explore the dynamic self-organized patterns that each type reveals. Hiver (2017) identified these dimensions/constituents as subtypes of LTI.

Hiver first measured teachers' self-efficacy beliefs in an adapted version of a seven-item scale (Tschannen-Moran & Hoy, 2001). Second, he measured burnout using a questionnaire adapted from Maslach and Jackson (1981). Third, he used Gagne et al.'s (2015) Motivation at Work Scale to measure teacher attitude and the Job Satisfaction Scale by Macdonald and McIntyre (1997) for the same purpose. Fourth, he measured teachers' openness to change utilizing items from McCrae (1996) to explore teachers' capacity to face adversity. Fifth, he measured teachers' affectivity utilizing the Positive and Negative Affect Scale adapted from the Life Orientation Test (Hoy et al., 2008; Scheier & Carver, 1985; Woolfolk & Hoy, 1990). He used the coping scale to measure teachers' capacity to deal with challenges. Hiver (2015) suggested that increasing awareness of teachers and developing coping strategies to bolster weak TI can enable teachers to build resilience, manage stress effectively, and adapt to changing circumstances as part of LTI and their self-organization process.

Based on Lewis' (2005) psychological model, Hiver (2015) used and described four stages of self-organizational process leading to the development of TI. According to him, TI develops due to the system's self-organization. Any change that occurs in response to external circumstances that have an impact on the teacher, the teacher goes through the following stages: (1) triggering, (2) linking (3) realignment, and (4) stabilization.

In the triggering stage, teachers leave their motivational comfort zone due to disturbances they encounter. The trigger (disturbance) disrupts teachers and compels them to leave their comfort zone. The linking stage activates coping mechanisms in response to triggers that exist in the environment. The realignment stage involves coping with and controlling disturbances through new strategies that teachers develop. In the stabilization stage, teachers integrate the disturbance into their new identity, ultimately developing immunity to deal efficiently with new challenges. To clarify, in this stage, teachers can build up productive immunity to react to future adversities efficiently.

Operational definitions of LTI constituents, namely resilience, coping, motivation, adaptation, efficiency, self-efficacy, openness to change, affectivity, and burnout with an emphasis on psychological and professional well-being, are presented in the sections below. Operational definitions and explanations are provided based on previous research and for the present study.

2.3.1 Resilience

Resilience is a quality productively immune teachers possess (Saydam, 2019). Hiver (2018) and Leroux (2018) describe resilience as the quality or capacity of effective teachers to bounce back from a challenging context and adapt positively. In the

context of the present study, resilience refers to the capacity of teachers to bounce back from challenging ERT contexts and adapt positively, which is crucial for sustaining LTI and professional commitment.

While resilience is widely acknowledged as a crucial factor in predicting teachers' professional burnout and adaptation (Liu & Chu, 2022; Richards et al., 2016), it is worth noting that resilience alone may not provide a comprehensive exploration of overall TI states (Hiver, 2018). However, resilience plays a crucial role in addressing the pressures of teaching and maintaining teachers' professional commitment (Day & Gu, 2014; Day & Hong, 2016; Gu & Day, 2013). Resilience equips teachers to navigate uncertainties and perform effectively.

Liu and Chu (2022) contribute to understanding EFL teacher resilience in the Chinese context. They adapted the Connor-Davidson Resilience Scale to explore EFL teacher resilience among Chinese senior high school teachers, uncovering a tri-factorial structure of resilience that includes tenacity, optimism, and a new dimension, coping style, suggesting the need for further exploration of this construct in different educational contexts. Similarly, Namaziandost & Heydarnejad (2023) looked into the mediating roles of TI, emotion regulation, resilience, and autonomy in higher education. Their study, involving 492 university academics, utilized confirmatory factor analysis and structural equation modeling to reveal the positive impacts of TI and emotion regulation on resilience and autonomy among university EFL teachers.

In another study, Kazemkhah & Noughabi (2023) investigated EFL teachers' L2 grit, self-efficacy, and self-regulation. Through structural equation modeling analysis of data from 350 teachers, their study highlighted that self-efficacy emerged

as a more robust predictor of L2 grit, underscoring the importance of teacher education in supporting the development of these attributes.

Hiver (2015) suggests that teachers can develop their LTI through experience, learning, and reflection, through which they would build resilience and cope with the demands of their work efficiently. Hiver (2015) also states that a form of psychological invulnerability must exist among the majority of teachers that survive despite challenges that have major psychological impact on their motivation and resilience.

2.3.2 Coping

Saydam (2019), defines the coping process as follows: a person first assesses a situation as a challenge and then assesses his or her own ability to deal with it before using coping strategies which affects the person's psychological and emotional well-being.

Psychological well-being (PWB) is one of the psychological constructs directly associated with LTI. PWB, as defined by Huppert (2009), encompasses various positive aspects of a person's functioning, including positive emotions, life satisfaction, and personal growth. It has been linked to improved physical health, longer life expectancy, and enhanced work performance. Li (2021) argues that PWB, mindfulness, and TI are interconnected and can mutually influence each other. Practices such as mindfulness meditation, cognitive-behavioral therapy, and gratitude exercises have the potential to boost PWB. The enhancement of PWB can yield positive effects on both mental and physical health outcomes.

According to Hiver and Dörnyei (2017) and Saydam (2019), teachers can revert weak TI by raising their awareness and utilizing novel coping strategies. Not

only through steady professional development focusing on online delivery, class management, material development, but also, by learning how to maintain their efficiency and motivation as part of their TI. In this respect, it is estimated that LTI development can enable teachers to build resilience, cope with stress and adapt to changing circumstances within the context of their professional development.

According to Saydam (2019), coping strategies teachers adopt (maladaptive versus productive) and the nature of teachers' mindsets affect TI. She mentions that although teachers with maladaptive immunity admit that they are willing to change on the surface, only productively immunized teachers achieve stability by learning to protect themselves against future disturbances.

Saydam (2019) reports two categories of teachers with positive and negative coping traits. The positive ones include problem-solver, constructive, positive, intrinsically motivated, flexible, challenge lover, passionate and responsible. The negative ones include fossilized traits, negativity, complaining, distant, uncaring accusing, depressive, passive, over-reactor, extrinsically motivated, rule obsessed and indifferent, corresponding to Hiver's (2016) productively immunized and maladaptively immunized categories.

In this study, PWB encompasses positive aspects of a teacher's functioning including positive emotions, life satisfaction, and online self-efficacy attainment through utilizing problem focused coping strategies with the help of action-oriented coaching to enhance LTI.

2.3.3 Motivation

Sato et al. (2022) examined the relationship between teacher motivation, burnout, and demotivators among EFL teachers. They found that EFL teachers experience

high levels of burnout, associated with lower motivation and poor job satisfaction. They specified various demotivators contributing to EFL teacher burnout, including heavy workloads, lack of resources, student behavior, and administrative policies. They suggest addressing demotivators with a more substantial impact on teacher burnout to improve teacher motivation and reduce burnout. They also emphasize the importance of support and resources to help EFL teachers cope with demotivators and maintain motivation and well-being.

Teachers are essential in boosting students' motivation and creating a positive learning environment that promotes engagement and achievement. They suggest creating a positive and supportive classroom climate, providing opportunities for choice and autonomy, and using various teaching methods and materials for teachers to foster motivation.

As reported above in Saydam's study (2019) extrinsic versus intrinsic motivation functions as a means of differentiation between adaptive TI categories. Thus, for the purpose of the present study, motivation construct is used within the context of these two dimensions to enhance LTI.

2.3.4 Adaptation

Hiver and Dörnyei (2017) emphasize the parallels between biological immunity and TI with respect to EFL teachers' adaptation to demanding contexts in which potential negative consequences of maladaptive TI might appear. For instance, restrictions on teacher autonomy, demanding subject matters, and troubling students with personal issues reflected in school are stated as significant pressures for language teachers before the pandemic. Most teachers likely cope with such stressors with traditional

methods, and resisting change and novelty in their profession, leading to widespread teacher burnout and attrition which might result from maladaptive TI.

Saydam's (2019) study findings indicate the importance of adaptation in strengthening a teacher's overall immunity. Majority of the teachers in her study possessed high levels of immunity. Maladaptive teachers exhibit inflexible identity having a sense of victimization despite exerting superiority and self-efficacy. Maladaptive teachers cannot move from one stage of self-organizational framework to another, since they are pessimistic, whereas productively immunized teachers are able to do so by making certain adaptations and employing coping strategies. They tend to deal with disturbances by taking risks. They also search for solutions. The findings suggest that being productively immunized requires establishing empathy with students.

2.3.5 Efficiency

As stated earlier, Hiver and Dörnyei (2017) argue that TI is the defense, especially language teachers create, to confront the tensions of classroom practice. Saydam (2019) asserts that teachers with maladaptive TI often lean toward conservative pedagogies, showing resistance to change. This resistance, in turn, hinders teacher reflection and professional development.

Nugroho and Mutiaraningrum (2020) conducted a case study investigating EFL instructors' beliefs about online instruction during the COVID-19 pandemic, which revealed poor internet connection and a lack of time and resources to prepare efficient materials regarding online context. The findings also revealed that teachers lacked training concerning teaching efficacy online. The results suggest that training on technology integration was required to increase the quality of online instruction.

Azizpour et al. (2023) studied the formation of LTI during the COVID-19 pandemic, focusing on the role of occupational stress, teaching experience, and teaching enjoyment. Their study, which employed multiple regression analysis, found significant relationships between these factors and LTI, particularly highlighting the predictive power of occupational stress and teaching enjoyment in developing LTI among experienced teachers.

In the context of the present study, online instruction became compulsory with the outbreak of the COVID-19 pandemic. Turkish Ministry of National Education announced the change from face-to-face instruction to distance education, in March 2020. From March onwards, three TV channels began to broadcast courses taught at primary and secondary level schools. At the tertiary level, classes, classes were also conducted online in virtual environments such as Zoom, Skype, Google Meet, Team Link, and Microsoft Teams. Universities established online teaching platforms to maintain the learning process.

Although online instruction provided a context that facilitated cooperation with peers, enhancing critical thinking and innovative tasks through which life-long learning was encouraged (Hazaymeh, 2021), challenges displayed themselves both for the teachers and learners (Mathew et al., 2019), making the online context stressful for teachers.

2.3.6 Self-efficacy

In the present study context, teachers' online self-efficacy refers to their perceptions of belief in the self, their ability to execute behaviors necessary to produce specific performance attainments. It is estimated that online self-efficacy perceptions of the teachers might be influenced by the choices they make, the effort they put forth, their

persistence in the face of difficulties, and their resilience to setbacks during ERT.

Psychological well-being (PWB) of the teachers is also considered as a function of teachers' self-efficacy perceptions concerning their online presence.

Wang et al. (2022) investigated the interplay between LTI, PWB, and work engagement among EFL teachers from four Asian countries. Through a survey of 1135 teachers, their study revealed that PWB is a better predictor of teachers' immunity than work engagement, highlighting the need for psychologically healthy environments in teacher education programs.

Jalili et al. (2023) investigated the relationship between emotional intelligence, self-efficacy, and teachers' immunity in Iranian language centers and public schools. Their mixed-method study revealed that teachers' attitudes and characteristics, like emotional intelligence and self-efficacy, are essential in influencing teachers' immunity, especially in the context of language institutes in Iran.

Noughabi et al. (2020) examined the association between experienced in-service EFL teachers' immunity and factors such as engagement, emotions, and autonomy. The study provides a basis for developing programs that enhance EFL teachers' immunity by fostering autonomy and managing emotions.

Songhori et al. (2018) investigated factors contributing to TI among Iranian EFL teachers, highlighting teacher autonomy, self-efficacy, and positive relationships with colleagues and students. They emphasize ongoing self-reflection and self-regulation to enhance dynamic immunity.

Saydam (2019) maintains that productively immune teachers experience self-actualization with increased levels of self-efficacy and they are found to be more collaborative and adaptive than maladaptively immune teachers.

Within the context of the present study, self-awareness and mindfulness are coaching tools used to explore and enhance teachers' self-efficacy perceptions during ERT through reflective thought-provoking question techniques and tasks such as mindfulness and visualization.

Kerr et al. (2017) investigated the effects of mindfulness training on pre-service teachers and found that it could reduce their stress levels and increase well-being. Pre-service teachers reported improved emotional regulation following mindfulness training, highlighting the potential benefits of incorporating mindfulness training into the curriculum to enhance the well-being and effectiveness of pre-service teachers.

According to Flores and Day (2006), professional identity is “an on-going and dynamic process which entails the making sense and (re) interpretation of one's own values and experiences” (p.220). As Farrell (2011) emphasizes teachers continuously construct their self-image and professional identity which consists of beliefs, values and emotions and many aspects of teaching and being a teacher (p. 54). As Farrell and Stanclik (2023) argue, reflection allows teachers to rediscover themselves as educators during global health crises like COVID-19. It is estimated that critical reflection is essential for helping EFL instructors build positive self-perceptions during ERT.

2.3.7 Openness to change

Any kind of development either professional or personal requires openness to change as its basis. Hiver and Dörnyei (2017) maintain that LTI could both be a positive and negative factor in language teaching, depending on how it is understood and applied. According to the researchers, LTI is complex, and one must target positive aspects of

immunity while reducing negative ones through reflective practices, opportunities for learning and growth, and cultivating a culture of inquiry and openness to change.

Aldosari et al. (2023) studied the interplay among self-assessment, reflective thinking, classroom enjoyment, and immunity in language learning. Their findings suggest that self-assessment and reflective thinking contribute positively to learner enjoyment and immunity, emphasizing the need for incorporating these strategies into teacher training and language learning materials.

To accomplish what Aldosari et al. (2023) suggest, teachers should possess a perspective that welcomes the novel and functional into their practice by being open to change especially at times of uncertainty like in the case of ERT. Otherwise, they cannot maintain productive adaptation to the unexpected.

2.3.8 Affectivity

Saydam (2019) highlights the significance of English language teachers cultivating a strong professional identity and fostering positive relationships with colleagues and students. Saydam (2019) highlights maladaptively immunized teachers as those teachers who display a mindset that sees problems at work as an obstacle to their teaching practice and psychological well-being. According to Saydam, (2019) they expect others to eliminate problems which they solely complain about or reason about toxic institutional culture as a cause.

In this study, “online” affectivity is defined as teachers’ ability to establish rapport with students to effectively engage and connect with them, understand their challenges and expectations to conquer online challenges and students’ reluctance that might be perceived as hindrance.

2.3.9 Burnout

Exploration of teacher burnout in relation to LTI gained significance during ERT for the purpose of understanding how to maintain, enhance or initiate productive TI to make professional survival possible by overcoming four phases of LTI as identified by Park and Hiver (2017). In cases where teachers display no immunity, burnout is indispensable and once maladaptive TI can be reverted through reflective practice, teacher burnout might be avoided (Park & Hiver, 2017; Saydam, 2019).

Saydam (2019) reveals that depending on the degree of maladaptation, teachers may exhibit partial immunity or none at all. She further indicates that while productively immune teachers display effective functioning, job satisfaction, and a lack of stress or burnout, maladaptive teachers, in contrast, suffer from demotivation and a diminished sense of self-efficacy.

In this study, burnout refers to teachers' reluctance to teach online, demotivated states, judgmental attitude towards ERT, the school system, students, colleagues and even towards themselves. It also encompasses their inability to cope with stressors, reluctance to change, avoidance and perceived inefficiency and poor online presence leading to low self-efficacy perceptions. In brief maladaptation that reveals itself in each constituent becomes a component for teacher burnout that signals maladaptation or no immunity at all.

2.4 The role of reflective practice in language teacher immunity

Dewey (1933, p. 9) defines reflection as “an active, persistent, and deliberate consideration of assumed knowledge or beliefs, examining the foundations that support it and the conclusions it leads to.” This process promotes scientific and critical thinking. Schön (2008) asserts that reflection is pivotal in professional

thinking, particularly in solving complex problems. He posits that there exists a form of knowing-in-practice, much of which remains implicit for practitioners.

Reflection-in-action takes place when practitioners pause to reflect during an event, making necessary adjustments and refining their practice, as described by Schön (1983). Schön asserts that reflection-in-action and reflection-on-action are closely connected to knowledge-in-action and knowing-in-action (Altrichter & Posch, 1989; Munby & Russell, 1989), which distinguishes professional practice from non-professional practice.

Many researchers looked into LTI and reflection. In a study conducted by Namaziandost et al. (2023), the correlation between reflective teaching, emotion regulation, and immunity among EFL teachers in Iran was examined. Their research revealed that psycho-emotional constructs such as reflective teaching, emotion regulation, and immunity significantly influence the professional performance of teachers. Specifically, they found a significant correlation between EFL teachers' reflective teaching and their emotion regulation and immunity. These findings underscore the importance of integrating reflective approaches, emotion regulation strategies, and immunity enhancement into teacher development programs.

In the Turkish context, Saydam (2019) underscores the significance of reflective practice and continuous professional development in building and sustaining English LTI. She recommends the inclusion of reflective practice training and strategies for immunity development and maintenance in teacher education programs.

Another study in the Turkish context is Kırmızı and Sarıçoban (2021). They studied pre-service EFL teachers' engagement in reflective practice and factors affecting their levels of reflection. They discovered low levels of reflection,

indicative of inadequate preparation for the challenges of EFL teaching. They identified personal beliefs and attitudes, cultural and institutional factors, and the nature of teacher education program actors as influencing reflection levels. They proposed a holistic approach considering the personal and cultural factors influencing reflection levels. Based on their findings, it is essential to reveal a strong trigger, as seen in the case of COVID-19, to prompt teachers to engage in reflective practice and overcome the adverse consequences of ERT.

Rahmati et al. (2019) stress the importance of reflective practice and social support, presenting an integrated model with technical, personal, and critical reflection. They highlight self-awareness, self-regulation, and self-development, providing practical tools and strategies for EFL teachers to enhance reflective practice. Their study found that low self-confidence, students' demotivation, low income, limited facilities, lack of enough time to teach, parental expectations, and negative attitudes toward English were the main triggers of LTI. Developing coping strategies such as prior preparation, establishing good rapport with learners found beneficial. Reflections on triggers and strategies applied revealed the significance of reflective practice. Their study suggests EFL teacher education programs to raise EFL teachers' awareness of the developmental stages of TI as an integrated reflective practice.

2.5 Coaching and mentoring as tools to improve teacher immunity

IC refers to coaching aimed at enhancing instructional skills, distinct from coaching focused on broader self-awareness of one's teaching practice. Knight et al. (2016) define IC as personalized teacher training provided by a coach to enhance instruction and student learning (p. 273). IC serves as a model for adult professional

development (Knowles, 1970) and encompasses the key elements of effective professional development (Darling-Hammond et al., 2017). It is used to improve classroom practice with the aim of achieving collaborative, non-evaluative partnerships between teachers and coaches (Keh & Swartzendruber, 2021). According to Kraft et al. (2018), “instructional experts collaborate with teachers in individualized, intensive, sustained, context-specific, and focused discussions about classroom practices” (p. 9).

IC encompasses nine components of effective professional development: (1) personalized support, (2) active learning, (3) collaboration, (4) content-focused, (5) modeling effective strategies, (6) extended duration, (7) reflection, (8) feedback, and (9) trust (Layton, 2023). IC is underpinned by critical self-observation.

Research shows that IC can effectively complement traditional coaching models. Coaching support leads to highly effective instruction, making teachers feel more successful in the classroom and fostering a sense of self-efficacy. This increased sense of self-efficacy is associated with reduced teacher attrition (Reddy et al., 2021). Recent research on IC (Göker, 2021; Keh & Swartzendruber, 2021; Warnock et al., 2022) demonstrates that teachers employ reflective practice to enhance their instructional abilities by identifying strengths and weaknesses for problem-solving.

RC is considered a valuable tool for initiating conceptual change on the part of teachers during times of crisis and enabling them to enhance their immunity, regardless of challenges induced by ERT. Conceptual change required for sustaining TI can be facilitated through professional development procedures using reflective practice as a tool. Kubanyiova (2012) outlines four phases of conceptual change: initial exposure, comparison, accommodation, and assimilation, underscoring the

importance of reflective practice and critical inquiry in facilitating this change.

Various factors influence teachers' conceptual change, including personal experience, professional development opportunities, interactions with colleagues and students, and teachers' background knowledge, including online pedagogical content knowledge and PWB. Hence, conceptual change, a complex process, can occur through coaching in specific contexts (uncertainty during ERT) that involve shifts in teachers' beliefs, attitudes, and understanding of teaching and learning, as argued by Kubanyiova (2012).

The present study cultivates consciousness-raising activities and tasks to encourage teachers to act as self-mentors, addressing their weaknesses regarding TI. IC is rooted in critical self-observation of one's teaching practices and aims at enhancing instructional skills, distinct RC that focus on broader self-awareness of one's teaching practice.

2.6 Theoretical framework

The study is designed at times of uncertainty and chaos to enhance LTI based on the above-mentioned theoretical discussion and in alignment with the suggestion of Duarte-Camacho et al. (2021): 'In future research, to promote quality education, the relationships between, (1) Uncertain situations (2) level of stress and (3) level of reflection capacity (on action, in action and with others) should be analyzed in-depth.

Farrell's reflective framework is found to be a useful theoretical framework for enhancing LTI and also is consistent with coaching process (Farrell & Kennedy, 2019). Both IC and RC procedures are regarded as being indicative of a teacher's ability to cope with risks and changes. The coaching sessions are designed to facilitate the professional development of the participants by encouraging self-

organized, practical, and goal-oriented coping strategies. The reflective and the transformational nature of the coaching process follows the order depicted in the self-organizational framework which is adopted from Hiver (2015) as presented in Table 1.

Table 1. Phases of Self-Organizational Framework

Phases	Teacher Behavior
Triggering	Comprehend the nature and extent of the disturbance.
Linking	Formulate coping strategies to address the disturbance.
Realignment	Implement the developed strategies into teaching practices.
Stabilization	Maintain productivity, regardless of the circumstances.

It is expected for the participants to get engaged in reflective practice, moving from one developmental stage of the self-organizational framework to another, as shown in Table 2.

Table 2. Phases of Reflective Professional Development during ERT

Triggering	Teachers understand the nature of the disturbance
Linking	Teachers develop coping strategies
Realignment	Teachers put strategies into action
Stabilization	Teachers maintain their productivity irrespective of circumstances

As Ortega (2013) and the Douglas Fir Group (2016) emphasize, no single individual framework can provide a comprehensive solution for understanding the complexities involved in the study. This combination allows for a thorough understanding of the particularities and complexities of the participants' experiences during ERT.

CHAPTER 3

METHODOLOGY

3.1 Research design and methods

This study employed a qualitative exploratory multi-case study approach to reveal different aspects of the participants' emergency remote teaching (ERT) experiences and their levels of immunity before and during the coaching procedures (Dörnyei, 2007; Given, 2008). The reason for using a qualitative case study design is to follow the natural pathway of a self-organizational framework that authentically revealed itself in the day-to-day experiences of the participants. An exploratory case study was conducted focusing on the lived experiences of four EFL teachers who shifted their teaching from face-to-face to online education during a global pandemic crisis. The study pursued to provide a thick description of the way the teachers functioned in their online teaching context. It comprises an in-depth examination of participants' ERT experiences via comprehensive and thought-provoking open-ended questions, interactive coaching sessions accompanied by semi-structured interviews, feedback and follow-ups, and teacher journals.

The research questions are as follows:

1. What are Turkish EFL instructors' emergency remote teaching experiences, in relation to language teacher immunity?
2. How do reflective and instructional coaching contribute to Turkish EFL instructors' immunity levels?

Table 3 provides a detailed overview of the study’s objectives, methodology, findings, suggestions, limitations and conclusions.

Table 3. Impact Analysis of RC And IC on EFL Teachers' Professional Development and Immunity During ERT

Aspect	Details
Objective	To explore EFL teacher immunity during ERT.
Methodology	-Exploratory case study
Participants	Four experienced Turkish EFL teachers
Key Constructs	-Teacher immunity constituents (Openness, attitude, motivation, coping, affectivity, efficiency, burnout, efficacy, resilience with respect to type of adaptation; productive versus maladaptive). -Professional development (Improvement in instructional and online management skills). -Personal development (Improvement in teacher immunity and online teacher presence)
Coaching Process	-Eight instructional and reflective coaching sessions consisting of tasks like the Immunity Wheel and Emotional Awareness complemented by feedback and follow-up procedures. Sessions structured around stages like triggering, linking, realignment, and stability.
Data Collection	-Semi-structured interviews, coaching sessions, feedback forms, tasks, memos, daily journals -Phase 1: Three semi-structured interviews and five RC & IC sessions (Weeks 1 to 8) -Phase 2: Three RC sessions (Weeks 9 to 11)
Data Analysis	-LTI constituents were used as preset themes. -Holistic & detailed analysis/ Emergent and non-emergent categories

Findings	<ul style="list-style-type: none"> -Positive shift in attitudes and perceptions towards teaching practice and skills. -Enhanced instructional skills and increased self-efficacy in online teaching contexts. -Improvement in other immunity aspects (e.g., coping strategies, motivation. -Transition from maladaptive immunity towards productive immunity.
Conclusions	<ul style="list-style-type: none"> -The use of Hiver's construct and coaching methods effectively enhanced productive adaptability; online efficiency and self-efficacy perceptions. Maladaptive aspects such as; demotivation, judgmental attitude and poor coping were rebooted. Partially adaptive aspects such as; resilience and openness to change were also rebooted and transformed to productive teacher immunity. -Limitations include potential observer bias and the subjective nature of self-reports. -A need for diverse data collection methods and possibly a broader study scope for future research.
Suggestions	<ul style="list-style-type: none"> -Expand the study to include a larger sample of teachers and possibly extend the duration to observe the stability phase of the self-organizational framework. -Incorporate a variety of data collection methods to strengthen the findings. -Continuous monitoring for long-term impact assessment of the coaching interventions through class observations

3.2 Selection of participants

The participants were four Turkish female EFL teachers working at university-level Preparatory Schools in two state universities in Izmir during the Spring 2022 semester. Convenience sampling was used, and participants volunteered to join the study. The main selection criteria included having one year of online teaching experience during the ERT, willingness to fully participate during the course of the study, and an expressed interest in the coaching procedures, action-oriented tasks, and follow-ups. While the participants shared similar educational backgrounds and teaching experiences, each had unique ERT experiences despite the everyday context of ERT and online teaching.

I shared a similar educational and teaching background with the participants, which enhanced my understanding of how they managed to cope with adversities as EFL teachers despite my lack of experience in teaching online.

3.3 Background of participants

The four female participants, Emel, Ela, Leyla, and Oya (pseudonyms), ranged in age from 45 to 57 and were non-native English speakers. Only experienced teachers volunteered to take part in the present study. They held undergraduate degrees from prestigious Turkish universities. Emel, Ela, and Leyla worked at the same state university preparatory school in Izmir and taught online in the Spring of 2020. Oya taught at another state university preparatory school in Izmir, where English language courses were offered in the Spring of 2020 and switched to a hybrid mode in the Fall of 2021 during the COVID-19 pandemic and ERT. Oya also worked at the testing office and taught in a hybrid mode in Spring 2022.

Table 4. Participants' Professional Backgrounds

Category	Ela	Emel	Leyla	Oya
Job satisfaction	Competent and happy regarding her role in the drama club and testing	Feels competent and happy in her leadership in various committees	Content with her role as an instructor and communication with her students	Proud and happy for being elected for the testing committee
Teaching experience	Prep School instructor, 30 years Teaching online during ERT	High school English teacher for 2 years, instructor at a Prep School for 24 years Teaching online during ERT	Prep School instructor, 28 years Teaching online during ERT	High school English teacher for 2 years, Prep school instructor, 15 years Teaching hybrid during ERT
University degree	BA in English Language Teaching (ELT)	MA in English Language Teaching (ELT)	BA in English Language Teaching (ELT)	BA in English Language Teaching (ELT)
Former work experience	Bank Employee, 2 years, Coordinator in the Testing Unit	Coordinator, Participant in various EFL webinars and seminars	Reluctant to take any responsibility other than teaching	Participant in EFL webinars and seminars, member of the testing committee

3.4 Data collection procedures

Before data collection, ethical approval was obtained from the Social Sciences Institute and the University's Ethics Committee. Informed consent was obtained from all participants, who were carefully briefed on all procedures. It was communicated to the participants that my role as the researcher would not involve functioning as an English teacher or teacher trainer, but as a coach. I aimed to assist participants in identifying their ERT-related challenges and addressing these challenges through coaching. The eleven-week study facilitated the collection of rich data that complemented their self-reports.

Data collection via Zoom sessions occurred in a private and comfortable setting, with participants and myself in the comfort of our houses. All sessions proceeded smoothly without any technical or domestic disruptions, flowing naturally.

Interviews were conducted in English to familiarize with the professional experience and identity of the participants. Coaching sessions were conducted in Turkish for their convenience since the participants' emotions regarding their personal ERT experiences were involved.

Data collection extended over 11 weeks during the Spring Academic Term of 2022 and took place in two phases. In Phase One (Weeks 1 to 8) my purpose was to familiarize myself with the personal and professional background of the participants, to identify ERT-related challenges they experienced and to have them identify objectives to achieve by the end of the sessions. To this aim, I conducted three interviews and carried out five RC and IC coaching sessions during this phase. In Phase Two (Weeks 9 to 11), my aim was to increase participants' awareness of their personal situation and help them self-explore strategies and solutions to address these

challenges through RC sessions. I conducted three coaching sessions during this phase.

The data collection encompassed: (a) Three semi-structured interviews (totaling 1 hour and 40 minutes per person). All three interviews were conducted during the first phase of the study, at weeks 1, 2 and 8. Notably, despite the original research design including a final interview on the last week of the study, it was deemed unnecessary as data saturation was reached by the end of week 11. (b) Eight weekly coaching sessions (RC and IC) that were conducted via 40-minute Zoom meetings with each participant, totaling 320 minutes per person. Five sessions took place in the first phase, three took place in the second phase of the study. (c) The gathering of pertinent documents, including course syllabi, action-oriented tasks, feedback forms, and handouts. Notably, tasks for the coaching sessions were shared with participants one week in advance, allowing for brainstorming and strategy-based actions as part of their reflective practice.

Table 5 displays the tasks used in the coaching sessions in the study's first (Weeks 1 to 8) and second (Weeks 9 to 11) phases.

Table 5. Tasks for Data Collection

Type of Coaching (RC/IC) *	Coaching tasks	Content
RC	Personality profile (Part 1)	Teachers' ERT background
RC	Teacher Immunity Wheel A (Part 1)	Assessment of overall teacher immunity
IC	Problem identification task (Part 1)	Identifying academic problems
IC	Goal-setting procedures (Parts 1 and 2)	Enhancing academic efficiency
IC	Practice model (Part 1)	Developing action-oriented coping strategies and solutions
IC	GROW model (Part 1)	Facilitating strategy development
RC	Teacher Immunity Wheel B (Part 2)	Reassessment of teacher immunity types
RC	Emotional awareness task (Part 2)	Fostering emotional empowerment
RC	Mindfulness task (Part 2)	Building immunity and resilience
RC	Teacher presence task (Part 2)	Strengthening self-efficacy
RC	Extended Personality profile (Part 2)	Pre-study vs post-study profiles

*RC= Reflective Coaching, IC= Instructional Coaching

The coaching sessions and tasks were designed as being semi-structured, aligning with Hiver's self-organizational framework as examined in Saydam (2019) and Farrell's reflective framework (Farrell & Kennedy, 2019). The coaching models such as; the practice model, the GROW model (Whitmore, 2009), and SWOT analysis (Bond & Naughton, 2011) (see Appendix F) allowed me to use RC and IC interchangeably depending on the emerging needs of the participants.

The gathered data were organized into individual portfolios, which provided a comprehensive account of the participants' instructional experiences related to TI components. These components included resilience, coping, openness to change,

burnout, motivation, efficiency, attitude, online affectivity, and self-efficacy, all evaluated within the context of the adaptation construct (productive, partial, and maladaptation).

Their responses to tasks were then used to provide regular feedback. I examined the recorded sessions after each Zoom meeting for feedback and follow-up. The feedback data, that addressed the TI constituents, were used as the complementary component of the data analysis. The feedback was shared with each participant and with the thesis advisor for member-checking and to ensure all teachers agreed that the identified themes accurately represented their ideas and experiences, ensuring the trustworthiness of the qualitative results concerning expected conceptual change to ensure the enhancement of teachers.

Feedback was promptly given to participants within two or three days after each meeting and was followed up within the first 10 minutes of the subsequent Zoom meeting. This practice commenced with the first interview and continued through the first coaching session. This approach allowed the participants to reflect upon and respond to the written feedback, aiding them in constructing action plans based on issues discussed in previous sessions. The feedback and follow-up processes were pivotal in keeping myself, as the coach, and the participants on the right path throughout the study, particularly in immunity enhancement (efficiency and self-efficacy). In the present study, professional coaching procedures and tasks were utilized for in-depth reflection and exchanging feedback, as suggested by Nguyen (2017).

3.4.1 The data collection procedures in phase one

Phase one was scheduled as shown in Table 6:

Table 6. The Schedule of Phase One

	Format and duration	Session type	Focus
Week 1	40 min. Zoom meeting	Semi-structured interview	Recording the teacher's profile
Week 2	30 min. Zoom meeting	Semi-structured interview	Documenting the teacher's experiences with ERT before participating in the study
Week 3	40 min. Zoom meeting	Semi-structured RC	Exploring about life segments to detect factors decreasing teacher immunity
Week 4	40 min. Zoom meeting	Semi-structured RC	Determining the goal
Week 5	40 min. Zoom meeting	Semi-structured IC	Comprehending actual and hidden challenges
Week 6	40 min. Zoom meeting	Semi-structured IC	Exploring new coping strategies
Week 7	40 min. Zoom meeting	Semi -structured RC	Enabling rapport with students
Week 8	30 min. Zoom meeting	Semi-structured interview	Capturing teachers' efficiency and efficacy perceptions after participating in the coaching sessions

3.4.1.1 Interview data in phase one

Of the three interviews conducted throughout the study, two took place in the first two weeks of the study (Weeks 1 and 2). Before conducting the first interview, I collected background information from the participants based on a personality profile form (see Appendix B). During the first 40-minute interview, I introduced myself and clarified my distinctive roles as the researcher and their coach, emphasizing that

I would not act as a peer, a mentor or a supervisor throughout the study. Building trust and establishing rapport were among the primary concerns when working with my participants. These factors were essential for the successful realization of coaching. Furthermore, the importance of their genuine engagement in the study was emphasized, highlighting the absence of class observations. It was also made clear to the participants that if they did not wish to share a specific incident with me, they were under no obligation to do so. I encouraged them to pursue their practice privately and maintain awareness of their progress, only sharing their goal-oriented action plans and innovative strategies with me when they felt comfortable doing so.

During the first interview, I posed similar questions to each participant (see Appendix C). My aim was to connect with each individual and understand their intentions better. After conducting the interview, I sent the participants written feedback from the recorded introductory interview, allowing them an opportunity for reflection. Additionally, I provided them with written feedback concerning the contextual, environmental, digital, and emotional challenges they had discussed about their ERT experience before participating in the study.

In the second interview in week 2, I delved into the participants' overall experiences during ERT (see Appendix L). All participants responded to the same questions with minor adjustments made during the Zoom meeting depending on the person-specific context.

The third and last semi-structured interview was conducted in week 8 to gather data on how the five coaching sessions in the study's first phase may have influenced participants' perceptions of ERT (see Appendix M). Participants' self-reports were used to assess their reflective practice in relation to achieving their

instructional goal and how it affected their teaching efficiency and self-efficacy perceptions.

3.4.1.2 The coaching sessions in phase one

The first five coaching sessions aimed to comprehend the specific challenges the participants faced during ERT, assess their ability to cope with these challenges, and then aid in their professional development. They aimed to help the participants perceive themselves as efficient practitioners and strengthen their sense of TI within ERT's uncertain and chaotic context.

During this phase, IC and RC sessions were carried out to explore the participants' life experiences in ERT, identify a specific academic goal, and work towards its efficient achievement. Most sessions primarily consisted of IC, as the participants had chosen to focus on improving their online efficiency during the study.

During the coaching sessions several tasks were used as explained in Table 6. Teacher Immunity Wheel Task-Version A served the purpose of understanding the most problematic aspect of teachers' lives needed for goal-setting procedures (see Appendix F). The participants rated each part of their lives, indicating their satisfaction or dissatisfaction based on examples. The ratings served the purpose of revealing one aspect of their career that was affected negatively during ERT and which had a probable negative impact on their immunity. Based on their self-reports, the participants set goals and examined external and internal barriers hindering their practice in the subsequent sessions.

Problem identification tasks and the practice model (see Appendix G) (Palmer, 2008), aimed at assisting them address internal obstacles related to online

teaching, such as a lack of TPACK or online management skills. Particular attention was given to maladaptive and partially adaptive aspects of TI, such as demotivation, a presumptive attitude, and burnout.

The expected outcome was for them to develop new instructional strategies and action plans, modify their lesson plans, materials, and activities to meet students' needs better and enhance their rapport with students to raise instructional efficiency and online affectivity. The GROW model (Whitmore, 2009) facilitated a more productive approach to achieving their goals and increasing student engagement (see Appendix G).

3.4.2 The coaching sessions in phase two

Phase two was scheduled as shown in Table 7:

Table 7. The Schedule of Phase Two

Week	Format and duration	Session type	Focus
Week 9	40 min. Zoom meeting	semi-structured RC	Revealing productive/partial/maladaptive aspects of teacher immunity before and during the study
Week 10	40 min. Zoom meeting	semi-structured RC	Rebooting maladaptive and partial aspects of teacher immunity
Week 11	40 min. Zoom meeting	semi-structured RC	Enquiring about the impact of RC on teacher immunity and perceived online teacher presence

The last three weeks of the study were dedicated to first raising participants' awareness of productive, partially adaptive, and maladaptive aspects of their immunity (demotivation, burnout, poor attitude, inability to cope etc.) before they

participated in the study in comparison with their perceived level of immunity during the study.

The primary objective of phase two was to encourage participants to actively participate in RC to voluntarily address and enhance one specific maladaptive aspect of their immunity. Participants were notified that IC procedures would not be conducted during this phase, as the primary focus would be on their self-efficacy perceptions. To pursue this goal, a comprehensive inquiry was necessary to assess their adaptive states concerning each immunity component, including resilience, coping, burnout, attitude, openness to change, motivation, online affectivity, and their perceived online presence.

Teacher Immunity Wheel B, Emotional awareness task, Mindfulness task, Teacher presence task, and Extended Personality profile were the tasks used to elicit data from the participants during this phase of the study. The Teacher Immunity Task Version B (see Appendix F) aimed to highlight the variations in participants' perceptions of each immunity component between the period before and during the study. However, some participants showed reluctance to use self-rating procedures, which differed from their performance in Teacher Immunity Task Version A. In response, I adjusted data collection procedures and began requesting thick descriptions from them. These descriptions were meant to provide insights into their immunity's maladaptive, partially adaptive, and productively adaptive aspects.

RC was the primary focus to bolster their self-efficacy perceptions and online presence in particular. Tasks such as mindfulness and visualization through self-imagery were used to collect data to detect any possible improvement in their self-perceptions. I designed the mindfulness task to assist the participants in focusing on the solution, not the problem. The task did not involve meditative activities, but on

the contrary, action-oriented coping strategies that participants would create and apply on their own with persistence. Their mindfulness lay in their persistent stance.

The emotional awareness task (see Appendix I) was also designed to reveal changes that might occur in their emotional states, impacting their TI. The teacher presence task (see Appendix G) (Siminovitch & Van Eron, 2008) was adopted to reveal the participants' online self-perceptions apt to change during this study phase. Finally, the extended version of the personality profile task (see Appendix K) provided an opportunity for an overview.

To conclude, both phases of the study allowed participants to concentrate on their online teaching practice through the lens of IC tasks and also address personal challenges related to TI, such as motivation, attitude, resilience, coping, burnout, affect, and self-efficacy, through the scope of RC and the coaching plans (see Appendix J). Conducting a final interview was found unnecessary since the tasks fulfilled their role as part of the data collection procedures within time limits.

3.5 Data analysis

The research, focusing on the concept of TI developed by Hiver (2015), adopted a more narrative and reflective approach based on predetermined themes (TI constituents). This approach aligns with the study's core objectives of understanding EFL teachers' dynamic and evolving experiences as they navigate the uncharted waters of ERT. Given the emphasis on capturing the nuanced, personal, and evolutionary journeys of the teachers through self-organized stages like triggering, linking, realignment, and stabilization, a method that favored rich, descriptive insights over reductionist categorization was more suitable. Also considering the study's design, involving a small group of four university-level English language

instructors participating in coaching sessions, lent itself more to an in-depth qualitative analysis prioritizing individual narratives and personal growth trajectories.

The self-organizational framework was coupled with its focus on reflective practice, as highlighted by Farrell and Kennedy (2019), who underlined the need for a methodological approach that allowed for deep immersion into the teachers' experiences without the constraints of pre-defined coding schemes.

In this respect, data analysis relied on pre-set themes adapted from Hiver's (2015; 2016) TI constituents, which included motivation, resilience, teaching efficiency, burnout, attitude, openness to change, affectivity, self-efficacy, coping, and adaptation. Some themes were renamed as online-affectivity, online efficiency, and online teacher presence due to online use. All of the participants agreed that identified themes were accurate indications of their ideas and experiences, ensuring the trustworthiness of the qualitative results as they provided regular feedback based on the written feedback forms, I shared with them.

Adaptation theme was employed, in particular, as a measure of productively immunized versus maladaptively immunized states, as well as, the partially immunized aspects with respect to each TI constituent. The adaptive states of each participant gained significance, for instance, in explaining an incident when a teacher's loss of motivation caused a maladaptive state of TI. Moreover, one teacher's maladaptive immunity state could be distinguished from another one who could effectively maintain high motivation and adapt productively to ERT.

3.5.1 Holistic data analysis

Holistic data analysis involved the instant analysis of the recordings of the interviews, coaching sessions, and feedback reports based on their evaluations of planning, self-observations, and implementation (Ilerleten et al., 2023), which kept the participants and myself as the researcher on track through coaching forms (see Appendix E).

Table 8. Holistic Data Analysis Procedures

Activity	Description
Recordings listened	All sessions were carefully listened to, ensuring a comprehensive understanding of the content.
Data transcribed	The interviews and coaching sessions were transcribed meticulously to preserve the original content and nuances of the conversations.
Feedback reports prepared	Detailed feedback reports were prepared based on the transcriptions to guide the participants and the researcher.
Gaps completed	Any gaps identified in the process were addressed and completed to ensure the integrity and completeness of the data analysis.

Ilerleten et al. (2022) described the ongoing holistic data analysis process to maintain contextual flow. Holistic data analysis facilitated the adjustment and improvement of coaching goals and actions and impacted the analysis of primary categories and emerging categories.

In the study, I made use of predetermined categories from LTI, RC and IC literature, as well as, new categories that emerged from the data. Teaching-related categories such as finances, school, career, colleagues, students and professional development and personal categories such as family, friends, health and personal development are adapted from Teacher Immunity Wheel Task-Version A.

Constituents of LTI including attitude, motivation, openness to change, resilience, coping, teaching efficiency, self-efficacy, online affectivity and burnout were also used as pre-determined categories. Participants were categorized as maladaptive, partially adaptive and productively adaptive based on the three adaptive states of LTI. Emerging categories were comprised of the participants' comments based on challenges and mismatches they encountered, in relation to their teaching such as; curriculum, testing, lesson plans, course books, and tight schedules.

3.5.2 Detailed analysis of the interview data

In analyzing interview data, I used a thematic approach, allowing for emerging categories. First, I read and reread all the interview transcriptions several times to familiarize myself with the content. Then, I used color coding to address the frequently appearing themes such as loss of motivation, prejudice, reluctance to teach, reluctance to change, burnout, hopeless attitude and avoidance. I tentatively categorized the emerging themes under one sub-heading such as; burnout, resilience and efficiency in detailed data analysis to be examined in detail, as described in the following section. I separated bulky quotations that convey the participants' authentic experience to be used in case descriptions using the coachee forms (see Appendix D).

3.5.3 Detailed analysis of the IC and RC sessions

The study's design, involving a small group of four university-level English language instructors, required an in-depth qualitative analysis prioritizing individual narratives that could capture the subtleties of their evolving TI, namely TI constituents such as motivation, openness to change, coping, resilience, burnout,

attitude, adaptation, online efficiency, online affectivity, and self-efficacy perceptions. The pre-defined categories also covered sub-categories such as teacher performance, coping abilities, action strategies, emerging plans, extrinsic vs. intrinsic motivation, and teachers' online presence analyzed in relation to TI constituents.

Unlike the interview data, in the analysis of the coaching sessions, both pre-defined and emerging categories were used. The detailed analysis included determining each participant's adaptive state with respect to each code based on reported information and day-to-day evolving ERT experience. Since the emerging sub-categories were categorized with respect to each theme, real-life examples and remarks were sufficient to classify their adaptive states. The data analysis framework was revised as sub-categories emerged, as seen in Table 9.

Table 9. Categorical Data Analysis for Coaching

Session Number	Preset Categories	Emerging Sub-Categories
Coaching 1	Life cycles	Stressors, motivators, challenges, opportunities
Coaching 2	ERT teaching context	Students, cameras, materials, schedules, plans
Coaching 3	Online performance	Pedagogical and emotional handicaps
Coaching 4	Coping strategies	New teaching methodology, student rapport, lesson preparation, TPACK, positive affirmations, make-believe strategy, self-suggestion techniques
Coaching 5	Professional gains	Sense of achievement, teacher empowerment, enthusiasm
Coaching 6	Immunity state	Exhaustion
Coaching 7	Emotional patterns	Emotional and motivational flows, self-blaming patterns, judgmental attitude, avoidance
Coaching 8	Online presence	Low self-confidence, self-criticism

Newly emerged sub-categories reshaped the sequence of tasks and the content of the sessions. Interview data was compared and contrasted with the emergent coaching data.

The analysis of the pre-defined categories for each TI component and TI type allowed me to assess each participant's progress before and after the study. RC analysis encompassed TI constituents such as attitude, motivation, resilience, openness to change, and symptoms of burnout. IC was conducted within the framework of teacher-specific perceptions of self-efficacy, affectivity, and self-efficacy, reflecting the unique state of each individual concerning their perceptions of online teaching practice.

Not all aspects of TI constituents were equally significant for the participants' careers. While motivation, adaptation, and attitude required careful attention, resilience and openness to change were not as critical. The instructors demonstrated openness to professional development and sufficient resilience to participate in the study for further development. Hence, these aspects were not as crucial as others, which required special attention. Therefore, teacher needs, expectations, and developmental stages were analyzed, focusing on distinctive features as reference points for the detailed analysis of the coaching process.

Based on the participants' self-reports regarding their openness to change, attitude, motivation, coping strategies, online affectivity, efficiency, efficacy, positive and negative emotions, burnout, and resilience during ERT (before, during and after coaching), transitions in their adaptive states were analyzed.

Analysis of predetermined categorical data revealed any potential changes experienced starting with the pre-coaching period till the post-coaching period. Any

positive shifts towards productivity were documented in contrast to maladaptive or partially adaptive states.

3.5.4 Detailed analysis of professional development during the study

The self-organizational framework had a predetermined context and purpose for data analysis used to display teacher progress, as categorized in Table 10.

Table 10. Professional Development via Self-Organizational Framework

Session	Stage	Context	Aim
Coaching 1	Triggering	Professional life cycles	Identifying issues
Coaching 2	Linking	Academic challenges	Setting goals
Coaching 3	Linking	Instructional needs	Developing strategies
Coaching 4	Realignment	Efficient strategies	Enhancing coping mechanisms
Coaching 5	Stability	Goal attainment	Maintaining efficiency

Accomplishments were noted, such as increased student/teacher performance/efficiency and observed motivational gains during the coaching process. However, the content and time spent at each stage were person-specific. Whether a teacher reached the realignment stage was evident based on individual gains reported. In the long run, rebooting any maladaptive or partially adaptive aspect of immunity constituents had limitations due to the study's scheduled time. The outcome, whether maladaptive or partially adaptive, depended on individuals' abilities, efforts, and motivation during the study. Observation of whether a participant reached the stability stage was beyond the study's time limits, but their progress between developmental stages could be tracked in their action plans.

The data analysis also involved planning complementary coaching tasks and models with clear objectives that contributed to the analysis of reflective data.

Table 11. Analysis of task-based professional development

Task	Objective for data analysis
Immunity Wheel (A)	Identify realistic goals for professional development
Immunity Wheel (B)	Assess strengths and weaknesses in teacher immunity
Teacher Presence	Evaluate the evolution of online teaching presence
Emotional Awareness	Cultivate emotional competencies through mindfulness
Personality Profile	Analyze changes in self-perception before and after professional development

Maintaining an objective stance would not have been possible if the tasks did not align with the instructors' profiles, needs, expectations, strengths, weaknesses, and emotions—the data analysis obtained from tasks provided evidence of continuous evolution resulting from professional development. Examining the participants' reflection process involved using the SWOT analysis technique and coaching models for reflection on-in-for action, analyzing reflective data systematically, as shown in the table below.

Table 12. Reflective Data Analysis Tools

Technique	Description
SWOT Analysis	A reflective examination of strengths, weaknesses, opportunities, and threats
GROW Model	A reflection framework focusing on Goal, current Reality, Options/Obstacles, and Will/Way forward
Practice Model	A reflective process involving problem identification, setting relevant goals, generating alternative solutions, analyzing consequences, selecting a target feasible solution, and evaluation

The RC procedures went beyond thought-provoking questions to involve a step-by-step analysis of teacher-oriented goals, coping mechanisms, and actions taken.

Action plans and strategies were monitored through coachee forms (see Appendix D), with participants reporting their needs, accomplishments, and problem-solving methods. Metaphors used by the participants were also noted.

It was important not to impose effective strategies on maladaptive teachers, but instead, reflection on previously used coping strategies and identifying drawbacks was encouraged. This empowerment allowed them develop new coping strategies autonomously.

IC procedures revealed factual information such as improved performance and participation reported by instructors and their students. The data analysis was fact-oriented, even though self-reports were subjective. Long-term data collection procedures maintained this fact-oriented perspective throughout.

The data analysis of the semi-structured interviews and the coaching sessions were aligned with the research schedule and its impact on TI, as shown in Table 13.

Table 13. The Research Schedule and Enhancement of Teacher Immunity

Session	Target	Type	Contribution to Rebooting Immunity
Interview 1	Understand teachers' background	RC	Identifies areas of immunity needing development
Interview 2	Reveal the trigger		
Coaching 1	Determine an academic goal	RC&IC	Sets clear objectives for improvement
Coaching 2	Determine coping strategies	IC	Develops strategies to address maladaptive immunity aspects
Coaching 3	Revise content, lesson plans, objectives, materials, and online teaching practice	IC	Enhances instructional design and delivery for ERT
Coaching 4	Take student needs into consideration and establish rapport with students	IC&RC	Fosters positive teacher-student relationships
Coaching 5	Construct online PCK	IC	Builds necessary skills and knowledge for effective ERT
Interview 3	Improve online efficiency	RC	Evaluates progress and refines strategies
Coaching 6	Develop emotional competence	RC	Strengthens emotional resilience and awareness
Coaching 7	Apply strategies to reboot partial/maladaptive aspects	RC	Implements strategies for lasting change and improvement
Coaching 8	Evaluate online presence	RC	Assesses and enhances online teaching persona

3.6 Verification procedures

Several verification procedures were employed to ensure the trustworthiness or validity of the qualitatively collected data, as Given (2008) suggested. These procedures included detailed, thick descriptions, member checks, prolonged

engagement, persistent observation, peer debriefing, and inquiry audits. The following three verification procedures were used to enhance the trustworthiness of the study: prolonged engagement, triangulation, and member-checking.

3.6.1 My roles and prolonged engagement in the research process

As a researcher and a certified coach, maintaining a reflective and transparent approach was essential in data collection procedures and data analysis so that the findings were grounded in evidence and free from bias. I had had experience with reflective coaching, but it was my first experience with instructional coaching. This novel experience was challenging, since I needed to avoid my teacher-self from interfering with the process. I reflected on my positionality and my roles other than being the researcher. I was transparent about my background and potential biases during the coaching process. I ensured reflexivity by acknowledging how my positionality might influence the research.

Being an English teacher facilitated the data collection and analysis phases since I possessed a natural empathy for the challenges faced by the participants. The procedures necessitated the maintenance of a professional detachment to prevent undue influence on objective data collection and its analysis. I maintained a neutral stance during data collection. I used reflexive language to acknowledge my role and potential biases by clearly distinguishing my interpretations and the participants' voices.

Being a certified coach allowed me to access deep-seated TI aspects and ask timely questions to keep the participants and myself on track. On the one hand, I was involved in holistic data analysis as a coach, and on the other hand, I was involved in careful data analysis as the researcher.

Throughout the study, I maintained continuous engagement with the participants, observing and critically evaluating each participant's involvement and transformative teaching experience over an extended duration. To establish mutual trust and maintain an objective perspective, I maintained regular contact with each participant weekly from the beginning to the end of the study. My background as an EFL instructor and my current role as a student learning Italian as a foreign language during the pandemic, facilitated the establishment of common ground with the instructors and their students. This common ground allowed me to understand their challenges better and offer assistance when they faced difficulties.

To conclude, my qualifications and personal experience simplified the process and helped me form a sustainable basis for data collection and analysis. My context as a coach, required to refer to thought-provoking questions concerning instructional practice, but stand at the background in making suggestions. Notably, I shared the participants' personal challenges, such as; being exposed to lockdowns, online meetings, and various personal challenges that would impact my researcher immunity. Maintaining reflexive journals and sharing my notes with my advisor regularly, I not only documented my feelings, thoughts and conflicts, but also developed insight about my engagement in the process. Engaging in data on TI raised my consciousness, motivation, and empathetic attitude and allowed me to develop new coping strategies I learned from the participants' coaching journey. Concomitantly with the participants, I enhanced my professional and psychological immunity during the study.

3.6.2 Triangulation

Triangulation refers to the process in qualitative research that helps to enhance the credibility and validity of research (Noble & Heale, 2019) and is used to improve the reliability of the data collected and validating results. In order to ensure data triangulation, data were sourced from three distinct channels interviews, reflective and instructional coaching sessions, and a collection of the pertinent documents, including course syllabi, action-oriented tasks, feedback forms, and handouts. The interviews yielded subjective reports regarding the participants' overall ERT experiences before and during coaching. At the same time, the coaching sessions complemented these interviews by focusing on teacher efficiency and self-efficacy perceptions during two distinct coaching intervals. The follow-up processes enabled me to comprehensively understand each participant's progress and development.

3.6.3 Interrater agreement and member-checking

In aligning with the qualitative nature of the study, the research approach strategically diverges from conventional quantitative measures like interrater reliability, opting instead for a more nuanced and individualized interpretation of data. This methodological shift directly responds to qualitative analysis's subjective and interpretive facets, particularly pivotal in educational research where personal insights and contextual understanding are vital.

Together with my advisor, we agreed from the beginning of the study that TI constituents would be used as pre-set themes (codes). This methodological shift directly responds to qualitative analysis subjective and interpretive facets, particularly pivotal in educational research where personal insights and contextual understanding are vital. Instead of checking on whether pre-set codes were revealed

among data, themes referred to and displayed by the participants were classified into three categories; partially adaptive, maladaptive and productively adaptive.

In this respect, interrater agreement was maintained when two raters (the researcher and the advisor) agreed that each TI constituent was rated as partially adaptive, maladaptive and productively adaptive based on the participants' current statements, real-life examples and with respect to observed changes revealed in the participants' use of personal and professional resources concerning each immunity constituent as an outcome of coaching procedures. I also shared the recordings and my reflective written reports with my advisor regularly after each zoom meeting to ensure interrater reliability (see Appendix J).

Member-checking procedures with each participant were implemented to ensure the accuracy of the data and its interpretations. Following each session, including interviews and coaching sessions, I gave the participants feedback and follow-up reports. I meticulously reviewed and transcribed each recorded session for subsequent analysis. I shared feedback forms with the participants via email for their immediate review. I initiated discussions regarding the points addressed in the member-checking feedback forms at the outset of each session. Then I proceeded to assign goal-oriented tasks for the next meeting. This iterative member-checking process allowed the participants to adjust actions, resolve discrepancies, and refine the study's direction based on input.

CHAPTER 4

CASE EMEL

4.1 Biographical sketch

I first encountered Emel at the outset of April 2022. During the study, Emel, a seasoned instructor of 49 years, was engaged in teaching integrated skills at the Preparatory School of a State University located in Izmir. She holds a bachelor's degree in English Language Education and a master's in English Language Teaching (ELT). After graduating, Emel spent two years teaching at a State High School before transitioning to a university setting. She has devoted 24 years to teaching at the Preparatory School.

Emel had various professional capacities. She was a consultant and coordinator within the professional development unit and the Preparatory School's exam committee. Additionally, she participated in the student support team and a group named "Life-Long Learners." Emel is keenly interested in project-based learning, as reflected in her participation in related webinars and seminars. Her teaching philosophy is rooted in student autonomy and a student-centered approach.

Emel found a professional home at the Preparatory School where she was content and fulfilled. She is a competent teacher with a penchant for reading and engaging in intellectual discussions about articles. Previously, Emel took the initiative to establish an article-reading club for novice instructors. When we met, she expressed her openness to receiving coaching support, aspiring to transform her students' attitudes and teaching performance positively.

Table 14. Emel's Professional Background

Category	Description
University Degree	MA in English Language Teaching (ELT)
Teaching Experience	- English teacher at high school for two years - Instructor at a Preparatory School for 24 years
Work Experience	- Coordinator in the professional development unit - Coordinator in the student support team - Participant in various EFL webinars and seminars - Leader of a reading club for novice instructors
Job Satisfaction	Feels competent and happy in her professional roles

4.2 Phase one: Teaching efficiency

Phase one encompasses the two interviews conducted in the first two weeks of the study and by the end of the initial five weeks of coaching procedures. To understand Emel's challenges and to boost her teaching efficacy, I utilized IC (Instructional coaching). I also utilized RC (Reflective Coaching) to enhance her self-efficacy perceptions.

Emel vividly described her physical, emotional, and academic state since the pandemic's onset. She cited poor student behavior, issues with the coursebook, and a stringent schedule as significant sources of professional unrest. Despite her participation in INSET (In-Service Training), her inexperience with online instruction significantly undermined her confidence.

4.2.1 Experiences during emergency remote teaching before the study

In the pandemic's early stages, lockdowns' adverse physical and psychological effects negatively impacted Emel's biological immunity. She recalls those times as chaotic and horrifying:

I felt terrible, as if I was losing control. I was uncertain when schools would open again. I was worried about myself and my loved ones' health.

The recent loss of her sister further complicated matters, as Emel supported her extended family emotionally while neglecting her own needs. Health-wise, she developed reflux and stress-related dietary issues, attempting to counteract her anxiety through positive affirmations and medical consultation. Despite these efforts, her private stressors spilled into her professional life. Her students' passivity and the inherent challenges of online work made her perceive herself as ineffective—a sentiment she had not experienced pre-pandemic. Her pendulum of thought oscillated between self-blame and blaming her students for her perceived lack of efficiency. This pedagogical imbalance prevented her from maintaining professional stability during the initial ERT phase until a common online platform at the Preparatory School was in effect. Emel acknowledged her institution's swift and successful transition to remote instruction, highlighting the provision of asynchronous and synchronous access and training programs, which garnered her numerous certifications.

However, these changes ushered in overwhelming responsibilities. Beyond teaching and grading, Emel had to record lessons and ensure student engagement—a daunting task with 28 students. The transition was physically and mentally draining, even though it offered students asynchronous learning benefits. The lack of visual contact with students further exasperated her sense of helplessness:

We lacked eye contact, touch, intimacy, and genuine connection with my students. I asked myself, 'Why can't I make my students participate in the lessons?' When I asked them the same question, my students would reply that there was no problem. They would even tell me that they liked the lesson. I would tell them, 'But you never talk. You never participate'. I expressed how I felt. I am not an actress. I do not act in the classroom. I have emotions. I do not believe in the argument that teachers should not show their feelings in class. No, I am a human being. I felt lonely and inefficient, seeing only myself all the time. It was like talking to space!

Despite feeling adrift, Emel's passion for teaching remained intact. Over time, she adapted, learning not to internalize students' apparent disengagement. Her confidence in her online capabilities grew, yet student participation remained challenging. Emel viewed professional development as a vital support system but critiqued the INSET at her university for its digital focus, calling for context-specific training in TPACK. She also questioned the policy mandating camera use for instructors but not students, highlighting the teaching challenges posed by invisible students during ERT. Though the pandemic presented numerous hurdles, Emel sustained her teaching role, adapting to digital instruction, developing online materials, and managing new responsibilities. However, maintaining student engagement remained a paramount challenge, altered significantly by the pandemic.

At the study's time, her focus needed to shift toward cultivating aspects of self-efficacy, particularly instructional efficacy and student engagement efficacy.

Emel viewed the online teaching context as more restrictive than traditional settings, with limited control over students, a coursebook ill-suited for online learning, and the physical and psychological strains of prolonged screen time. She found the book more conducive to classroom settings, highlighting a need for methodological transformation or material development suited to online learning.

Emel had 12 registered students in her integrated skills course with inconsistent attendance and engagement. Emel, unsure how to bolster participation, was eager to understand her students' reluctance better. Initial discussions surfaced various potential factors, including shyness, adaptation challenges, and fear of making mistakes on record. Emel attributed camera shyness primarily to introverted students and those struggling with frequent class and instructor changes.

Emel faced the daunting task of covering four units in about one and a half months, which was further complicated on days with six teaching hours. The online setting impeded her ability to use ice-breakers and team-building activities, exacerbating the challenge of fostering student engagement. Emel's stance toward online instruction was notably negative.

The interview sessions revealed that despite a previously competent and content professional demeanor, Emel's ERT experience could have been more favorable, except for her proactive engagement with technological professional development. The primary challenges stemmed from her struggle to maintain student engagement, adapt to new teaching responsibilities, and navigate the complexities of online instruction.

Table 15. Emel's Experience with ERT Before the Study

Aspect	Description
Biological Immunity	Suffering from reflux, poor diet, and insomnia.
Emotional State	Experiencing anxiety, stress, discontentment, loneliness, and exhaustion.
Job Satisfaction	Dissatisfied with student performance, academic output, and digital skills.
Self-Perception	Feeling like a "robot-like" teacher. Perceiving online teaching skills as inadequate.
Student Issues	Poor attendance, reluctance to participate, shyness, and fear.
Coursebook	Coursebooks are unsuitable for online teaching and facilitating efficient collaborative activities.
The workload	Overwhelmingly demanding, with days requiring six consecutive hours of teaching.

The impact of online instruction during ERT diminished Emel's professional strengths. Her perception of students' inability to adapt and her teaching practices reflected this negative impact. In terms of immunity constituents, she was not

experiencing burnout yet, but was on the verge of it at times. This was due to her ineffective teaching practices, lack of motivation, and students' attitudes. Her critical attitude towards the ERT context and the students further complicated her situation. Thus, considering her initial needs, I needed to heighten her awareness of more productive ways of thinking and teaching.

A positive aspect, however, was her openness to change and her ability to maintain resilience despite the personal and professional challenges that had continuously affected her for two years. Through professional development, she had the potential to improve her situation and achieve efficiency in her teaching practice. I observed her willingness to engage in RC tasks, assigning her the Practice Model to reflect upon for our upcoming Zoom meeting. In this session, she would learn to direct her attention inward, examining her role in her professional development (see Appendix G). The following sessions briefly summarize the prospective impact of coaching on professional development in an ERT context.

The coaching sessions comprised guided reflective practices. In this study, the primary goal of combining RC and IC was to develop EFL teachers' instructional and online management skills, enhancing efficiency within the ERT context. The secondary goal was to aid EFL instructors in developing positive self-efficacy perceptions. The sessions were designed to empower them through strategy-based, action-oriented tasks and procedures. However, I assessed each and every dimension of LTI to be acknowledged about the participants' needs.

Emel systematically analyzed her professional development using the self-organization process (Lewis, 2005; Hiver, 2016; and Saydam, 2019), encompassing four developmental stages. These stages are detailed in Table 16.

Table 16. Analysis of Coaching Through Self-Organizational Framework

Session	Stage	Context	Aim	Purpose
Coaching 1	Triggering	Life cycles	Goal-setting	Identify and set clear and achievable professional development goals
Coaching 2	Linking	Academic challenges	Problem determination	Analyze specific academic challenges and determine underlying problems
Coaching 3	Linking	Instructional needs	Strategy building	Develop strategies to address instructional needs and enhance teaching effectiveness
Coaching 4	Realignment	Efficient strategies	Coping strategies	Implement and adapt efficient strategies; develop coping mechanisms for challenges
Coaching 5	Stability	Goal attainment	Sustaining efficiency	Evaluate progress, ensure stability, and sustain teaching efficiency

The first three stages of the organizational framework—triggering, linking, and realignment—spanned five weeks of her professional development journey. Effective coaching procedures aimed to help her overcome disbelief and achieve the seemingly impossible within eight weeks. The initial trigger was the global pandemic, posing significant challenges for Emel. She believed changing the circumstances of ERT was impossible. Emel described a loss of internal balance due to health, family, and student adversity. The second trigger was the unfamiliarity of online instruction. The details concerning the self-organization process are revealed in the sections below.

4.2.2 Evaluation of different life segments during emergency remote teaching

During the first coaching session, Emel reevaluated various aspects of her life in the context of the pandemic. This session aligned with the triggering stage, during which Emel recognized specific disturbances caused by ERT. These disturbances included feeling vulnerable, blaming students for not using cameras, lacking control over her teaching practice, and experiencing low student participation. Emel realized the need to take proactive steps rather than complain about the circumstances. She sought assistance to improve her efficiency in online teaching.

Through the Teacher Immunity Wheel Task Version-A (see Appendix F), the aim was to identify strengths and weaknesses in Emel's life, revealing her overall immunity and guiding her coaching goals. Emel explored areas in her life that required improvement through professional development. The first coaching session had a duration of 40 minutes. She evaluated her health, family, finances, career, students, school, and colleagues, resulting in an average score representing her overall immunity during the pandemic, as seen in Table 17.

Table 17. Emel's Life Segment Self-assessment

Life Segment	Emel	
	Percentage	Average*
Health	60%	70%
Family	50%	
Finance	80%	
Career	80%	
Students	60%	
School	70%	
Colleagues	90%	

*Average represents overall immunity

Scores assigned by Emel to various life segments reflected her unique experience, with an overall resilience dimension of 70% (Table 17). However, specific immunity

constituents, such as motivation, attitude, online affectivity, and burnout, required careful attention. Emel showed signs of demotivation, and her attitude toward students was judgmental. During the session, she emphasized her struggle to maintain internal balance in the face of dramatic events, and segments related to health and family revealed pandemic-related traumas beyond the study's scope.

Emel's case highlighted teacher stressors, encompassing both physical and psychological aspects, which impacted her overall immunity, leaving her vulnerable in both parts. While segments related to career, school, colleagues, and overall professional development during ERT appeared to contribute positively to her well-being, as indicated by higher scores, the student segment (60%) suggested a potential area for consideration in her professional development as she navigated the challenges of instructing during a pandemic.

Using the Teacher Immunity Task Version-A, Emel gained awareness of her situation-specific strengths and weaknesses during ERT, building on her evaluations of her ERT experience before the study. The first coaching session revealed that she had managed to avoid burnout but had lost motivation in the face of challenges, affecting her overall teacher immunity.

The question revolved around whether Emel could effectively adapt to the RC process. While she may have developed some adaptive skills to cope with the ERT context, given her lack of TPACK, there were also maladaptive aspects of her TI to address, including inefficiency, demotivation, low self-efficacy, and disbelief in the potential for improvement. I asked a consciousness-raising question to identify her coaching target, prompting Emel to discover her goal: to engage her students in online lessons actively. Considering the findings in the table below, I pondered

whether Emel’s unfamiliarity with online pedagogies contributed to her practice’s inefficiency.

Table 18. Emel’s Maladaptive Aspects

Maladaptive aspects	Cause of maladaptation
No motivation	Lack of student participation
Judgmental attitude	Cameras-off attitude from students
Inefficiency	
Bordering burnout	

If this was the case, I believed that by thinking creatively within her existing constraints—using the same textbook, adhering to the same tight schedule, and even teaching for extended hours—Emel could regain her lost sense of efficacy amidst challenges, especially if her students began actively participating in lessons. My goal was to help Emel discover her role in achieving her objectives, regardless of the external obstacles. Enhancing the online teaching environment would likely boost student engagement and her satisfaction levels. To develop an unbiased perspective, she needed to become conscious of external and internal factors hampering her progress.

The RC procedures, including reflective inquiries based on coaching-specific questions and the step-by-step approach outlined in the practice model, helped unveil inevitable personal and external setbacks, as elaborated below.

4.2.3 Instructional experience in the first phase of the study

At the start of the initial session, Emel cited several external factors to explain her lack of efficiency in teaching practice. She noted disturbances caused by new students from other classes disrupting the flow of her lessons. However, Emel also

observed that students familiar with her teaching style were likely to volunteer and perform better. Acknowledging that students were not officially required to turn on their microphones or cameras, she focused on improving class dynamics and instilling confidence in the newer, more reluctant students, especially during breakout room activities. She encouraged rather than mandated camera use, allowing students to work at their own pace and independently. After implementing these changes in subsequent weeks, she reported a noticeable increase in voluntary student participation during her lessons.

Midway through the session, through employing reflection in, on, and for action—aligned with the session's focus—Emel recognized several internal challenges impacting her teaching, such as her tendencies to overthink and dominate conversations. She realized that her striving for perfection through extensive planning and excessive expectations of students, without considering their readiness or feelings, was detrimental.

I advised her to let the lessons flow more naturally, free from unrealistic expectations, and to adjust her lesson plans accordingly. She also emphasized the importance of distributing responsibility among the students to alleviate her feeling overwhelmed. Emel resolved to engage all students in class discussions and reduce her speaking time. I highlighted her frequent use of the prefix "over" (overthinking, overtalking, overplanning, and feeling overwhelmed) as a form of self-criticism, suggesting she monitors her thoughts to minimize self-critique and focus more on her new strategic plan. She could facilitate student participation without resorting to excessive talking or thinking.

Emel, who had initially linked her inefficiencies to maladaptive student behavior and course context, now appeared more solution-focused. Before

concluding the session, she expressed positive feedback regarding the impact of the coaching process, indicating a shift in her perspective and approach.

The tasks made me think in-depth about my teaching. I reflect a mirror on myself as I evaluate my professional performance. For instance, I have discovered my overthinking/ overplanning/ expecting too much of my students.

Consequently, she resolved to involve her students in the brainstorming process.

Emel was prepared to transition from the triggering stage and advance to the linking stage in the upcoming session. This progression was crucial for enhancing her online teaching practices, as she had actively reflected on her challenges and those presented by the online environment. In the linking stage, she was anticipated to develop new coping mechanisms and strategies to achieve her objectives.

In summary, my goal was to assist Emel in becoming more aware of her unique situation and role in the process. Without this awareness, she risked remaining in her comfort zone, continuously blaming her students and herself for her perceived inefficiency, and ultimately failing to attain her goals. From the second coaching session onwards, she examined the specific challenges of her context critically. For example, during the first coaching session, her resilience appeared hindered.

Table 19. Emel’s SWOT Analysis

External drawbacks	Internal drawbacks	Teacher immunity
Uncooperative students	Tendency to overthink,	Blocked resilience
Cameras	over-plan, and over-talk	Borderline burnout
	Perfectionistic attitude	Inadequate coping skills
		Low motivation

Upon gaining insight into her unique perception of her ERT experience as a coping mechanism, she decided to avoid overthinking and over-planning. In her situation, self-awareness could impede her resistance to external and internal challenges, ultimately strengthening her resilience or, in other words, her immunity. Thus, identifying these challenges was crucial for developing strategies and action plans to enhance her teaching situation. Utilizing the Practice model (see Appendix G) — a detailed, action and strategy-focused framework — Emel weighed the pros and cons of her online pedagogic approach, aiming to pinpoint the most effective solutions based on her student's performance for the upcoming coaching session.

By the end of the second coaching session, Emel had progressed towards her goal, engaging in reflective practice to pinpoint certain obstacles she believed were undermining her efficiency. Notably, she acknowledged personal challenges, such as her tendency towards perfectionism. Determined to mitigate overthinking and over-planning and to prevent feeling overwhelmed, she showed readiness for instructional coaching. I affirmed that the coaching tasks provided direction, offering a structured, step-by-step, fact-based action plan. Emel displayed openness to learning, as well as giving and receiving feedback. I expressed my gratitude and encouragement, highlighting that even productively immunized teachers might occasionally experience pessimism. I wrapped up the session by providing feedback based on her proactive approach to personal development.

The third coaching session was pivotal as it demonstrated how to apply the self-organization framework's "linking stage" dimension to bolster her online teaching practice and cultivate positive teaching self-efficacy through IC and reflective practice. Emel aimed to identify her weaknesses and strengths, enhance her instructional skills, devise problem-solving strategies, select appropriate teaching

materials for the online context, and refine her teaching methods. She understood the need to tackle each challenge with a strategy-focused, action-oriented approach.

However, I noticed she needed more time to be ready to confront various instructional challenges throughout the week. The third coaching session uncovered additional issues, hindering her from adopting a solution-oriented approach to her practice. Before focusing on her instructional skills, I delved deeper into her teaching context, employing thought-provoking questions to facilitate her reflection on her teaching methods.

Table 20. Instructional Inquiry of Challenges and Solutions

Challenges	Action plan
Insufficient PCK for online instruction	Develop and implement strategies tailored to the online environment
Students exhibiting short attention spans and varied learning paces	Adopt a student-centered approach, fostering independence and discouraging over-reliance on the teacher
Integration of skills proves to be challenging	Incorporate tasks that promote critical and authentic thinking
Limited communicative potential of the online platform	Implement strategies to better engage and support slow learners

I connected with Emel and her students, having experienced similar challenges in my online Italian classes. Over six months, I studied Italian online, observing various teaching methods employed by different instructors. My behavior as a beginner L3 learner mirrored her students' attitude in Emel's online classes; I remained silent, waiting for others to respond, regardless of the teacher's identity. However, when directly addressed, I provided correct answers, surprising the teachers with my unexpected participation. The exception to this pattern was pair-work activities, during which I actively participated and even cracked jokes in Italian. In a face-to-

face setting, I believe, I would have been more proactive in participating. On the flip side, I remained within my comfort zone in the online environment, experiencing a sense of satisfaction when I could provide the correct answer upon being directly addressed.

I shared this experience with Emel, prompting her to reflect on it from a student's perspective. She acknowledged the challenge of altering the reserved behaviors of specific students, particularly those from other classes. As Emel delved deeper, she contemplated creating a more comfortable learning environment as a potential solution to encourage participation. In her class of around ten students, two had remained silent since the term began, and two participated only sporadically. Emel expressed to her students how their lack of participation and turning off their cameras affected her motivation. This time, however, she chose to stay positive and attempted to engage them in written activities to assess their learning. She favored anonymous tasks and provided feedback via email, noting that this approach had helped engage some quieter students.

Additionally, she recognized from her experience that introverted students preferred to keep their identities private during quizzes. She typically provided individual feedback for these students. Therefore, she incorporated anonymous tasks to make these students feel comfortable and give them opportunities to speak up. She also planned to include them in familiar activities to encourage participation. She aimed to introduce new vocabulary and motivate students to use these words in both spoken and written contexts. Emel developed a practical strategy to keep all students engaged in the learning process. I suggested that she use mechanical tasks with students who needed more confidence speaking the target language to motivate them to participate more in class discussions and debates. I emphasized that creating

opportunities for students to talk among themselves in breakout rooms could facilitate authentic communication. Drawing from my experience in online Italian classes, I shared that if I had been able to discuss unclear concepts in my native language with peers, it would have significantly enhanced my performance as a foreign language learner. Like many students, I was too shy to ask questions in front of the whole class in her third language.

Emel also realized that students' attention spans were shorter in online settings. To maintain engagement, she incorporated various interactive tools like Kahoot, Mentimeter, Google Docs, and Google Jamboard. Emel aimed to create a more student-centered learning environment by minimizing teacher talk and avoiding spoon-feeding information to the students. She recalled a successful strategy from a previous face-to-face class where she assigned different tasks to different groups, encouraging peer-to-peer learning. Emel decided to apply a similar approach in the online setting, prompting students to create content-related questions independently and work in pairs, fostering autonomy and collaborative learning.

Emel identified three main challenges in online discussions. First, she noted that students with varying learning paces performed better individually and adjusted her teaching to accommodate them. Second, Emel observed that group leaders often dominated discussions and planned to address this in future lessons. Third, she believed incorporating group work earlier in the term would have been more effective, as students tended to feel fatigued by the sixth lesson. To address this, she intended to use practical online tools to allow time for relaxation in the sixth lesson. With these challenges and solutions in mind, Emel revised her weekly lesson plan and prepared to implement a new action plan.

By the third coaching session, Emel had entered the realignment stage of the self-organization framework, indicating she regained control over the situation. She made sense of the disturbances and learned to cope with them productively. Emel controlled her perfectionism, adopted a solution-oriented perspective, and developed new coping strategies through systematic reflection. She adapted to the goal-oriented coaching process, efficiently developing new strategies and actions. Content with the coaching process, she no longer felt victimized by the ERT context.

The unit focused on education, and Emel's task was to weave relative clauses into the lesson, encouraging students to describe people, ideas, places, times, and possessions using these clauses in context. As she planned her lessons, she pinpointed three main challenges. Firstly, blending grammar instruction with a reading activity appeared exceptionally challenging for the students. They needed to grasp the author's intent, apply various reading strategies, and then accurately use vocabulary and collocations in context. Secondly, Emel needed clarification about how to effectively modify her teaching methods and address these challenges. For example, the online platform was not conducive to a communicative approach. Thirdly, she needed clarification about how to foster participation in this setting. Other less significant challenges included student silence, reluctance, shyness, and short attention spans. Determined to overcome these hurdles, Emel implemented a new instructional strategy in the next lesson.

Session four was significant as it demonstrated Emel's effective implementation of new instructional strategies. I guided the instructional coaching process, and during this session, Emel began by offering a concise summary of the noteworthy challenges she had faced in a lesson earlier in the week. She shared her reflections and her task to identify the problems. Subsequently, she elaborated on

how she had managed the situation and expressed her surprise at the substantial increase in voluntary student participation by the end of the week.

The unit theme was “Education,” and Emel was keen to conduct a speaking activity comparing the education systems in Turkey and Finland. After addressing various challenges throughout the week, she no longer viewed changing class dynamics as an obstacle; instead, she sought innovative ways to boost student engagement through reflection-in-action.

Emel began by engaging with the more reluctant students, using encouraging words. Opting for a gentler approach, she introduced a straightforward task to put students at ease, deviating from her usual practice of initiating live discussions. Emel utilized a Jam-board activity, allowing students to discuss their opinions in their native language. Recognizing the distinct dynamics of online peer learning compared to traditional classes, she gave students additional time for pair work. This approach, she noticed, positively influenced students, primarily when they used their native language. She also believed that giving them extra time to take notes would enhance their ability to respond. Emel chose not to pressure students to speak out loud, instead letting them reply via instant messaging.

Emel also altered the group work format. Rather than directing all students to discuss a single topic, she allowed each student to choose their topic for brainstorming. This method proved engaging, with students actively participating throughout the lesson. Using PowerPoint presentations as the basis for class discussions— a format students were already comfortable with—significantly increased class participation. By the end of the session, Emel felt a newfound sense of efficacy and competence in managing challenges. She had transformed her pedagogical approach; she adopted a student-centered stance and prioritized what

was best for the student's online learning experience, encouraging them to respond voluntarily to her questions.

I have observed that different activities initiated different influences. I know that most of my students prefer working individually now. Knowing what to do and the conditions I teach, I feel more relaxed.

As Emel gained more experience and heightened her awareness of challenges, she improved the class dynamics despite some previously mentioned drawbacks.

Following the feedback and follow-up session, the researcher provided her with oral and written feedback. She believed that her openness to change played a crucial role in her professional development. Emel demonstrated flexibility and practicality in adapting a familiar format to foster participation and discussion. She tackled challenges head-on, adopting a fresh perspective to overcome difficulties and reworking her lesson plans as needed. Within three weeks, Emel enhanced her online teaching performance in the linking stage of the self-organization framework.

However, she still needed to build a stronger rapport with her students to cultivate a sense of self-efficacy. Hence, I recommended the GROW model to facilitate her reflection on online affectivity and class dynamics, helping her plan her lessons for the upcoming week (see Appendix G). My ultimate goal was to help Emel develop a positive outlook.

Session five was pivotal as Emel had achieved instructional efficacy, she was focused on establishing rapport with her students despite online challenges such as camera issues, connection problems, and some students needing microphones. My role was to assist Emel in deepening her connection with her students through critical inquiry and active interaction.

The session began with Emel sharing her feedback. She highlighted the positive impact of her new instructional strategies on class dynamics and

acknowledged her role in maintaining student interest throughout the week. Emel was visibly content and motivated. She shared how the GROW model had aided her development, subsequently providing an overview of her week and the current state of her online teaching.

The unit under discussion was “Business.” Emel planned to assess the effectiveness of various new strategies and actions. Aware that coercing students into participation was futile, she had learned that different activities elicited varied levels of engagement. Considering my advice, she incorporated various purposeful activities catering to diverse learning styles. She prepared a list of potential challenges and formulated an action plan.

Allowing students to select their group members and topics from a list of their favorite headlines, Emel noticed increased participation across all groups when she allocated more time to the activity. Even the usually quiet students became active participants in the online setting, given sufficient time and engaging activities.

Previously, Emel tended to mark latecomers as absent. However, she chose a different approach throughout the week, dedicating the first ten minutes of class to rapport-building in the student's mother tongue and waiting for all students to arrive before commencing the lesson. Emel realized the importance of being the first to initiate interaction, no longer viewing communication time as wasted but rather as an investment. She began considering ways to encourage her students further and foster a sense of achievement.

Over the week, Emel aimed to improve her rapport with the students by seeking to understand their perspectives on online education. She discovered that they, too, were struggling to adapt to the new system. Emel recalled instances where students exploited connection issues as an excuse to shirk online tasks despite having

synchronous and asynchronous class meetings. She found that fostering a positive atmosphere and allowing students to choose their groups and topics increased their willingness to participate. Even the quieter students became more animated, engaging in discussions on topics of interest in their mother tongue. Emel realized the power of empathy and compassion, noting a positive shift in student interaction and participation throughout the day when she treated them kindly.

Emel also worked to maintain a low-stress environment, adjusting her expectations of the students and slowing the pace of her lessons. In the final class of the day, she took time to relax and enjoy her coffee. I observed a notable improvement in her attitude towards her students and online teaching and commended Emel for her resilience and for demonstrating the characteristics of a resilient teacher.

Emel achieved her goal of actively and voluntarily engaging her students by systematically organizing online class procedures to benefit herself and her students, solving a problem she once deemed "unsolvable." Her enjoyment of the lessons, matched by her students, was evident. As her enthusiasm grew, so did the quality of her teaching.

The final coaching session of the study, centered on online affectivity, proved significant. Emel's online behavior, emotions, motivation, and instructional effectiveness improved as she changed her attitude and mindset through engagement with the coaching models and critical reflection. Her empathetic approach towards her students led her to value them more, fostering a positive affectivity crucial for achieving her goal of active and voluntary student participation. This commitment positively influenced her students' motivation and attitude, making this session vital

for the realignment stage of her self-organization framework, where she could productively implement new strategies.

Summary

The first phase of the coaching procedures revealed that Emel was grappling with the complexities and disruptions posed by ERT at the outset of our interaction. She was thrust into a chaotic ERT scenario, seeking guidance to structure her online teaching and adopt varied perspectives. Although she had engaged in INSET in an attempt to shield herself from the chaos and ambiguity and had developed some coping strategies, she still struggled with low self-confidence, motivation, self-efficacy, and resilience, uncertain about how to rejuvenate these faltering aspects of her TI.

Despite these challenges, Emel demonstrated her capacity to overcome obstacles that exceeded her prior experience. Upon learning about the format of the current study and expressing particular interest in crucial terms like TI, coaching, and professional development, she opted to enhance her professional practice and revitalize the maladaptive components of her immunity.

Emel took proactive steps to recalibrate her sense of efficacy. She altered her self-critical perspective, shifted her focus toward cultivating her coping mechanisms, abandoned her tendencies to over-plan and ruminate excessively, and tailored her lesson and task planning to better align with her students' needs and expectations. As a result, she forged and sustained a stronger rapport with her students, feeling more empowered in her role. The coaching procedures emerged as practical tools for professional development in these uncertain times.

Regarding TI, Emel's perception of her resilience strengthened, buoyed by increased motivation to teach and positive feedback from students, including those

who had previously been less engaged. Despite her initial lack of TPACK, Emel succeeded in adjusting her teaching methods to suit the online environment, adopting a more empathetic stance toward her students. Within five weeks, she achieved her goal of fostering active and voluntary student participation, and the feelings of burnout that had once plagued her dissipated.

Before moving forward, the I conducted a follow-up interview with Emel as a part of the member check procedures. Below is a summarized account of her reflections and overall feedback, shared a week after our fifth session:

It has been a pleasure meeting you and working with you. To be honest, I was expecting more guidance from you. On the contrary, you encouraged me to find some problem areas and solutions independently. It has been more effective since you encouraged me to reflect upon my teaching and classes. I think you are a competent coach. You are also experienced both as a teacher and a learner. You have helped me to see outside the box. It has been fruitful. The coaching process was beneficial, and the tasks were to the point. They helped me realize what my needs and challenges were. The feedback was very effective. As a teacher and a human being, I used to be an over-thinker which was very exhaustive. Being an idealistic teacher and a perfectionist makes me feel overwhelmed. I tried to prevent my overthinking and overplanning. I am pleased with what I am doing as a teacher now. I am relaxed. I am not pushing my students. Cameras are no longer disturbing me. I am not a control freak anymore. In this process, I tried to understand various factors affecting the flow of my lessons. I have learned to develop alternative strategies, think about different activities and methods, and not push my students so much. I started doing reflections more often. I wrote down some details about my lessons to observe what had worked and what had not. I reflected on how I could do my job better. I did not spend much time on it before. I have tried to see the student's perspective. I once again realized that I wanted to see my students as unique, knowing they have different strengths and weaknesses. They learn at different paces. I had to find a way to appeal to each student. Some students want to avoid doing interactive activities. Others are shy, and they work more slowly. As a teacher, I must choose the right task and content. How much they get depends on them. I have realized that there are other ways of assessing their learning with different tasks and activities. I let my students think about each activity more. I have arrived at a point where there are several things that I cannot change, however. I am learning to be content with what I already have.

As a teacher, I enjoy my teaching more now, because I do not see it as a battle anymore. That is a plus. I reflected upon my teaching much more effectively since the beginning of the coaching process. Before, I used to feel sad all the time. I told my students that I feel lonely when you do not speak or do not respond. I remember preparing beautiful activities, but still, they were

not responding. I wanted them to volunteer to speak. However, they did not. Now, I think they do not necessarily have to speak all the time to prove that they are learning.

In the ERT context, Emel's participation in this study brought about its uncertainties. Opening up to a professional she had never met before was daunting. However, she bravely took on the challenge, fueled by her previous involvement in professional activities aimed at bolstering her resilience. This proactive approach helped her avoid burnout amidst personal and professional challenges. From the second session onward, my goal was to guide her toward adaptive self-organization, helping her reshape the maladaptive aspects of her TI through professional development. Reaching her goal left Emel satisfied, motivated, and as efficient as she would be in a physical classroom.

Emel struck me as an instructor incessantly searching for ways to better manage herself and her students. She swiftly adapted to the goal-oriented coaching process, embracing new strategies and actions in a short period. By the end of the five-week professional development period, she reported a renewed sense of teaching efficiency, almost parallel to the face-to-face context. The coaching, particularly the IC and RC procedures, significantly cultivated a positive outlook toward her teaching practice and students.

She found solace in the coaching procedures, no longer feeling victimized by the ERT context and viewing her students' online attitudes as reluctant. I applauded Emel, affectionately dubbing her “the atomic,” for her unwavering dedication, acknowledging the challenge in determining her long-term stability within the given time frame.

In conclusion, the initial part of the study showcased how systematic organization of pedagogy and reflective processes ameliorated Emel's online

teaching practice and her emotional state while teaching online. It also highlighted that an instructor's immunity extends beyond pedagogy, intertwining academic and personal aspects of professional development, which were crucial for her perseverance during ERT. To further explore and enhance her emotional competence, I emailed her tasks on Teacher Presence and Teacher Immunity for preliminary brainstorming.

4.3 Phase two. Rebooting maladaptive attitude

This segment, spanning three weeks of coaching intervals, was devoted to enhancing online teacher presence and developing emotional competence. The primary objective was to bolster Emel's emotional well-being, positively influencing her self-perception and reflection as an online instructor while identifying potential barriers to achieving her desired online instructor presence during crises.

Setting a clear primary goal, Emel worked on developing her emotional competence as part of her professional growth, staying mindful to keep her perfectionistic tendencies at bay to preserve her psychological well-being and happiness. Through tasks like the Emotional Awareness Task, I delved into Emel's emotions during ERT, strategizing on modulating their intensity for productive immunity. She introduced the Mindfulness Task and recommended the switch technique for transitioning between negative and positive emotions. The Personality Profile Task provided a comprehensive view of Emel's self-perception before and after coaching, highlighting shifts in her attitude and motivation. The Teacher Immunity Wheel Task Version B further illuminated her self-perception across various dimensions of TI.

This first coaching session addressed Emel's perfectionism to enhance her self-perception. Having previously worked on her online affectivity and efficiency, Emel was optimistic, recognizing the power of positivity in student interaction. She expressed contentment with the professional dimensions of her immunity, showing no signs of burnout and exhibiting adaptive coping behaviors. However, Emel's perfectionistic attitude challenged her perception of online presence, necessitating specific strategies to balance her high expectations and maintain motivation. Aiming to achieve "giving and receiving joy without being a bore," Emel openly shared her internal conflicts, seeking further support. The Immunity Wheel task Version B highlighted her adaptability. However, it was clear that her perfectionism hindered her ability to find joy in teaching, set unrealistically high standards for herself and her students, and drained her energy to the point of feeling like a boring instructor. The solution was to modulate her expectations to foster a more fulfilling online teaching environment.

My perfectionism is leading me to disappointment. I begin each task expecting a good learning outcome. I also expect too much from myself as an instructor trying to fill in every moment efficiently. What I expect is not realistic, even in an ideal context. There are many variables both in context and in my students' lives. I cannot control everything. I have realized that I should not concentrate on factors that I cannot control. If I can keep my expectations reasonable, I will be more satisfied with my life and career.

She believed she could alleviate her perfectionism by moderating her expectations of her students, which, in turn, she anticipated, would enhance her satisfaction with her online presence and make her students feel more at ease. She hoped this would bolster her motivation and eliminate her self-perception as a "boring" instructor. Emel recognized that striving to create an ideal online atmosphere was an unrealistic expectation.

Reflecting on her self-perception before and after the pandemic, Emel acknowledged a stark contrast. Previously, she saw herself as a friendly instructor, engaging in games, enjoying fun classroom activities, and interacting with students during breaks. However, her current perception of her online presence was less optimistic, prompting her to seek professional help to regain her ability to give and receive joy in her teaching role.

To aid in this endeavor, I provided Emel with the Emotional Awareness Task (see Appendix I), encouraging her to introspect on her emotions and acknowledge significant past experiences related to her perfectionism, extending beyond the ERT context. Additionally, I sent her a feedback form regarding the current coaching session.

In the subsequent coaching session, the primary goals were to enhance Emel's awareness of her perfectionism, which extended to her personal and professional life, and to support her in developing strategies to overcome this perfectionistic mindset. Emel shared insights from her reflections over the week and her completion of the Emotional Awareness Task prior to the next meeting. She identified instances of her perfectionistic attitude and recognized associated negative self-talk, particularly when her expectations were not met. This realization underscored her self-doubt during moments of uncertainty and challenge, contributing to a loss of self-confidence.

Emel admitted that overcoming her ingrained perfectionism, a trait embedded since childhood, would be a formidable challenge. She cited examples from her online teaching, expressing frustration when students did not live up to her expectations and feeling unrewarded for her time and effort. She desired to overcome her perfectionism, aspiring for calm and tranquility.

Emel's readiness to embrace coaching-based problem-solving strategies was evident when she expressed her proactive stance: "I do not want to wait for sparkles to appear on their own, all of a sudden."

Considering this, I suggested the following exercises, hypothesizing that mindfulness practice could potentially mitigate her feelings of fatigue, stress, and anxiety by enhancing emotional awareness and regulation:

Whenever you feel any expectation for perfection in your everyday life, for instance: in the family context, interacting with your students or shopping, or even when reflecting on/in/for action, observe your emotions and how you feel. Do you sense any emotional pressure? If yes, look for an answer. In which part of your body do you feel the emotional impact? Concentrate on the emotion and search for a past incident in which you had felt the same way for the first time. Decide whether the emotion links to your perception of perfectionism. When you examine the background of your attitude, you might find some patterns resembling your present expectations. Once you gain awareness, it is likely simpler to notice and avoid any unnecessary perfectionistic expectations next time.

I assigned Emel an open-ended Mindfulness Task to divert her focus from her habitual and burdensome perfectionistic thought patterns. I introduced the switch technique as a potential strategy, suggesting that Emel could use this method to redirect her attention from perfectionistic thoughts to something unrelated, such as whistling or concentrating on a different subject. I encouraged her to embrace the mindfulness practice, urging her to experience and share joy, just as Emel aspired to do with her students. If she could extend the exact expectations and understanding she held for her students to herself, she might achieve a richer level of understanding and fulfillment. Consequently, I motivated her to step out of her comfort zone through this task.

To conclude the session, I shared my observations, aiming to highlight that she had solely focused on the negative facets of her perfectionistic attitude up until this point. I suggested that she might be overlooking how this trait had also played a

role in her accomplishments. Her openness to professional development was partly a result of her perfectionistic nature. Indeed, she navigated through certain maladaptive aspects of TI at the onset of the ERT period, utilizing her perfectionistic attitude. I also pointed out that her responsible approach since the commencement of the study was a testament to her perfectionism. She had earnestly engaged with all tasks and activities, executing all procedures diligently, ultimately achieving her teaching efficiency and productivity goal.

You have been doing your best since the beginning of the study. Thank you for doing such a good job evaluating yourself, the students, and the ERT context. I know that repetitive retrieval of information from memory takes work. You have worked hard during the last seven weeks. I want you to enjoy the process now, instead of feeling exhausted or worried. Remember to give yourself joy so you can receive joy in return. Next time, approach the mindfulness task as if you are doing gymnastics.

Emel showed her agreement with a smile, indicating she had begun to find enjoyment in the process. She had gained awareness of her perfectionism's productive aspects, having dissected its maladaptive sides. Her perfectionistic attitude was the trigger, propelling her out of her motivational comfort zone and marking a significant phase in her journey. Through coaching tools, she brainstormed strategies to sidestep this trigger, leading her into the linking stage. Here, the switch technique became a fitting choice, facilitating the development of specific coping mechanisms. This enabled Emel to navigate the disruptions caused by her perfectionism, learning to manage and control it effectively.

Engaging in the realignment stage of the self-organization framework, Emel cultivated a balanced awareness of her strengths and weaknesses. She was ready to recalibrate her self-perception, forge resilience against adversity, and initiate a positive transformation.

I sent her the session's task, complemented by my feedback, highlighting the session's pivotal moments. Additionally, I emailed her the Teacher Presence Task (see Appendix H) and the Personality Profile Task (see Appendix K) to be completed before the concluding session.

The final session was pivotal in fostering Emel's sense of self-efficacy. She aimed to shed her perfectionistic tendencies, aspiring for a more harmonious self-perception. Her expectations played a critical role in shaping her feelings and behaviors. Before and after the coaching sessions, the contrast in her self-perception would illuminate her progress, indicating whether she had attained the stabilization stage in the self-organization framework—a marker of transformative TI through professional development.

Emel shared her reflections:

I realized that the source of my perfectionistic attitude goes back to my childhood. It is present in the kind of roles I had in my family, which were demanding. Being aware of this fact was the initial step for me. Your contribution is undeniable. I have realized in what phases of my life my perfectionistic attitude has made it difficult.

She confessed to introspection, questioning the roots of her belief in absolute perfection. She realized that her version of perfection might not align with others, acknowledging the subjectivity of perception.

I am trying to cope with it by considering new strategies. For instance, whenever I want everything to be perfect or think why things are not exactly as I want them to be, I think of a new word. I recently came up with and liked, 'Flawsome.' 'Flaw,' as you know, means defect. 'Some' stems from the word 'awesome.' Flawsome means something/someone is terrific with its imperfections. I think that accepting imperfection as it is might simplify the process. Individuals would go with the flow without making their lives difficult, then. Nobody is perfect and could be perfect—neither me nor my students.

Listening to her, I realized Emel had reached what a professional coach would term the “A-Ha! Moment.” Emel had navigated through the ups and downs of her

perfectionistic tendencies, arriving at a point where she no longer saw it as a hindrance. She expressed pride in her journey, and I concurred.

On the topic of the Mindfulness Task, Emel embraced a light-hearted attitude whenever her perfectionism surfaced during the week. She focused on being “flawsome”—flawed yet awesome—approaching the task playfully. When perfectionistic thoughts crept in, whether, during shopping or a family gathering, she tuned into her immediate emotions and bodily responses; embracing this new coping mechanism, she found relief and even laughter in her “flawsome” attitude.

I observed a notable shift in Emel's attitude, as she now exhibited an emotion-focused coping style and a solution-oriented strategy—hallmarks of productive TI.

I introduced a visualization task centered on her future presence in the classroom and utilized the Personality Profile Task to discern any significant shifts in her self-perception post-study. I guided her through a short Visualization Task to gauge her position in the stabilization stage of the self-organization framework. Two years later, she envisioned herself in the teaching arena, scrutinizing her facial expressions, emotions, and the students' reactions to her transformed presence. She depicted her renewed presence, outlining the notable changes she observed.

I think I am not far from the person I want to be. Of course, it is hard to imagine myself teaching face-to-face in the classroom again. It will be almost 2.5 years in September. However, while doing that work with my eyes closed, I felt very comfortable. So, I am leaning my back. Did you notice? I sat with my back straight. I usually sit forward while talking as if I will miss something. It was not like that this time. I felt my body muscles relax.

Emel portrayed herself as a self-assured individual, having successfully navigated external and internal stressors that had troubled her for the past two years. Her enhanced attitude transformed her self-perception as she developed a new experiential layer that promised to influence her future responses to challenges. Emel had attained the stabilization stage, having garnered valuable experience through her

professional development journey. Due to study limits, a long-term follow-up was not realized.

I referred to the Personality Profile Task to validate these outcomes and gain further insight into her self-perception changes. I prompted Emel to reflect on her current state compared to her previous self, encouraging her to delineate the changes and developments throughout the coaching process.

A month ago, I was always trying to do my best and could not get enough student responses. I am preparing such beautiful material, and I am trying new techniques. I create new ideas. Why don't I get anything in return? I am doing this well. Why don't they talk? I was in this fight. Now I am more relieved. I realized that I should not push everything too hard; if I enjoyed it, my students would enjoy that lesson too. Within the flow, I realized that sometimes I could change the lesson instantly in an improvised way. I learned I could skip something I needed to do and do something completely different or just chat. I think coaching has been a good trip for me. Emotionally, I feel complete and whole as a teacher and individual. I will achieve good results by working less as a teacher and trying less. I will not be planning too much.

As Emel delved into factors that hindered her from achieving her desired presence, she gained clarity on her strengths and areas of improvement concerning the TI constituents. I noted a significant shift in her demeanor; she no longer seemed to be in a constant state of struggle.

Emel's reflections and my observations as a professional coach showed that the coaching tasks played a crucial role in fostering strategy-based and action-oriented solutions, proving to be highly beneficial.

Table 21. Emel's Professional Development Outcomes

Tasks	Action plan
Immunity Wheel (A)	Achieved the objective of fostering voluntary student participation.
Immunity Wheel (B)	Succeeded in giving and receiving joy in teaching and learning.
Teacher presence	Transitioned from being strictly perfectionistic to a more balanced teaching approach.
Emotional awareness	Gained awareness of her emotions, leading to acceptance and peace with imperfections.
Personality profile	Embraced her “flawsome” nature, accepting herself as wonderfully imperfect.

These tasks facilitated positive change and helped reboot certain maladaptive aspects of her immunity, such as her dwindling motivation, low self-efficacy, and critical attitude. By the end of the second part, she had transformed her sadness into joy, showcasing a productively immune teacher persona. Challenges were no longer seen as burdensome; instead, she embraced her flaws, transforming them into “flawsome” attributes.

Summary

Emel actively engaged in the coaching process, sharing her experiences with ERT and contributing significantly to the study. Her professional development journey, within the confines of this study, allowed her to identify her strengths and weaknesses regarding her approach and TI, as illustrated in Table 22.

Table 22. Emel's Pre/Post-Coaching Immunity States

Dimension	Pre-Coaching	Post-Coaching
Openness	1	1
Attitude	2	2
Motivation	3	1
Coping	3	1
Affectivity	3	1
Efficiency	3	2
Burnout	2	1
Emotions	2	0
Efficacy	2	1
Resilience	2	1

1 = productively adaptive, 2 = maladaptive, 3 = partially adaptive.

The coaching led her to transform from a maladaptive or partially adaptive state of immunity to a more productive one. Aiming to increase class participation and enhance her self-efficacy, Emel achieved her objectives by adopting various coping strategies. She fortified her self-perception by engaging in the four stages of the self-organization framework. By the close of the eight weeks, she had shed her overly perfectionist and dull image, gaining self-confidence and embracing her “flawsome” nature while relinquishing self-blaming tendencies such as perceiving herself boring. This newfound positive self-image resulted from heightened awareness and a transformation in her emotional state, positively influencing her feelings and performance.

Both components of the coaching process significantly contributed to her professional and personal growth, manifesting in motivational and instructional gains and a shift in attitude. Her perception of her teaching abilities evolved from inefficiency to efficiency throughout the study. Nevertheless, it is crucial to acknowledge the potential for the observer's bias, mainly, since the personalized

attention from a coach could have positively influenced Emel, who initially felt lost and powerless. Objectivity could only be maintained if the tasks were closely aligned with her teacher profile, encompassing her needs, expectations, strengths, weaknesses, and emotional state. The coaching procedures supported her personal development as well.

In this respect, data analysis was grounded in reported facts, utilizing the self-organizational framework as a foundation for a structured examination of professional development over two months. Despite the inherent subjectivity of self-reports, the member-check process aided in maintaining a fact-oriented perspective throughout IC and RC procedures. Moreover, my role as a coach was facilitative rather than instructive or controlling. Emel did not experience the pressure often associated with being observed or evaluated, a common scenario in classroom observations. The mutual trust established between Emel and me played a pivotal role in ensuring the authenticity of the coaching process.

CHAPTER 5

CASE ELA

5.1 Biographical sketch

Ela, a 56-year-old instructor, taught integrated skills at the Preparatory School of a State University in Izmir. Holding a Bachelor of Arts degree in foreign language education, she initially worked in a bank for two years post-graduation. From 1992, Ela taught English at the Preparatory School, served as a reading coordinator, and was a member of the consultancy committee. In early April 2022, a Zoom meeting revealed her recent role in the Testing Office and her recent recovery from Covid-19. Though she appeared healthy, the pandemic impacted her mood. The confines of home for two years and reduced interaction with colleagues stressed her, leading to a longing for campus life, reminiscent of her time heading the Drama Club and orchestrating a Grease musical.

A pivotal moment occurred during a workshop on teacher well-being, highlighting her vulnerability during the pandemic. This prompted her participation in the present study, seeking professional growth through coaching. Ela viewed this phase as "healing," believing that teacher Immunity-based coaching would boost her professional development and well-being.

5.2 Phase one. Teaching efficiency

The initial five weeks of the study focused on enhancing teaching efficiency through instructional and reflective coaching, aiming to boost participants' self-efficacy perceptions. Before these sessions, a semi-structured interview helped gauge

participants' experiences with Emergency Remote Teaching (ERT). Despite a strong background, Ela found ERT challenging.

Table 23. Ela's Professional Background

Category	Description
University Degree	BA in English Language Teaching (ELT)
Teaching Experience	Preparatory School Instructor, 30 years
Work Experience	- Bank Employee, 2 years - Coordinator in the Testing Unit - Participant in various EFL webinars and seminars - Participant in EFL Webinars and Seminars
Job Satisfaction	Competent and Happy

Ela expressed deep disappointment in online teaching, attributing her motivational decline during ERT to challenges such as a poor student profile and negative student behavior and attitudes.

5.2.1 Experiences during emergency remote teaching before the study

Ela struggled with the lack of one-to-one student interaction, contrasting the online environment unfavorably with her previously communicative and interactive classroom sessions. She felt a diminished sense of instructor presence. She believed her colleagues might now see her as merely enduring the pandemic's challenges, a significant shift from her pre-pandemic, highly motivated image. Online instruction created a barrier between her and her students, leaving her isolated and helpless. Despite her experience and support through INSET and her department, she found the ERT circumstances overwhelming.

Table 24. Ela’s Experience with ERT Before the Study

Aspect	Description
Biological Immunity	Recovered from COVID-19
Emotional State	Experiencing anxiety, stress, boredom, loneliness, exhaustion, and burnout
Job Satisfaction	Dissatisfied due to lack of efficiency, missing interpersonal contact, poor online PCK, and disappointment
Self-Perception	Feeling demotivated, helpless, and unproductive
Student Issues	Poor L2 background, no participation, cameras off, no motivation, and a poor attitude
Coursebook	Difficult to follow and inefficient for collaboration
The workload	Extremely demanding with six consecutive hours of teaching

Ela grappled with the constraints of the ERT environment, facing issues such as the inability to ensure students had their cameras on, struggling to capture their full attention, and finding it challenging to adapt traditional teaching methods, strategies, and actions to the new context. Additionally, she found the six-hour teaching sessions with the same class exhausting.

Ela taught integrated skills to 11 registered students—six females and three males—most of whom regularly attended. Dissatisfied with their performance, she attributed their lack of participation to the online format and was demotivated by their reluctance to turn on cameras. Ela resigned herself to this situation, pessimistically viewing student attitudes and behaviors as unchangeable. She also criticized the ease of advancing levels within the ERT context, resulting in students struggling with the course book. Additionally, her lack of TPACK hindered her ability to maintain student participation and motivation as she attempted to adapt traditional strategies to the online environment. Despite her enthusiasm for engaging

with her students, the reality of teaching meant addressing a camera without the benefit of eye contact, as students often kept their cameras turned off.

I do not understand this camera issue. If I insist, students turn their cameras on for a while and turn them off again. My mood turns on and off with their cameras.

Ela experienced feelings of loneliness and demotivation, believing she could not deliver her full potential in her classes. She found her lessons monotonous, particularly disliking the dullness of teaching grammar through mere rule dictation. She had a strong aversion to online teaching, viewing it as an unproductive mode of instruction.

I feel burned out entirely! I began at 8:00 A.M. and finished at 14:00. My mood was terrible. Just imagine they see the same person and study the same topic for six hours! And this happens every week, twice! I remember having the same problem in the classroom. It was also dull and tiring. Seeing the same person for six hours can never be fun, but it was not that bad then. We could see each other and do different activities. We could play games and make jokes. However, teaching online is horrible! I am the only one who has the camera on. I do not know what they are doing at that moment. I do not know whether I am reaching out to them. If we were in the classroom, they would have participated much more. It will all be peaches and cream, then. After several disappointments, I learned I should not expect much from online education. When I go back to face-to-face, I will remember my disappointments.

The interviews revealed that before the pandemic, Ela was highly motivated and enthusiastic. However, two years of ERT left her on the brink of burnout, doubting herself and online education's efficacy.

Ela previously encountered fewer instances of burnout, even with bureaucratic demands and exam responsibilities. Extrinsic motivation sustained her productivity before ERT. However, her TI waned during ERT due to demotivation, students' poor performance, and exhaustion, alongside a lack of TPACK. Despite these challenges, her openness to change and interest in professional development persisted. A recent TESOL conference sparked her interest in this study, although

she doubted her ability to improve the situation. She showed a willingness to engage in reflective coaching tasks preparing to reflect on the Practice Model in the upcoming Zoom session, aiming to scrutinize her responsibility in professional development.

The coaching sessions centered on guided reflective practices, aiming to develop instructional and online management skills for efficiency within the ERT context and to foster self-efficacy. The participants were empowered through strategy-based, action-oriented tasks and procedures, engaging in RC for personal development and IC to enhance online teacher efficiency.

5.2.2 Evaluation of different life segments during emergency remote teaching

The initial session focused on helping Ela reassess her perceptions of various life aspects during the pandemic. The goal was to identify strengths and weaknesses in her life, informing her professional development goals. Lasting 40 minutes, the Teacher Immunity Wheel Task Version A facilitated the exploration of life segments requiring improvement. Ela's scores for different life segments, reflecting her unique experience, indicated a 64% overall immunity, showcasing her resilience during the pandemic (see Table 25).

Table 25. Ela’s Life Segment Self-Assessment

Life Segment	Ela	
	Percentage	Average*
Health	80%	64%
Family	65%	
Finance	90%	
Career	100%	
Students	30%	
School	40%	
Colleagues	60%	

*Average represents overall immunity

Critical elements of TI, including resilience, motivation, attitude, online affectivity, and burnout, required close examination after the first session. Ela exhibited a judgmental attitude towards students, acknowledged a loss of internal motivation, and reported a near absence of extrinsic motivation.

Positively, Ela expressed satisfaction with her financial stability, physical health, and available opportunities for professional development. She appreciated the flexibility her role as a language instructor provided, allowing time for personal interests such as sports and playing musical instruments like the guitar and piano. Nevertheless, challenges arose from her school and family contexts, adversely affecting her mood. The situation worsened after the October 2020 earthquake in Izmir, which damaged the Preparatory School building, heightening her vulnerability and pushing her towards burnout in the absence of usual external motivation from students.

Ela rated the “student” segment of the Teacher Immunity Wheel Task Version A, shallow at 30% satisfaction, pinpointing her primary professional stressor as her students. Coupled with a 40% satisfaction rating for the “Prep School” segment, it became evident that her career-related TI was compromised. Since external stressors like the state of the Preparatory School Building and the nature of

online instruction were beyond control, it was apparent that Ela required professional support tailored to address issues related to her students. She felt helpless when questioned on potential improvements, stating nothing could be done. She chose to disregard her and her students' emotional states as a coping mechanism, focusing solely on accomplishing her teaching tasks during ERT.

I focus on what I do and mostly ignore how my students and I feel. I carry on teaching and try some jokes and games such as Kahoot! Occasionally, I suggest a topic to speak about and send students to chat rooms, and I monitor them. They seem to be more motivated, then.

Ela aimed to increase her teaching efficiency by 20% by the end of the Spring Term. While this target appeared modest, she believed that transitioning back to in-person instruction in September 2022 would likely enhance her job satisfaction to 80%. This response showcased her pessimistic outlook toward professional growth within the ERT framework, rooted in the belief that no substantial improvements could be achieved in this context.

My role as a reflective coach, maintaining objectivity was crucial. I refrained from casting judgments or expressing skepticism about her potential to meet her goals. Instead, I believed the coaching models and tasks would offer meaningful support, provided she engaged actively.

To counteract the prevailing demotivators affecting her online teaching and student interactions, my goal as her coach was to introduce strategies fostering positive change. The intent was to elevate her satisfaction level from the current 30% mark. Accordingly, I structured the coaching sessions to nurture encouragement and boost her confidence. I aimed for tangible progress, enabling Ela to modify the less adaptive aspects of her professional immunity. This adaptive approach will be outlined in Table 26.

Table 26. Ela's Maladaptive Aspects

Maladaptive aspects	Cause of maladaptation
No motivation	Lack of student participation
Inefficacy	
Inefficiency	
Burnout	

The oral and written feedback mechanisms were crucial for keeping Ela engaged and aware of her progress throughout the coaching sessions. Following the conclusion of the Zoom meeting, I promptly provided her with written feedback, echoing her statements and reflections, to enhance her self-awareness concerning her overall resilience and immunity in light of the pandemic's challenges.

As a researcher, my interest centered on gauging the impact of the coaching sessions and tasks and whether these would be sufficient to ignite a spark of motivation in Ela, prompting her to adjust her routine practices.

5.2.3 Instructional experience in the first phase of the study

In the second coaching session, my primary aim was to delve into the context-specific issues contributing to Ela's sense of hopelessness, as reflected in her belief that nothing could enhance student participation. The investigation covered potential demotivators relating to her students, her skills in TPACK, the integrated skills course, and the digital application of the coursebook. Examining teacher motivation and demotivators becomes crucial when instructional knowledge is lacking, particularly during a pandemic.

Ela pinpointed a critical issue related to her students, establishing it as the primary target goal for the coaching sessions. The objective was to diminish the influence of demotivators or enhance the impact of motivators, aiming to transform

her core belief that improvement was unattainable. Together with me, she explored various demotivators to unearth the root causes behind her helplessness, working towards instituting positive change.

Her congested schedule emerged as a significant demotivator for her and her students. Managing her timetable and maintaining student engagement during classes posed constant challenges. For instance, only three students were present during our session in the sixth hour, signaling a lack of interest. Ela also expressed her workload frustrations, citing 12 weekly teaching hours (540 minutes). Despite these challenges, she aspired to foster active student participation in online classes.

Ela's goal, within the confines of the study, was to stimulate her students' interest in both her lessons and learning English. The realization of this goal depended on her commitment to a systematic, strategy-based action plan.

In summary, the obstacles impeding her progress included her lack of TPACK, demotivation, the students' poor proficiency in English, apathy, a packed schedule, and exhaustion from teaching for six consecutive hours. To overcome these, Ela needed to devise an action plan to enhance student participation and motivation. I encouraged her to critically evaluate her lesson plans and objectives for her extended hours of online instruction. Additionally, I assigned her a reflective task based on the Practice Model (see Appendix G) and provided immediate written feedback to guide her in strategizing and planning her actions.

The third session concentrated on uncovering the motivational barriers hindering Ela from achieving her objectives. The problem identification task revealed two significant challenges to her TI: (a) a lack of external motivation, leading to feelings of despair, and (b) a deficiency in intrinsic motivation, resulting in burnout. Hence, the discussion pivoted to strategies for rejuvenating student interest,

and we examined motivational factors affecting both Ela and her students, using her commentary on novel strategies and actions as a reference. Despite her low expectations of student-initiated motivation, Ela recognized the need for a change in her teaching approach. Her solution, however, was limited to the desire for mandatory camera usage during online sessions, reflecting her need for enhanced skills in student engagement.

She also linked her effectiveness as a teacher to a reduced daily workload, pointing to a need for improved efficiency in online class management. When probed about potential solutions, Ela considered discussing workload reduction with the administration, indicating a preference for maintaining her current teaching approach. This response underscored her lack of belief in her ability to attain her goal without external intervention.

Ela's situation necessitated a deeper understanding of extrinsic and intrinsic factors impeding her instructional efficacy and online efficiency. Acknowledging and addressing these factors was pivotal for her professional development and growth.

Table 27. Instructional Inquiry of Challenges and Solutions

Challenges	Action plan
Daily workload	Inform administrators, allot personal downtime, revise lesson plans, and adapt coursebook materials
Disinterested students	Prepare enjoyable activities, establish rapport, clarify expectations, understand student needs, and do not mandate camera use
Students with Poor L2 Background	Alter teaching methods, encourage student creativity, intermittently use the mother tongue, utilize visuals, and adjust language complexity

Adjusting lessons to individual student levels helps motivate those displaying low interest on camera. Encouraging critical thinking and enjoyment through diverse online tasks beyond quizzes like Kahoot and setting clear expectations for student behavior, such as turning cameras on, proves beneficial.

In introducing the GROW model, Ela encountered a new perspective for tackling motivational issues. The model breaks down into Goals, Reality, Obstacles or Opportunities, and Will or Way Forward, guiding her through a reflective process to identify hurdles and formulate strategies for increased student participation. Sharing a personal experience as an L3 student in an Italian course, choosing comfort over camera use, and preference for instructors accommodating this choice provided Ela with insight and alternatives for her teaching approach.

The fourth session focused on maintaining high student motivation and efficacy. Despite previous meetings suggesting otherwise, Ela demonstrated awareness and began formulating coping strategies to address her long schedule, teaching practices, and discriminatory attitudes toward students. Her practice improved significantly through productive planning and reflective action, adhering to the self-organization framework. For instance, the unit on education required students to describe various elements in discussions, focusing on defining and non-defining clauses and deductions. Integration of skills involved locating information in texts and inferring meanings. Ela applied these changes in her teaching routine, incorporating engaging activities such as discussions on university education, collocation exercises, and critical thinking through art visuals.

By the end of the session, Ela saw positive results with increased student engagement and participation, attributing this to the changes in her lesson planning and approach. Her reflection on the coaching tasks brought forward creative ideas,

helping her realize the issue lay in long teaching hours rather than the online format itself. Her happiness and cooperation indicated a significant shift from burnout to a more positive state within a week.

The final coaching session of the first phase of the study aimed at enhancing Ela's online interactions and developing her sense of self-efficacy. Contrary to her initial skepticism, Ela progressed in understanding and addressing students' needs, leading to improved interactions. She observed a positive change in student attitudes by adjusting her strategies, such as replacing enforced speaking in chat rooms with enjoyable group work and writing tasks and changing her approach to silent students.

Overall, these sessions underscored the effectiveness of targeted coaching, reflective practices, and adaptive teaching strategies in fostering online affectivity, sense of efficacy and student engagement.

I stopped forcing them to turn on their cameras. I think it was last week, and I wanted them to participate more. I was expecting a quick answer, as usual. Nobody gave me an answer. I kept asking the same question. No one replied. Instead of expecting an immediate answer, this time, I kept silent and waited for an answer instead of expecting an immediate answer. After a while, a student asked, 'Sorry teacher, is there a connection problem?'. 'No, I am waiting for you to answer,' I said. My new strategy made them realize that they also had to do something. It was a good experience for us. Until then, I was the one who was trying to make them speak. When I kept quiet, they were surprised. Surprising them was good. Everything is fine the way they are. If my students continue participating and being as highly motivated, it would be okay for me. They had become more attentive. So, that was an improvement. I think coaching works. It is beneficial.

As a result, students took on a more active role in the classroom, speaking up and participating voluntarily. Ela successfully fostered a positive rapport with the students, prioritizing meaningful interactions over sticking strictly to the schedule. This approach improved her relationships with the students and kept them engaged for extended periods, which was evident in their willingness to participate and turn on their cameras.

Ela's motivational tactics proved reciprocal; as her students became more engaged, she found her motivation rejuvenated. Within weeks, she turned what she deemed impossible into a reality, overcoming feelings of burnout and achieving her goals.

Key to her success was her willingness to seek and consider student feedback. By initiating open conversations on topics like the pandemic, online learning challenges, and the intensity of having the same instructor for extended hours, Ela opened a dialogue that fostered mutual understanding and respect. Speaking in Turkish occasionally, to facilitate smoother communication, she directly asked for their thoughts on the teaching structure, expressing her concerns about the effectiveness of back-to-back classes.

This transparency and vulnerability resonated with the students, who reassured her of her capabilities as an instructor. Ela's heart swelled with pride as she witnessed their active participation, realizing she had finally broken through and achieved a positive learning environment.

Her ability to connect personally, share sentiments of missing her students, and encourage camera use further solidified the bond. The students responded positively, turning on their cameras and engaging in authentic discussions. This empathetic approach not only enhanced student participation but also served to boost Ela's self-confidence as she saw her efforts paying off. After five weeks of implementing IC and RC procedures, Ela significantly increased her online teaching productivity and motivation.

The member check procedures, including a semi-structured interview, allowed her to share specific insights and reflections on her transformative experience for the coaching sessions.

Ela's overall perception of the first five weeks of the coaching program, as revealed in the final interview:

I am glad I am in this coaching program. I have become more motivated in four weeks. My competent coach guided me with her questions. She made me realize issues and got me thinking in new ways. Although some tasks were complex, they were beneficial. They made me question the matters at hand. I tried to look at myself from a different perspective. I aimed to achieve efficiency, increase student motivation from 30% to 50%, and improve student participation and willingness to learn English. I would rate my satisfaction with my students in the last four weeks as 80 out of 100 points. I exceeded my initial target, which was achieving 50% participation. I observed that most of my students were more motivated than before. I believe I have achieved the goal and feel much better now. Though, when students turn off cameras, I feel lonely and down a bit. It still gets me, and all is good when the cameras are on. In this process, I tried to be more empathetic. My interaction with students improved. The feedback was realistic and valuable. It was like a word-by-word analysis of what we discussed in the sessions. You congratulated me, which was motivating. You helped me. I am thankful.

The coaching tasks notably enhanced Ela's performance and shifted her perception of students she initially thought were beyond influence. Initially overwhelmed and uncertain about managing online instruction, Ela faced challenges like silent students and demotivation due to long teaching hours and a packed schedule. Throughout the coaching sessions, she rediscovered her efficiency, maintained student engagement, and received positive feedback, significantly improving her motivation and teaching approach. By the end of the fifth session, she successfully heightened student interest and engagement in her lessons having cameras on.

Her accomplishments included better lesson timing, understanding learner needs, activating prior knowledge, and diversifying resources. She developed a keen awareness of her strengths and areas for growth, established a strong rapport with her students, and adapted her teaching materials and strategies to suit the online environment. Ela perceived the coaching as highly beneficial for developing her instructional skills and online affectivity.

5.3 Phase two: Rebooting maladaptive state of motivation

This phase focused on online teacher presence and emotional competence over three weeks, aiming to address and reshape any maladaptive aspects of Ela's TI to enhance her sense of self-efficacy. The coaching tasks were adapted to assess and develop Ela's TI, presence, and emotional awareness. These included the Teacher Immunity Wheel Task Version B, which assessed Ela's perception of her TI, focusing on areas like coping, resilience, and motivation.

The Teacher Presence Task helped Ela reflect on her online presence since the onset of ERT and envision her desired future presence as an online instructor.

The Emotional Awareness Task enabled Ela to reflect on her emotions during ERT, discussing ways to manage their intensity productively.

The Mindfulness Task assisted Ela in regulating her emotions and maintaining her psychological well-being, focusing inwardly when external motivation was scarce.

The Personality Profile Task served to verify the feedback Ela provided about her personal development throughout the coaching process.

Using RC, Ela's needs were identified, and her goal was articulated as maintaining high motivation even at times she received to extrinsic motivation. Observing her emotional fluctuations and their impact on her motivation over the previous weeks highlighted the need for stability. Her colleagues had also noticed these variations in her mood during ERT.

The Wheel of Teacher Immunity Task Version B was used to understand her experience and self-perception as an online instructor, rating various components of TI out of 100. The session involved a comparison of her self-perception before and after the pandemic's onset. While she was confident in the face-to-face classroom,

maintaining this self-assurance became a challenge during ERT, indicating a need for strategies to stabilize her motivational levels and enhance her teacher presence online.

At the beginning of the pandemic, teaching online, I felt like I was sending my questions to space, and they were replying from outer space. I remember feeling as if I was struggling in vain. I felt weak and helpless. I was 80% burnout, then. I was getting bored during lessons and thinking that the students might also be bored if I was bored. I tried to do different activities. Nowadays, I occasionally feel burnout depending on the day. For instance, feeling tired, having a bad day, or when students do not respond, I feel burnout whenever I am not motivated enough.

Ela's continuous motivational fluctuations negatively affected her teaching immunity and online presence. Despite her participation in the study for more than a month, she made the following remark:

I succeeded in changing the flow of my lesson so that my students would enjoy it recently. However, I still get demotivated whenever I do not get any favorable reaction.

In the second phase of coaching, Ela maintained awareness of the sources of her negative feelings and attitudes, simultaneously developing coping strategies to combat weariness and sustain her professional commitments, focusing on attaining emotional relief as a reward. Her resilience in the face of challenges was remarkable. To understand how she preserved this resilience, a query was made. Ela shared three major strategies developed over time to sustain her resilience.

Firstly, she adopted a recent motto as a coping strategy: "Focus on the positive outcome and look forward to it." This motto helped her keep a resilient stance by focusing on positive results.

Secondly, she described her use of a metaphorical mask:

Whenever I got bored, I took my sad face off and put my happy face on. I believe it is the only way to make my students feel happy. It would be nice to stay firm instead of wearing masks.

Ela's strategy left a strong impression, prompting curiosity about other coping methods she might employ without resorting to her metaphorical mask each time adversity struck. It seemed worthwhile to explore whether building intrinsic motivation could diminish her reliance on this mask, a point noted for further inquiry.

Her third strategy involved embracing a make-believe approach, treating her teaching role as the most crucial job in the world to maintain student engagement. This strategy proved effective, with students mirroring her commitment. However, Ela's perception of her online presence as a teacher suffered due to her fatigue from prolonged screen time, leading her to view her on-camera attitude as unsatisfactory. With occasional downfalls triggered by a lack of positive feedback, Ela recognized the need for additional support to cultivate her desired presence.

Upon inquiry about potential strategies to enhance her intrinsic motivation, Ela pointed to mindfulness. She explained her approach and provided a visualization task example, a technique she was already well-acquainted with.

Whenever I feel reluctant to do sports, my inner voice tells me to get up and go to the gym. I dream about the outcome of my fit body. Then, I feel the urge to go to the gym. After coming back home, I feel thankful for doing so. I want to use a similar strategy. I will focus on the outcome as I visualize what I want to accomplish and how I will feel afterward. For instance, I would first visualize encouraging a reluctant student to cooperate with me. Second, I would visualize how content she/he would feel as she/he learned the lesson by heart. Then, I would close my eyes and visualize attaining my goal. I sighed, Oh, and relaxed.

Ela's task highlighted her hidden coping mechanisms, highlighting how her make-believe strategy and focus on positive outcomes were crucial for her survival during crises.

The Teacher Immunity Wheel Task Version B provided insight into how immunity constituents such as openness to change, resilience, coping skills, and a

survival attitude were pivotal in supporting her during challenging times. It became evident how she transformed burnout into resilience over the years.

Despite initially considering herself slow in adapting to ERT and the coaching process, Ela gradually became more comfortable and proficient as she familiarized herself with the context. Her self-efficacy improved as she developed a more compassionate and patient approach towards her students. Her experience and sense of responsibility enabled her to persevere in her career despite occasional emotional fluctuations. Despite the challenges life threw at her, she fulfilled her responsibilities. Ela's resilience underscored her capacity to sustain her immunity, showcasing her determination to enhance her motivational state and perceive herself as competent through engagement in coaching procedures.

The second coaching session concentrated on identifying factors that hindered Ela from achieving her desired online teacher presence, aiming to enhance her motivation through mindfulness practices and Reflective Coaching (RC). Ela had characterized her online presence as dull and believed that mindfulness practices targeting her motivational flows would prove beneficial. At the session's onset, she exhibited self-awareness and confidence, sharing her reflections on the Teacher Presence Task she had contemplated over the week.

I tried objectively evaluating myself. To begin with, the outbreak of the pandemic naturally affected me negatively. I tried to stand firm to motivate my students, frightened by the pandemic. They were also in a terrible situation. I felt responsible for them. I showed my dissatisfaction on the screen. I felt like the joy was gone then. I had no motivation to teach at all. My shoulders dropped, my voice trembling. Unfortunately, the students sensed my unwillingness to teach. I must admit that this coaching process metaphorically shook me out of it. I am more motivated. I am more present than before.

Ela expressed her feelings through a vivid depiction, balancing her concern for her students' well-being and her realization of the need for a strong presence. Before

engaging in the coaching process, she acknowledged that her teacher presence was not as impactful as possible.

Curious about her preparedness to return to the classroom setting in the upcoming year, I utilized a visualization tool to assess if she had reached the stabilization stage within the self-organization framework. This stage is crucial as it indicates a teacher's ability to maintain equilibrium and adapt to changes effectively.

Ela's response demonstrated a significant shift in perspective, aligning well with the proposed Mindfulness Task. As an experienced educator, she showcased the potential to transform demotivators into positive motivational forces, building upon her intrinsic motivation.

Utilizing mindfulness as a coping mechanism, Ela managed to maintain a high level of internal motivation, ensuring productive teaching and focused on student learning. In discussions with her students, a mutual agreement was reached, acknowledging their shared commitment to education, irrespective of whether they were visible on camera.

As a result, Ela and her students maintained a concentrated focus on achieving the lesson objectives, creating a conducive learning environment. Throughout the week, Ela incorporated mindfulness practices in various aspects of her life, including her personal time and professional engagements, such as engaging in sports and conducting online classes.

Ela reported a noticeable increase in productivity, attributed to her focus on the desired outcome – enhanced student learning rather than the visibility status of cameras during classes. She emphasized the relief that mindfulness brought her, stating that this positive change in attitude also resonated with her students, leading to increased participation and engagement in the learning process.

I am okay if they keep their cameras off because they are interested in what I teach. If I ask a question, a student quickly answers by speaking or writing in chat. This one student never turned her camera on and wrote messages only. I used to feel distant from her. However, I insisted she participate but did not necessarily turn on her camera this time. Written communication was enough for me to teach. I imagined the relief and sigh before the lesson, thinking she at least comprehended the gist, and I succeeded in teaching her!

Ela showcased a remarkable transformation, embodying the online presence she aspired to have. With active participation from all ten students in her class, she acknowledged the significant improvement in her concentration and motivation levels when she fully engaged in the moment.

I extended my congratulations to Ela, acknowledging her hard work and determination. Ela, curious about her students' perspectives on camera usage during classes, initiated a conversation to understand their stance. The students expressed that their primary goal was to learn English, and the status of the cameras did not impact this objective. This conversation was pivotal for Ela, helping her overcome her primary demotivator – the issue of cameras – and allowing her to refocus on her teaching responsibilities.

The Mindfulness Task and open dialogue with her students were crucial in sustaining Ela's motivation throughout the week. This coaching session successfully helped her break the cycle of motivational highs and lows, achieving emotional stability and increased motivation by the session's end.

Following the session, I provided Ela with the Emotional Awareness and Personality Profile Task alongside feedback highlighting key takeaways from our discussion.

The final coaching session aimed at fostering Ela's emotional competence, which is crucial for building a robust sense of self-efficacy. Through RC, I delved into her emotional evolution during ERT.

Ela shared feedback on her emotional journey throughout the coaching process, reflecting on her experiences with the Emotional Awareness and Personality Profile tasks. Over the week, Ela observed her emotional fluctuations, noting how feedback from her environment could swing her mood, leading to either burnout or joy.

Engaging in mindfulness practices inside and outside the classroom brought her a sense of excitement, enthusiasm, and joy, cultivating a more harmonious relationship with herself and her students. Ela concluded the week on a positive note, expressing her ability to maintain a high level of motivation consistently.

I have realized that the fundamental problem in my career was 'motivation loss.' I have had the opportunity to realize repetitive problems that occurred in my online classes by considering my students' perspectives. As I empathize with my students, I became more tolerant towards them. I also became more motivated as we dealt with each problem in the coaching process. Through your questions, I have also figured out how to improve my students' motivation. Now, I feel less tense. When I return to teaching in the classroom, the new me will not be the same as two years ago. I am aware of the fact that I must include technology in my everyday life. I perceive the years between 2020 and 2022 as transformative. I was tense at the beginning of the pandemic. I forced myself to be energetic. Being cooperative, I was able to put myself together. However, I had difficulty adapting, not knowing how to reach out to my students. I am more hopeful today since I perceive myself as efficient at work. In time I learned to accept the situation as it is instead of fighting against it.

Ela's journey through the coaching process highlighted the immense potential of emotional competence in enhancing professional development. From grappling with challenges in the online teaching sphere to flourishing as an engaged and effective instructor, her trajectory was a testament to the power of introspection and targeted intervention.

Through the coaching sessions, Ela's self-perception underwent a significant transformation. Initially battling feelings of inadequacy and burnout, she emerged with a newfound purpose and enthusiasm for her profession. Her proactive approach

to problem-solving, combined with her unwavering commitment to her students' well-being, showcased her as an educator of exceptional caliber.

Her relentless pursuit of self-improvement marked Ela's progression through the coaching process. The issues that once served as barriers - student engagement, self-perception, and emotional regulation - were methodically addressed and turned into areas of strength. Her transition from viewing herself as a “boring instructor” to an effective educator was profound. Ela's new self-concept incorporated responsibility, tolerance, and assertiveness - traits she had cultivated throughout the coaching sessions.

Her adaptability and unwavering commitment to professional growth positioned her to excel in teaching and coaching roles. By the end of the coaching process, Ela's perspective had shifted from a subjective standpoint to a more objective one. This was evident in her acknowledgment of the positive feedback from her students and her utilization of inner speech as a powerful tool for emotional regulation.

Ela's initial challenges with her online teaching presence were rooted in various factors she tackled head-on. Beginning in the realignment stage of the self-organization framework, she embarked on a journey of introspection, uncovering her strengths and addressing her weaknesses. The culmination of her efforts was evident in her enhanced understanding of crucial immunity constituents, such as coping, resilience, online efficiency, openness to change, and motivation, especially during the challenges posed by ERT.

Table 28. Ela's Professional Development Outcomes

Tasks	Action plan
Immunity Wheel (A)	Achieved her goal of enhancing student participation
Immunity Wheel (B)	Successfully increased her motivation
Teacher presence	Transformed her self-perception from burnout to an enthusiastic teacher
Emotional awareness	Enhanced self-awareness and empathy towards students
Personality profile	Boosted internal motivation through mindfulness tasks and successfully regained resilience

Through the coaching process, Ela successfully navigated the transition from maladaptive immunity, characterized by burnout and demotivation, to a more adaptive and productive one. Over eight weeks, significant transformations in her self-perception and professional outlook unfolded.

No longer weighed down by feelings of inadequacy or boredom, Ela reached a level of self-confidence that allowed her to view her previous motivational struggles in a light-hearted and entertaining manner. This shift was underpinned by a heightened awareness and understanding of her self-perception, fostering a more positive self-image.

The evolution of productive emotions played a pivotal role in this process, positively changing her feelings toward her students and overall performance. These emotional shifts contributed significantly to her attitudinal change, yielding her professional and personal development benefits.

The coaching process, therefore, catalyzed Ela, facilitating motivational and instructional gains. This comprehensive approach addressed her professional challenges and personal growth needs, resulting in a remarkable transformation and a renewed sense of purpose and fulfillment in her teaching career.

Table 29. Ela's Pre/Post-Coaching Immunity States

Dimension	Pre-Coaching	Post-Coaching
Openness	3	1
Attitude	2	1
Motivation	2	1
Coping	2	1
Affectivity	2	1
Efficiency	2	1
Burnout	2	0
Emotions	2	1
Efficacy	2	1
Resilience	2	1

1 = productively adaptive, 2 = maladaptive, 3 = partially adaptive.

Ela's perspective as a teacher underwent a substantial shift from inefficiency to efficiency throughout the study. Nevertheless, it is crucial to acknowledge the potential for an observer's bias in this process. Specifically, the special attention and support provided by the coaching might have positively influenced Ela, mainly when she initially felt lost and hopeless.

Maintaining objectivity was challenging, and aligning the tasks with Ela's profile, needs, expectations, strengths, weaknesses, and emotions was imperative to achieve an unbiased perspective. Ela demonstrated creativity in applying mindfulness and self-suggestion techniques, which played a vital role in her transformation.

Despite the subjective nature of self-reports, member-checking was a tool to maintain a fact-oriented perspective throughout the IC and RC procedures. Ela provided detailed examples to describe her daily experiences and evolution, contributing to the credibility of the findings.

As a coach, my role was not to teach or control Ela, but to facilitate her self-discovery and growth. She did not experience the pressure often associated with

being watched or evaluated, which might have been the case if classroom observations had been conducted. The mutual trust established between us was pivotal in ensuring the authenticity of the process.

Ela experienced a significant transformation over the two months, becoming content with her online presence and no longer viewing online teaching as a hindrance. However, due to the study's time constraints, it was impossible to follow up on whether she could maintain this stability in the Fall Semester of 2022.

Based on Ela's feedback and my notes and observations as a professional coach, the tasks proved beneficial in (a) unveiling hidden aspects of maladaptive immunity, (b) rebooting maladaptive aspects to sustain intrinsic motivation, (c) identifying strategy-based action-oriented solutions, and (d) enhancing Ela's perception of her online presence as an instructor amidst challenges.

CHAPTER 6

CASE LEYLA

6.1 Biographical sketch

The first meeting with Leyla occurred in early April 2022. At 57 years old and with a bachelor's degree in English Language Teaching, Leyla held a position as an integrated skills instructor at the Preparatory School of a State University in Izmir. Her career included a position as an English language teacher at a language school and a 28-year tenure teaching English at the university level. During this time, she solely focused on her teaching responsibilities, refraining from taking on additional roles.

Leyla, who deeply loved her job and students, aspired to continue working for another decade, expressing overall satisfaction with her career trajectory. However, the persistent challenges of the Emergency Remote Teaching (ERT) period led to a decline in her motivation and confidence levels.

Leyla faced significant hurdles during the initial year of ERT, grappling with a lack of significant TPACK and the absence of family support.

6.2 Phase one. Teaching efficiency

The initial five weeks of coaching procedures aimed to enhance Leyla's teaching efficiency. Both instructional and reflective coaching methods fostered a constructive perception of self-efficacy in relation to teaching efficiency. Before commencing the coaching sessions, a semi-structured interview was conducted to gain insights into her overall ERT experience.

6.2.1 Experiences during emergency remote teaching before the study

Leyla provided an overview of her ERT experience, tracing back to the onset of the pandemic.

Table 30. Leyla's Experience with ERT Before the Study

Aspect	Description
Biological Immunity	Healthy
Emotional State	Experiencing anxiety, stress, boredom, loneliness, and exhaustion
Job Satisfaction	Dissatisfied due to lack of efficiency, missing interpersonal contact, poor online PCK, technical issues, and poor internet connection
Self-Perception	Feeling demotivated, helpless, inadequate, and digitally illiterate
Student Issues	Lacking participation and motivation, cameras often off, but generally supportive
Coursebook	Difficult to follow and inefficient for collaboration
The workload	Extremely demanding with six consecutive hours of teaching

March 13th, 2020, marked a significant moment for Leyla as she learned about the impending lockdowns during an evening class. Initially, she anticipated a short-lived disruption, giving her patience for a two-week hiatus. However, as weeks turned into months with no change, Leyla braced herself for more challenging times.

Living apart from her children, she experienced loneliness, negatively impacting her mood. When asked to rate her health, she gave her psychological well-being a 65 out of 100 and her physical health a 95 out of 100. Over time, Leyla found solace and improved her psychological state through positive affirmations and mindfulness practices.

To maintain her teaching performance, Leyla proactively pursued professional development, embracing all available training at her Preparatory School and staying abreast of new teaching strategies. Despite her initial digital illiteracy and technical challenges, such as screen-sharing difficulties and unreliable internet connections, Leyla managed to keep student participation from dwindling. She built empathy with her students, even receiving technical help from them when needed. Aware that the ERT context was challenging for both parties, Leyla chose not to fault her students for keeping their cameras off.

Looking forward, Leyla aimed to manage her time and schedule efficiently to restore her self-efficacy to pre-ERT levels. At the study's commencement, she identified the need to enhance specific self-efficacy sub-dimensions, including instructional management and student engagement. Leyla also shared her strategies for managing uncertainty during the ERT period and highlighted significant challenges, including student engagement, course material adaptation, and maintaining a tight schedule.

Her classes comprised 15 registered students, though only two males and eight females attended consistently. Leyla devoted her time to teaching, providing student feedback, and evaluating assignments. Students worked in pairs in breakout rooms with minimal engagement, leaving Leyla to carry the conversation. This dynamic led to exhaustion by day's end, mentally and physically affecting her.

Leyla taught an integrated skills course with activities and tasks using the coursebook. However, she found it lacked efficiency for online grammar teaching, necessitating additional videos. The listening skill book also proved challenging, requiring student cooperation and patience. Despite these challenges, Leyla demonstrated best practices in online teaching, modifying tasks, and incorporating

visuals and videos to maintain student engagement. However, she acknowledged the excessive time spent on preparation.

Leyla's schedule included six consecutive teaching hours three times a week, resulting in a heavy workload and exhaustion. Even her days off involved lesson planning, leading to a sense of inefficiency despite her dedication. She desired professional guidance, setting the stage for the upcoming coaching sessions to address time and class management.

6.2.2 Evaluation of different life segments during emergency remote teaching

The coaching sessions, rooted in guided reflective practices, aimed to enhance Leyla's instructional and online management skills for more efficient and effective teaching. The sessions also focused on developing coping skills through critical thinking and self-observation, which are crucial for her professional development in the ERT context.

The initial session focused on Leyla's life during the pandemic, aiming to identify strong and weak areas for professional development. She evaluated different life segments using the Teacher Immunity Wheel Task-Version A, resulting in an overall immunity score of 79%. This score reflected her resilience as one aspect of her TI displayed itself across various life aspects, highlighting the need for attention to self-efficacy, teaching efficiency, and burnout. Despite exhaustion and loneliness, Leyla maintained high scores in most life segments, except health, which fell outside the study's scope.

Table 31. Teacher Immunity Life Segment Self-assessment

Life Segment	Leyla	
	Percentage	Average*
Health	65%-95%	79%
Family	70%	
Finance	75%	
Career	70%	
Students	80%	
School	90%	
Colleagues	90%	

*Average represents overall immunity

In Leyla's situation, she underwent extensive training during the pandemic, significantly advancing her digital skills and even acing a proficiency test following comprehensive training for all instructors. Unlike her retired peers, Leyla felt grateful for her continued employment, embracing the chance to develop new abilities. She dedicated herself to working diligently and acquiring new knowledge. However, she acknowledged the challenge of adapting to the online environment, attributing it to her initial lack of TPACK.

I could not begin to teach for four to six months. We still needed an online platform. Luckily, I kept a supportive relationship with my students, as they were helpful and affectionate and never criticized me for being a digital illiterate. Now I am much better and use numerous internet facilities, but I still need to learn more about preparing my materials. I believe more practice will make it perfect.

Based on Leyla's comments, productive adaptation to the RC process seemed promising. The subsequent RC session, grounded in the self-organization framework, aimed to probe the issue further. Leyla received a problem identification task, a practice model (see Appendix G), and various coaching forms (Appendices D and E) for her use. Tasks indicated a deficiency in teaching self-efficacy. Leyla identified challenges, formulated strategies, and executed actions through systematic reflective practices, incorporating reflection in, on, and for action. She employed SWOT

analysis for her reflective practice to maintain energy and efficiency during prolonged, consecutive teaching sessions. Immediate written feedback was also provided, helping Leyla create a self-reflective image.

Table 32. Leyla’s SWOT Analysis

Online Teaching Context	Self -perception and Attitude	Teacher Immunity
Helpful students	Productive attitude	Open to professional development
Open to professional development	Good coping skills	Good coping skills
Demanding lesson plan (-)	Self-criticism (-)	Resilience blocked (-)
Student cameras off (-)	No self-confidence (-)	Poor motivation (-)
		Almost burnout (-)

6.2.3 Instructional experience in the first phase of the study

The second coaching session's objective was to navigate Leyla toward identifying her role in attaining her educational goals, notwithstanding the internal barriers impeding her progress. The session incorporated reflective inquiry with coaching-specific questions and utilized the step-by-step guide in the Practice Model and the Problem Identification Task (see Appendix G).

Leyla's teaching schedule comprised 40-minute sessions interspersed with 15-minute breaks. She aimed to cover one reading and one listening passage across three classes. For instance, on our Zoom meeting day, she focused on teaching relevant vocabulary and modal verbs as grammatical points. She felt overwhelmed and faced with numerous tasks to achieve efficiency that day. Post-reflection, she grappled with the trade-off between quality and quantity in her teaching. Below is her reflection on her online teaching, structured using Palmer's Practice Model (2008):

- **Problem Identification:** The pair work activities in the book failed to engage and captivate the students.
- **Realistic and Relevant Goal Setting:** Proactively seek and prepare supplementary materials in advance.
- **Alternative Solution Generation:** Kahoot is a go-to filler, but it did not encourage students to construct sentences.
- **Consideration of Consequences:** Revisit and refine the activities to enhance student enjoyment.
- **Target Most Feasible Solutions:** Commit to preparation in anticipation of the book activities falling short.
- **Implementation of Selected Solution:** Minister activities encouraging language production from the students.
- **Evaluation:** Assess student learning after three writing classes focusing on critical thinking and three additional classes for grammar revision (predicting and using negative adjectives).

Using the Practice Model, Leyla scrutinized and fine-tuned her teaching methods in alignment with student needs (see Appendix G). She acknowledged the extensive time spent adhering strictly to the curriculum and completing every activity in the textbook. This realization of her inefficient planning led her to a pivotal decision to reevaluate and optimize her lesson planning.

Table 33. Instructional Inquiry of Challenges and Solutions

Challenges	Action plan
Daily Workload	Get administrative support, revise objectives and reduce the number of activities, adapt coursebook materials for online teaching, and implement efficient planning for better time management.
Students' Reluctance	Prepare enjoyable activities, establish rapport, revise activities in breakout rooms, learn student needs for pair-work, initiate critical thinking, and foster student creativity.
Quantity vs Quality Dilemma	Diversify teaching methods, encourage student language production, and reintroduce class routines.

The current session revealed her goal: “At the end of the day, feel good about managing the class without exhaustion.” Lacking teacher self-efficacy greatly influenced Leyla's choices regarding her coaching goal, how persistent she wanted to be in facing the adversity of ERT, and how motivated she would be in teaching behaviors like using digital materials. If Leyla could improve her self-efficacy using new coping strategies, she would likely be more resilient to exhaustion. I explored her complaints about her exhaustion as she proclaimed her goal:

I want to be efficient and energetic even when I teach six hours consecutively. That is my goal and what I want to change. I do not want to be the center of attention for six hours and be a control freak with a long monologue facing completely silent students. Teaching online is tearing me apart.

I suggested adopting a new approach to managing online classes considering students and teaching objectives. I suggested she think out of the box and be creative.

To conclude, after Leyla revealed her trigger or disturbance caused by the ERT context as lacking self-efficacy and feeling exhausted, she took action to manage her teaching, behavior, and relationships with her students. It is noteworthy

that Leyla was guided to move from the triggering stage of the self-organization framework to the linking stage by revising her online management skills, except for the management of the virtual environment, which depended on students' preference to switch on/off the cameras. Hence, she needed to reshape her online class management to attain efficiency without needing to control cameras.

Leyla had to revise lesson plans and diversify methods and materials considering students' online needs. She was likely to encourage students to participate by maintaining her flexibility and keeping her expectations of the students low. As for managing behavior, she would continue to be compassionate and reintroduce class routines by describing the desired behaviors. To manage relationships, she would pay attention to each student's needs before and during teaching to establish rapport. In other words, her online affect improved.

I gave Leyla tasks from the GROW model to make the changes she needed (see Appendix G). I also suggested that she incorporate her teaching within a context, use class discussions, and inject more creativity to prepare supplementary materials.

The focus of the third session was to guide Leyla toward better management. I first listened to how she applied the GROW model over the week. We then reviewed the previous session for her to build upon her experience.

First, Leyla was stuck in her virtual management skills because they largely depended on students turning their cameras on or off. She had to somehow revise her virtual management skills without needing to control cameras to achieve efficiency. It was difficult for her to get students to participate. Leyla also realized that it was challenging to raise students' motivation. To do so, she wanted to observe student responses, attitudes, and behavior objectively. She also planned to take notes while teaching to revise methods and materials afterward. Overall, the problem

identification task indicated Leyla's significant drawback lay in her teaching practice. Over the week, Leyla reflected on/in/for action as suggested by Schon (2008). She reconsidered teaching materials, lesson plans, and student's needs.

Second, Leyla was overloaded with lesson preparation and long teaching days. She wanted to manage her class on long days without exhaustion. Now, she had an action plan. She took some time as students worked away in the breakout rooms, avoiding giving immediate spoken feedback to give them some space. Students revised previous work. Leyla spent a class going over feedback she had sent to students before. She thought even minor methodology changes worked well, and students were more responsible for their learning. Leyla realized that the efforts she put into her practice were meaningful. She needed to follow up on the impact of the changes in case new procedures or modifications were required.

Third, Leyla needed to pay close attention to her occasions of bordering burnout while she taught and note down factors demotivating her (the class or course content). She listed two drawbacks: (a) students talked in Turkish, as soon as, she left the breakout room, and (b) students could barely perform in ten minutes, and they suggested 15 minutes would be better. She reflected more on the drawbacks:

Come to think of it, though it is extra work, joining the breakout rooms is good for me. Kids start talking when they are by themselves. Of course, it is good for them to get to know each other. I noticed that if I send them to rooms too often, they remain alone and talk about things other than the course material in Turkish. I insist we speak English.

Leyla found a reasonable solution. She decided to check her students in the breakout rooms periodically. Subsequently, she increased the time spent in the breakout rooms from 10 to 15 minutes. Consequently, students did not use the class time to chat in Turkish; instead, they completed their tasks. Leyla also included some warm-up and ice-breaker activities to raise her students' motivation and interest in the lesson

because the reading passage was too difficult to follow. She used those warm-ups as a pre-reading activity to encourage the students to use their background knowledge to do further critical thinking. She also simplified the pre-reading and post-reading activities in the book accordingly. Moreover, she omitted a tedious pair-work activity in the book and used a guessing game her students would enjoy participating in. She also included Kahoot in her lesson plan as an alternative quiz game. Leyla also planned to have some tongue twisters and jokes to engage students in a discussion based on their favorite TV series so that they could employ some critical thinking strategies.

She planned the reading lesson step-by-step to ensure the students comprehended the reading text, along with some scanning and skimming activities before she sent them to breakout rooms. I noticed Leyla gave them some quality time to do a careful reading, during which she had time to relax as the students worked on new vocabulary for about 15 minutes in the breakout rooms afterward. As her goal, Leyla systematically used strategies that would put the students and herself at ease. Leyla explained how her new plan enabled her to have a smooth day despite teaching for six consequent lessons.

Working in breakout rooms three times a day was difficult at first. Going there meant doing something. And that was my plan. I noticed that is what I neglected before.

By the end of class, Leyla had observed the students' diligent work. She eased comprehension of a challenging text, resulting in a more efficient, quality-focused class for all, with reduced end-of-day fatigue. However, she noted that the frequent breakout room transitions required substantial effort, prompting her to seek alternative strategies for next time.

Leyla expressed eagerness to maximize student potential at the session's close, responding positively to the highlighted importance of reciprocal communication in auditory and verbal classes. Expressing admiration, Leyla considered a future coaching role, modeling her approach after the session. Session feedback was promptly delivered to enhance her ability to observe and unlock student potential through effective online class management.

Leyla's contributions to the process were undeniably positive. Determined to avoid stagnation, she actively participated in coaching tasks, thoughtfully taking her responsibilities and the coaching process, prioritizing quality over quantity. Despite these efforts, exhaustion persisted, indicating a need for further development of coping strategies and solution-seeking through the GROW Model.

The fourth session's objective was to assist Leyla in addressing exhaustion through alterations to her practice and time management following a week of implementing her new action plan.

Table 34. Leyla's Maladaptive Aspects

Maladaptive aspects	Cause of maladaptation
Burnout	Being overloaded
Inefficiency	Lack of practical TPACK
Demotivation	Poor classroom management

During the implementation of her new lesson plan, Leyla made several adjustments. Initially, she utilized breakout rooms three times over three class hours. For increased efficiency, she decreased the duration in these rooms from 15 to 10 minutes.

I got tired of jumping rooms. This time I told them what to do in detail. I told them to write only about the target because the texts were more work to read for me. I saved energy and got some rest in between. I gave them feedback

later on. Feedback in rooms is a total waste. I go between 4-5 rooms and can only do a little. They stay in the room for only 15 minutes, and reading three texts is tiring. They are only interested in what they do, anyway. I read them quietly afterward and gave them feedback in the next class. I took a break and rested for 15 minutes. It was extra work to read later, but I treated it as homework, and we reviewed their mistakes together.

Leyla viewed her updated plan as a more efficient and less exhausting approach, feeling liberated from excessive control while students engaged in group work. This shift significantly enhanced her self-efficacy in handling teaching materials, managing students, and navigating the online context.

Two notable steps contributed to her sense of relief. First, a class swap with a colleague resulted in a lighter schedule of four consecutive lessons instead of six, providing her additional preparation time for the listening course. Second, a productive discussion with an administrator led to a timetable adjustment, reducing her teaching hours from six to four, albeit at the cost of one less day off per week. Leyla welcomed this change, anticipating a positive influence on student performance and her well-being. She valued the reduced workload over an additional day off despite the ongoing challenge of managing her intensive preparation habits aimed at showcasing exemplary teaching and coaching performance. Leyla articulated the demands of such extensive preparation:

I worked extra for students. The coaching made me a perfectionist again. I would not take it that seriously if it were not for you. Other teachers say the same for this listening class—boring subjects and hard to move on. I could have worked less on it by reasoning that this was not a personal failure. I felt responsible. For instance, I would teach between two and six today with two hours of listening. Believe me. I spent the morning preparing until two. Crazy to work all day. I was very active teaching until six with no breakout rooms. I am drained, and I want to retire now!

Listening to Leyla's reflections unveiled her earnest effort in addressing the issue, though her meticulous preparation habit remained unchecked.

Over the last month, Leyla explored various strategies aiming at her goal. Yet, her expression, “I want to retire now,” highlighted the exhaustive nature of extensive lesson preparation fueled by the coaching process. Despite boosting her motivation through students' active participation, a more profound reflection on her energy drains and barriers to desired presence was necessary. A brief explanation clarified the significance of delving into these queries for the second part of the study. After sharing the feedback form, encouragement followed for Leyla to brainstorm further on enhancing online class management, aiming for reduced fatigue in the upcoming weeks.

The final coaching session focused on evaluating Leyla's strategies for improved class management and observing any enhancements in her self-efficacy and sense of well-being.

Leyla expressed dissatisfaction with specific exercises in the listening book, leading her to transform pre-listening and while-listening tasks into engaging activities for a smoother lesson flow. This approach ensured active student participation, resulting in enjoyable lessons and a joyful teaching experience for Leyla.

Leyla adopted two main strategies: prioritizing quality over quantity and embracing the power of practice. She excluded the lengthy listening text and the note-taking task, instead dividing the listening text into shorter segments. This change transformed the careful listening activity into a focused listening activity, aiding students in following and understanding the text more effectively.

Leyla emphasized the connection between repetitive language practice and L2 learning efficiency for her second strategy. She believed the amount of language learned correlated with exposure, prompting her to tailor tasks to her students'

English proficiency levels. Diverging from the teacher's book, she provided continuous guidance during the listening task, encouraging repetitive listening at intervals, as explained in her words:

I usually have to leave them alone, but very few do it then because they get bored, so I stop the recording often. Comparing it with the previous weeks, it was better; more students participated. I dreamed of myself as a new teacher.

Leyla demonstrated a solid ability to adapt and refine her teaching methods as required. She meticulously considered each student's specific needs, approaching lesson planning with the attentiveness and diligence characteristic of a novice instructor, highlighting her commitment to enhancing the learning experience.

Throughout the session, her collaborative attitude was evident. She actively engaged in the discussion, taking notes during explanations of the procedures, and provided constructive feedback. Moreover, she thoughtfully evaluated her overall resilience in the context of the coaching process, showing a keen awareness of her professional development.

You are very descriptive. You are describing to the point. You are saying very true things. I think about other aspects of life as well. What can't we solve? What has become chronic? What troubles? What can we do? I understand very well what you mean.

Leyla's relentless pursuit of balancing adversity while managing her life became evident. As a proactive and industrious instructor, she excelled in identifying and implementing innovative strategies, fostering a conducive learning environment, and increasing student participation. Leyla's primary goal remained to enhance her teaching efficiency and eradicate the overwhelming feelings of exhaustion.

She demonstrated rapid progress throughout the study, investing substantial time and effort during and after classes. This commitment resulted in a positive transformation of her teaching methods, leading to a smoother flow in her lessons and a notable

decrease in feelings of fatigue. She embraced a new approach to online teaching, significantly reducing physical and emotional strain.

Despite these improvements, Leyla continued to express concerns about exhaustion, mainly attributed to the extensive preparation required by the coaching process. The focus shifted to examining her perception and the persistent emphasis on feeling tired, a crucial aspect before progressing to the second part of the study, which aimed to address her emotional well-being.

A follow-up interview with Leyla was conducted before implementing the Teacher Presence Task. This conversation aimed to delve deeper into her understanding of the coaching process and its role in transforming her teaching style. It was crucial to explore how she turned lengthy and monotonous lessons into engaging and participative sessions, gaining insights into her journey throughout the coaching program.

She thoroughly compared and contrasted her teaching context before and throughout the study. Leyla's explicit expression of feeling supported and cared for by a coach highlighted a potential study limitation—observer's bias.

Her remarks based on the first five weeks of the coaching process are included in the final interview:

Online classes were different from my face-to-face classes. I could not use the screen efficiently. I was not confident teaching online. Suddenly, I was becoming distracted and talking about irrelevant things in class, such as the places I had gone before. I sometimes talked too much and lost my concentration. Maybe students were having fun, but I realized I had to improve certain things. Coaching tasks guided me well. The questions were well-prepared. You made me think about asking me for crucial information. For instance, I was unhappy with the listening coursebook, especially the pre-listening questions. The listening part was too long and demanding. Students were not able to follow the dialogue. I simplified dialogues and paused more frequently. The class participation of my students increased as I manipulated and guided them. Although the teachers' book said teachers should not interfere, I used the GROW model to make some changes. I prepared my questions and warm-up tasks. I was able to catch their attention quickly and

better than before. My online classes were teacher-centered. I know that it is not suitable for the students. I was always in the center of things. I was constantly interfering with their work, trying to guide them. I was always asking questions and getting answers as if in a rush. I could not get the correct answers because I could not direct them to the right questions. I remember sending them to breakout rooms and observing them going from one room to another. Reflecting more, I gave my students some background information before sending them to breakout rooms. I preferred asking them some to-the-point questions so they could do the exercises independently. I checked their work and gave them feedback after class on my day off. That was extra work for me but at least more efficient. I slowed down. I am calmer now. This is much better. I used to be running before, but I have started to walk. A coach, for the first time, has supported me. I felt the affection. It was good that somebody cared for me. It is like seeing a psychologist concerning my job. You tried to relate. I was relieved that somebody understood me very well and cared. I became happy. You know your job very well. You listened to me very carefully. You are not a control freak. On the contrary, you are calm and relaxed. You made your comments and explanations very well. I had to write some reports which were reinforcing. I was anxious while writing because everything depended on me. Sometimes I felt worn out because everything was tiring and demanding. I could have prepared more detailed reports but was a bit lazy. I wish I had more time to do that. I had always been a responsible teacher before our cooperation, but I have worked much more over the month. I remember rating my performance (online efficiency) as 70 points out of 100 in our first Zoom meeting. Now, I would say it is 80 out of 100. Spring is here now. At the beginning of the coaching process, I remember complaining about being unhappy with the long working hours. I wanted to show my best practice without getting tired and losing all my energy teaching online. Through our discussions and your feedback, it was obvious that I needed to change. I would like to thank you for that.

Leyla acknowledged enhancing her teaching efficiency and online class management briefly. Congratulations were extended to Leyla for her diligence and structured management of online class procedures following her detailed evaluation of the coaching process.

Summary

Leyla demonstrated herself to be a solution-oriented, hardworking instructor who strongly desires to enhance her efficiency and reduce exhaustion. She was proactive in adopting and applying new strategies and actions to bring comfort to her teaching environment and increase her students' engagement and willingness to participate.

During the first part of the study, Leyla quickly achieved her goals, investing substantial time and energy both during and after classes. This led to a satisfying lesson flow, eliminating feelings of weariness during her classes and reducing her physical and emotional exhaustion.

Before this study, Leyla was engaged in professional development, showcasing her determination and experience. However, a paradox emerged in her self-perception throughout the coaching process. Despite the positive changes, a constant theme of “tiredness” persisted. Initially, her exhaustion stemmed from the challenges of online English teaching and the length of online sessions. However, as she engaged more in reflections and coaching tasks, the coaching process became a source of exhaustion.

By the end of the first part of the study, Leyla had successfully created a pleasant and efficient online class environment. Hiver (2016) argued that she transitioned from maladaptive tendencies adopting productive coping strategies and preemptive problem-solving behaviors. Her experience was instrumental in devising various solutions to each challenge, supported by student and coaching feedback. Despite her progress and ability to manage disturbances to a certain extent, Leyla still grappled with exhaustion, preventing her from reaching the stabilization stage of the self-organization framework. Feedback was provided, and a new context of teacher presence concerning immunity constituents was introduced. The focus for the upcoming three weeks would be to help Leyla define new goals and delve into her perception of self-efficacy concerning TI.

6.3 Phase two: Cultivating emotional competence

This study segment spans three weeks, with coaching sessions concentrating on fortifying teacher presence and enhancing emotional competence. The objective is to augment Leyla's emotional well-being, refining her self-perception as an online instructor who sometimes feels overly exhausted. This part scrutinizes Leyla's perceived vulnerabilities and strengths in her online teaching presence.

The initial goal is to gauge Leyla's self-perceived immunity in areas including teacher presence, coping mechanisms, resilience, burnout, emotional competence, enthusiasm, self-efficacy, and various affective and motivational elements. The second objective is to identify and transform a maladaptive aspect of her TI through coaching interventions. Lastly, the study aims to comprehend the impact of these coaching tools on Leyla's personal and professional development.

The first coaching session in the second phase involved guiding Leyla through a comprehensive reflection process, identifying factors hindering her optimal online teacher presence, and understanding her strengths and weaknesses. The coaching procedures kept her focused and aided in maintaining a reflective stance on her teacher's presence. Below is Leyla's self-perception prior to the initiation of ERT:

I felt confident and efficient before the pandemic. However, my adaptation to ERT was painful due to system problems and my digital illiteracy. We often had internet connection problems, and my lack of communication with my students was a disaster. I had a hectic schedule. I lost my self-confidence.

During the initial phase of the pandemic, Leyla faced considerable challenges that obstructed her ability to maintain her preferred online teaching presence. She provided insight into how she believed her students perceived her in the virtual classroom setting:

How you perceive yourself affects how students perceive you. My student felt my sincerity and commitment. But they also felt it when I lost my self-

confidence. I would like them to think of me as an efficient teacher. I have had my lazy times in the past.

Leyla believed maintaining TI was possible through passivity in adversity, meaning she did not take on roles like presenting or administrative tasks. She utilized her solitary time for creativity, engaging in introspection, and participating in a program to enhance EFL instructors' professional well-being and TI amid global turmoil.

She confessed a disdain for her school's practice of class recordings during ERT, stating it adversely affected her self-view as an online educator.

We feel the pressure of our classes being recorded. They do it so students can look at them later, but it makes one uncomfortable. In my happy old days, I felt flexible and more confident. I feel better in a classroom. A lot has changed with online teaching. I cannot see students, for they turn their cameras off. I cannot feel them or see their gestures. About ten students talk in my classes. It is a problem if they stay silent because I cannot feel them. I cannot be myself if the cameras are off. I do not like myself in front of the camera, which makes me look like a fish. I keep my facial expression the same. Sometimes the internet connection is unstable, and that makes me more comfortable, for I can read my notes and have to turn the camera off occasionally. Some high-confidence kids want me to turn it on, then I do. I could stand better when we returned face-to-face. I miss teaching in the classroom, which I will enjoy. My facial expressions will change, as well.

Leyla expressed dissatisfaction with her physical appearance, noticing its negative impact on her online presence. She believed her negative sentiments ERT manifested through her facial expressions, expressing her eagerness to return to face-to-face teaching. She aimed to transform her insecurity into confidence.

Further inquiry was needed to uncover the weaknesses and strengths in her self-perception of online teacher presence. Leyla evaluated herself on various aspects of TI, including resilience, burnout, self-efficacy, online affectivity, openness to change, motivation, coping, adaptation, and attitude, assigning scores out of 100 for each during ERT.

Focusing on this session, the Immunity Wheel Task Version B highlighted her strengths in adaptability and openness to change. Leyla had been actively

developing self-suggestion techniques, like positive affirmations, and engaging with professional development resources to better adjust to the online context. By the study's end, Leyla's self-rating for adaptability rose to 80, showcasing the coaching's impact. She expressed 85% satisfaction with her coping skills, adopting a “fake it till you make it” approach to maintain enthusiasm in class, regardless of her motivation levels. Nevertheless, Leyla did experience fluctuations in motivation during the early days of the pandemic.

The convenience of working from home, eliminating the need for commuting, was a positive aspect for her. However, she sometimes felt inadequate due to digital challenges and the monotony of work, bordering on burnout. Despite this, her strong work ethic and determination staved off burnout. Leyla raised her motivation from an initial score of 60 to 80, thanks to positive student feedback and her relentless effort. Over time, she cultivated resilience, rating it at 75% during the study, and saw a 20-point increase in her perceived online efficiency by the Spring Term. She attributed this improvement to enhanced TPACK gained through practice. Ambitiously, Leyla aspired to reach a 90% efficiency level when she resumes in-person teaching, showcasing her professionalism.

I feel like a performer on stage when I teach. I always try to exceed my capacity. I use my body language and my voice skillfully to maintain my efficiency.

Leyla managed to enhance her satisfaction with her attitude by 20 points throughout the study.

Summary

Leyla's willingness to embrace change significantly contributed to her professional development, helping her remain composed amidst numerous challenges. She

successfully enhanced her self-perception and demonstrated the traits of a productively immunized teacher, especially her attitude and adaptability. Leyla acknowledged the coaching process's crucial role in boosting her self-efficacy, applying new strategies, and meticulously tracking their outcomes.

In response to her progress, I sent Leyla congratulatory feedback and the Emotional Awareness Task (see Appendix I). This task was designed to encourage her to reflect on her emotions, provide insights into her experiences during ERT, and help her recognize the changes in her emotional landscape.

In the following session, Leyla provided feedback on her perception of emotional well-being throughout the pandemic, reflecting on the Emotional Awareness Task. The session aimed to unveil her emotional competence and the coping strategies she employed from the pandemic's onset to the present.

Initially, Leyla shared her feelings during the early pandemic days, describing emotions of anger, exhaustion, hopelessness, and burnout. Isolation marked this period, yet it allowed her to focus intensively on her work and personal development, creating strategies to manage emotional disturbances.

Leyla adopted positive affirmations, repeating them aloud to persuade herself of her capabilities as a teacher and to combat loneliness, reminding herself of the support network available. Regular long walks also played a role in her coping mechanism.

These strategies facilitated her adaptation to the new and uncertain context, operating under the belief that the mind adheres to spoken thoughts. Despite occasional fluctuations in her emotional state, Leyla recently achieved a balanced and optimistic outlook. She relieved herself of undue pressure, adopting a carefree attitude, especially when cameras turned off during online sessions. Engaging

positively with her students, she created a connection by sharing personal aspects of her home life. Leyla also showcased innovation in solving problems to boost efficiency, reallocating her days off to mitigate the strains of consecutive teaching hours. Her handling of the pandemic filled her with pride and excitement at the prospect of returning to classroom teaching in the upcoming fall.

Leyla also reflected on the coaching process's impact on her self-efficacy, highlighting the openness and welcoming atmosphere fostered by me. Her first professional development venture involving coaching support lifted her burden through consciousness-raising activities, boosting her self-confidence with positive interactions and academic focus. Leyla expressed a noticeable transformation in her teacher identity post-study, contributing to her overall sense of pride. However, the commitment to her profession and the desire to produce quality work for the coaching tasks occasionally led to feelings of overload, as she found writing more challenging than speaking. Nevertheless, her tenacity kept her energized and present in her role.

To facilitate further reflection on her journey and the impact of the coaching process, Leyla received the Profile Task (see Appendix K), aiming to contrast her instructor presence before and after the pandemic, focusing on strategies that bolstered her confidence. She also revisited the Emotional Awareness Task (see Appendix I) for additional reflection.

In Leyla's situation, emotional exhaustion paralleled physical fatigue. She skillfully employed self-suggestion methods, utilizing positive affirmations to reinforce her belief in her professional competence and capacity to continue her career effectively.

Table 35. Leyla's Professional Development Outcomes

Tasks	Action plan
Immunity Wheel (A)	Successfully regained her perception of self-efficacy by efficiently managing her time and schedule, reminiscent of her performance before the transition to ERT.
Immunity Wheel (B)	Accomplished her goal, displaying a more engaging and positive online presence.
Teacher presence	Transformed her teaching style, moving away from a teacher-centered, perfectionistic attitude.
Emotional awareness	Developed emotional resilience, maintaining a carefree attitude even when students' cameras were off.
Personality profile	Shifted her self-perception, and she no longer views herself as inefficient or insecure.

In summary, Leyla crafted a “make-believe” technique, diligently engaging with positive affirmations and vocalizing them at home, convincing herself of her teaching capabilities. She adhered to the principle that the mind accepts what it is told, aiding her in maintaining emotional and psychological stability.

Leyla managed to modify certain maladaptive elements of her immunity, particularly addressing burnout stemming from feelings of inefficacy and inadequacy. Her comments illustrated her efforts to recalibrate her emotional responses, effectively employing coping strategies primarily acquired from extensive personal development reading before the study. The coaching facilitated her transition from maladaptive or partially adaptive immunity to a more constructively immunized state.

Table 36. Leyla's Pre/Post-Coaching Immunity States

Dimension	Pre-Coaching	Post-Coaching
Openness	1	1
Attitude	3	1
Motivation	1	1
Coping	3	1
Affectivity	1	1
Efficiency	2	1
Burnout	2	0
Emotions	2	1
Efficacy	2	1
Resilience	2	3

1 = productively adaptive, 2 = maladaptive, 3 = partially adaptive.

Leyla, a sensitive individual valuing emotions and feelings in natural communication, saw herself as a dedicated problem-solver, adaptable and cooperative enough to overcome challenges posed by ERT. However, she struggled to manifest her desired presence on camera, with her dissatisfaction with her physical appearance on screen negatively impacting her online presence. Leyla perceived herself as a “fish in a bowl” which she believed was evident in her facial expressions, revealing her negativity towards ERT.

She anticipated relief in returning to face-to-face teaching, reminiscing about her in-class presence before the pandemic, where her mimics and gestures played vital roles in communication. The camera, however, made her feel insecure, prompting her to develop coping strategies to empower her online teaching capabilities. Leyla upheld the belief that the mind believes what it is told, employing positive affirmations and “make-believe” strategies to counteract her negative self-perception, occasionally mocking her self-image.

Despite occasional fluctuations, her state of mind recently achieved balance, with her self-confidence as an online teacher—regardless of camera status—

improving significantly. She reshaped her self-image positively, becoming more conscious of her self-perception. Productive emotions influenced her feelings towards herself, as positive affirmations played a crucial role.

Both parts of the coaching process contributed significantly to her professional and personal development, enhancing her instructional skills and self-confidence. Leyla's perspective on teacher efficacy transitioned from inefficiency to efficiency throughout the study. However, the potential observer's bias should be acknowledged, as the special attention from a coach might have positively influenced Leyla, who initially felt insecure.

To conclude, Leyla demonstrated creativity in applying mindfulness and self-suggestion techniques before and during the study, maintaining her affective nature. Despite her previous lack of resilience, by the end of the eight weeks, she no longer saw herself as inadequate. She found satisfaction in her performance, managing her lesson plans, course objectives, and time efficiently, enhancing her self-efficacy and presence as an online instructor.

CHAPTER 7

CASE OYA

7.1 Biographical sketch

At the time of this study, Oya was a 46-year-old English language teacher at a State University in Izmir, Turkey, holding a bachelor's degree in English Language Teaching from an Istanbul university. Her career trajectory saw her teaching English at a high school before transitioning to a University Preparatory School in her second year and eventually settling into her current position at another Prep School in her third year. With 15 years of teaching experience at this institution, Oya conducted weekly integrated skills classes for second and third-level students. Additionally, she served in the testing office.

While her usual teaching mode was face-to-face, the school's hybrid system necessitated occasional online teaching, adapting to schedule changes. Oya expressed contentment with balancing teaching duties and responsibilities at the testing office, taking pride in her selection for the latter role, which she regarded as ideal. Oya reported a high level of intrinsic motivation and eagerly shared her thoughts on participating in the study.

I expect to be surprised to learn new things about myself. You would probably make me think about my job, and I can benefit from it personally and professionally. My role in coaching is taking on my responsibility. I want to be productive. My students will also benefit.

7.2 Phase one. Teaching efficiency

The initial five weeks of the coaching procedures aimed to enhance teaching efficiency, and it utilized instructional coaching (IC) and reflective coaching (RC) to bolster participants' self-efficacy perceptions. A semi-structured interview was

conducted before the coaching sessions to grasp Oya's overall Emergency Remote Teaching (ERT) experience, drawing insights from her shared professional background.

Table 37. Oya's Professional Background

Category	Description
University Degree	BA in English Language Teaching
Teaching Experience	- High school English teacher, 2 years - Preparatory school instructor, 15 years
Work Experience	- Participant in EFL webinars and seminars - Member of the testing committee
Job Satisfaction	Proud and happy

7.2.1 Experiences during emergency remote teaching before the study

Oya painted a vivid picture of her experience teaching online, marked by feelings of loneliness, exhaustion, and monotony. The transition to ERT brought significant challenges over the last two years, affecting her students, the course materials, and the shift between different instructional phases, all of which took a toll on her physical and emotional well-being. Oya revealed strengths and weaknesses in her case as in Table 38.

Table 38. Oya's SWOT Analysis

Online Teaching	Self-Criticism	Teacher Attitude
Irresponsible students Demanding curriculum	Staying in the background	Staying in the background

The initial phase of ERT was particularly challenging for Oya as she grappled with the emotional and physical strains of working from home during the lockdowns. She

expressed dissatisfaction with how the pandemic disrupted her health and work environment, highlighting its profound impact on her well-being.

If I cannot cope with intense feelings, I feel pain physically on my neck and shoulders. It usually happens when I am under emotional pressure, like getting angry at someone but cannot reply. I get homeopathic help for the physical symptoms, which relieves me.

Oya's work routine involved extended hours working at her computer, resulting in fatigue and discomfort in her arm and wrist. Nevertheless, while initially unanticipated, the surplus time spent at home offered her a valuable opportunity for introspection, ultimately fostering a sense of inner tranquility.

I practiced Reiki. I feel calmer, more mature, and more articulated than ever before. I do not get as nervous. I am more comfortable with myself and feel much better. Some colleagues noticed the positive change in me and commented about it.

Professionally, the distance from campus and lack of interaction with colleagues decreased Oya's morale and adversely impacted her social connections.

I have felt less bonded with others in the past two years. I have become an introvert, and I can only reach my significant others for some support.

Oya reminisced about pre-pandemic times, highlighting disharmony with certain colleagues due to their authoritative tendencies. She expressed a preference for collaborative work with like-minded individuals. She narrated a recent episode illustrating a miscommunication encounter:

Our communication changes with the daily context. To feel comfortable, I want problems to be solved. I emailed my colleagues the other day about a misunderstanding and asked why we treat each other harshly rather than gently. That only got written communication only worse afterward. I first got angry about it but forgot, because I did not want the unpleasant situation to continue.

Oya's comments suggested pre-existing communication challenges with colleagues. During ERT, she embraced opportunities for professional growth, mastering online platforms, and expressed her experience as follows:

Online teaching began in March 2020. I only had a few students, and I mostly had monologues. Most students did not have microphones, instead wrote in the chat box. Our interaction was unreal. I asked myself, 'What am I doing here?' as I talked to an emptiness. My anxiety made me sweat a lot. It seemed insane. It was complicated, with one of the two students having a microphone. I put them in groups and hoped that the ones without microphones communicated by chat box. Some students did not have computers at home and connected from a library, which prohibited speaking out loud. I paired them with those with microphones. They could use and collaborate to produce writing. I noticed that most students were less motivated than in the classroom. I searched for solutions to these online problems. I believe we all lost some valuable class time when teaching online.

Oya's statement, "We all lost some valuable class time when teaching online," conveyed her hopelessness. She attempted to alleviate issues for those who needed proper equipment but acknowledged the difficulty in maintaining motivation and participation, even with the right tools.

In September 2021, Oya welcomed the transition to hybrid education, where she could teach in-person and online. However, she noted the sparse attendance in online classes. She felt most at ease and in control in the classroom, citing her pedagogical content knowledge (PCK) as a crucial factor. Students also showed a preference for in-person learning. Despite these positives, online challenges persisted in the hybrid setting. Oya described her online teaching experience and mood as follows:

When I was teaching online today, I noticed I had a different mood than teaching in the classroom. I cannot focus on online classes as much. I felt awkward and wanted to finish it as soon as possible.

Hybrid education allowed Oya to compare her online teaching practices with her face-to-face instruction directly. She shared her thoughts and experiences on returning to the classroom, highlighting the differences and her personal preferences.

I almost did not know what to do back in the classroom. I could start the computer and begin teaching like during the ERT, but we had just one projector to show pages from the coursebook. I knew then that I was not the same person teaching in the ERT. I acquired digital skills during the ERT that

became part of my methodology. My classroom conventions of the past were different. But I established a routine in a couple of weeks. When teaching online, I began to think it was pretty mechanical.

Oya had a strong background in integrated skills teaching. With the onset of the pandemic, she proactively engaged in online workshops to master a standard online platform, and diligently reviewed pertinent literature to keep up with the online schedule. Nevertheless, she faced challenges teaching grammar, a primary concern in her instructional practice. Her traditional approach, characterized by error correction to heighten grammatical awareness and provision of grammatical explanations, had become monotonous, leading her to occasionally wish for an escape from online teaching. In parallel, students mirrored Oya's challenges, displaying consistent reactions across both teaching contexts. A notable issue was their difficulty in retrieving information.

Initially, student participation in lessons was optional, resulting in low attendance and limited verbal interaction, with most students opting to respond via chat. Despite this, Oya focused predominantly on grammar and writing while she yearned for genuine communication. With the subsequent mandate of attendance and the onset of enthusiasm for online classes, she introduced group work, fostering post-class collaboration. She recalled this period as highly successful. However, the transition to hybrid education in Fall 2021 marked a decline in student engagement with online classes, leading to sparse attendance. During the current term, Oya predominantly conducted face-to-face sessions, interspersed with occasional online classes, describing the situation with concern.

Students want an actual lesson like they used to. Last week, I could see the difference. There was a problem with the heating system. So, we could not have the lesson in the classroom. I was surprised to see their poor performance online. I asked myself: 'What happened to those students doing so well in the classroom?'

Oya elaborated on the varying student behaviors observed across different educational settings:

There is a world of difference between them online and face-to-face. They are not there online; I teach alone, and they feel the same. I asked students about it once. They think online is different, and they prefer face-to-face. Different from last year, the taste of face-to-face made online dull.

During the initial year of the pandemic (2020-2021), Oya's teaching responsibilities encompassed one section for the integrated skills course. A full-time English language educator, she conducted 20 teaching hours per week. Transitioning into the Fall semester of 2021-2022, Oya managed two levels within the hybrid education model, dividing her time between 11 classroom hours and nine online teaching hours. At the time of this study, she focused on teaching level 2, where out of 18 enrolled students, 15 consistently participated.

What face-to-face teaching this spring. We already have three online sessions. Once, a sore throat and not wanting to wear a mask, the second school had a heating problem, and third, a cycling race closed down the roads.

Oya utilized a coursebook, which she found unsuitable for online teaching. The book presented challenges for testers in crafting questions and creating multiple-choice distractors, leading to tests that only encompassed a limited range of objectives and vocabulary. Despite the necessity for supplementary materials, she mainly adhered to the book, albeit reordering some activities to address student needs better. The coursebook's main issue lay in its inability to meet the students' requirements, with the vocabulary session, in particular, needing enhancement.

7.2.2 Evaluation of different life segments during emergency remote teaching

The inaugural session focused on assisting Oya in reassessing her perceptions of various life aspects amid the pandemic and identifying strengths and vulnerabilities.

The objective was to uncover her overall immunity level, guiding her toward her developmental goals. Utilizing the Teacher Immunity Wheel Task Version-A, the session facilitated exploration into life segments requiring professional development enhancements. The 40-minute session resulted in an average score, as depicted in the table below, reflecting Oya's overall immunity across dimensions such as health, family, career, students, school, and colleagues during the pandemic.

Table 39. Oya's Life Segment Assessment

Life Segment	Oya	
	Percentage	Average*
Health	60%	66%
Family	88%	
Finance	90%	
Career	50%	
Students	50%	
School	60%	
Colleagues	60%	

*Average represents overall immunity

Oya's allocated scores for different life segments accurately reflected her unique experience, showcasing a 66% overall immunity level. This score revealed her resilience across various aspects of life, highlighting the need for careful attention to TI components such as burnout, efficiency, attitude, adaptation, motivation, and affectivity. Oya's attitude was notably demotivated and judgmental.

The first coaching session revealed that Oya's overall immunity stood at 66%, primarily influenced by (a) her less effective online teaching methods and (b) the presence of students displaying low levels of autonomy.

She pinpointed unconstructive attitudes, difficulty retrieving information, and a lack of mutual communication as the session's major drawbacks. The pandemic's onset had engulfed Oya in an overwhelming workload, leaving her exhausted and

struggling to adapt her traditional teaching methods to an online format, with little success.

While Oya reported that family and financial stability positively contributed to her well-being, segments such as students, career, school, colleagues, and health needed urgent attention, as reflected by lower scores. The student segment, with a score of 50%, emerged as a critical area for professional development, as it was crucial for her survival and effectiveness as an instructor.

Upon discussing her job, Oya expressed that transitioning to online and hybrid teaching introduced various teaching and management challenges. She found online scheduling difficult to maintain, something she managed more effectively in a face-to-face setting. This challenge and her feeling of inefficiency in online teaching led her to rate her performance at a low 50%. Oya believed that curriculum issues, testing procedures, administrative challenges, and student-related concerns significantly contributed to her sense of inefficiency.

Table 40. Oya’s Experience with ERT before the Study

Aspect	Description
Biological Immunity	Physical pain (wrist and arm)
Emotional State	Anxiety, stress, discontentment, loneliness, exhaustion
Job Satisfaction	Lack of efficiency, poor interpersonal contact, poor TPACK
Self-Perception	Introverted, lacking self-efficacy, no self-confidence, feeling no control over the situation
Student Issues	Not participative, cameras off, not cooperative, not receptive
Coursebook	Not suitable for online use, inefficient for collaboration, boring content

Oya expressed her discontent with the curricular adjustments made during the last two years, believing they failed to address instructors' evolving needs across various contexts. She preferred the face-to-face curriculum over the one designed for ERT, highlighting the absence of supplementary materials as a significant shortfall, particularly in compensating for deficiencies in the coursebook and testing procedures.

She felt the recent cutback in online teaching hours adversely affected her work, as it pressured her to fulfill educational objectives in a shorter time frame, subsequently diminishing the quality of her instruction. Additionally, the decreasing number of language teachers over the years resulted in overcrowded online classes, further contributing to her increased workload, with an average of forty-four essays to grade.

Oya also conveyed a sense of helplessness when dealing with challenges such as a lack of autonomy, control, discipline, and efficiency in the online teaching environment. Her disappointment grew, especially with students who lacked initiative. Despite considering herself a dedicated teacher, she felt unrewarded, blaming the students for not meeting her expectations. She noted that her students tended to forget material quickly, attributing this issue to potential deficiencies in their short-term memory. Oya maintained that a positive transformation in the learning context could only occur when students took responsibility for their learning, highlighting her confusion and frustration regarding handling specific online teaching efficiency issues.

I believe students should be autonomous. I should not always control them, and they should take some responsibility for their learning. However, I know that I need teacher control for better learning outcomes. The problem is that I lose control when I am tired. Suddenly, I stop and wait in the middle of the class and expect students to take turns. However, no one speaks, and I think

that is because they are not autonomous learners; otherwise, they would have talked when I stopped.

Oya faced difficulties maintaining control over her students during online teaching, and her approach seemed marked by conflicting epistemological beliefs. When tired, she disengaged from teaching and preferred a more controlled environment. However, despite believing in the importance of control, she lacked the motivation to enforce it. Oya also expected students to take the initiative and engage actively in their learning, but this did not align with the reality she experienced. The reluctance of her students to participate actively in their online classes discouraged her.

Why don't my students act responsibly when I am quiet? I think it is their responsibility to learn, not mine. I cannot just teach them with a magic wand. I explain things many times over, but nobody listens. Today I told them we could not continue unless they took my suggestions seriously.

Her overall remarks revealed that Oya's pedagogical approach evolved significantly, demonstrating increased flexibility and adaptability as she navigated the challenges of switching between different teaching contexts for nearly two years. Her journey towards adaptability and resilience became evident as she learned to manage uncertainties and mitigate frustration. Remarkably, her perspective shifted, even though she had initially expressed a strong preference for classroom teaching. Here is what she shared:

A friend told me we might return to face-to-face instruction next year. My immediate reaction was Oh no!

She reasoned:

Our campus is far away, and commuting to work takes time. We were on campus from 9 to 5 before the pandemic. I recall how difficult it was to stay on campus and not do much in the summertime. I felt I was stuck. That is why I said, 'Oh no.' The hybrid now allows me time to relax at home.

In brief, Oya expressed contentment with the hybrid teaching mode, though she encountered challenges in student engagement, highlighting a need for professional

guidance to enhance her online teaching effectiveness. The combination of physical strains, psychological stressors, and professional hurdles seemed to impact her biological immunity negatively, contributing to the development of maladaptive TI.

Navigating the session presented several challenges. Firstly, Oya's statements sometimes contained conflicting information, making it challenging to conclude. I needed to piece together information from various conversations to gain a clearer understanding of her situation.

Secondly, Oya's teaching mode varied depending on her schedule, making establishing a consistent coaching approach difficult. As with other participants, I initially planned to inquire about her students, her integrated skills course, and her coursebook. However, I also had to be prepared to adapt to her changing teaching modes.

Lastly, I provided immediate feedback to Oya by emphasizing the importance of addressing her feelings, notably as we delved into reflective coaching. This feedback aimed to guide her toward a more reflective and introspective approach necessary for her to pursue productively in the following coaching sessions.

7.2.3 Instructional experience in the first phase of the study

In the first session, Oya acknowledged that she faced occasional difficulty in expressing herself. The researcher incorporated a consciousness-raising task to help her become more introspective and reflective. This task aimed to shift her focus from external factors to her experiences and performance. Following Oya's reflection on her feedback, I conversed with her at the beginning of the next coaching session to explore her feelings and thoughts about her teaching practice further.

Oya's response to my goal question revealed that she struggled to address the problem directly and tended to talk around it. This pattern of behavior was consistent throughout the entire study and highlighted the maladaptive aspects of her TI.

Table 41. Oya's Maladaptive Aspects

Maladaptive aspects	Cause of maladaptation
No motivation	Lack of productive feedback from students
Judgmental attitude	No student autonomy
Inefficiency	Irresponsible students
Bordering burnout	Heavy workload
Feeling hopeless	Crowded classes
No control over students	Inadequate curriculum and course materials

The Problem Identification Task became crucial in uncovering the factors contributing to Oya's maladaptation and partial adaptation to ERT. Unlike Hiver's (2016) description of coping behaviors exhibited by productively immunized teachers, Oya displayed pessimism and allowed negative thoughts to dominate her mindset. She was feeling hopeless and repressed her problems instead of addressing them proactively. To help her, it was essential to encourage her to think of various solution methods, anticipate potential issues, and take precautions in advance. Building positive emotions and a more constructive attitude were crucial to improving her TI.

To facilitate this process, I sent Oya the Problem Identification Task, the Practice Model, and a coaching form to reflect on strategies and actions she could implement to address her goal. I aimed to guide her toward a more adaptive and resilient approach to teaching during the challenging circumstances of ERT. Additionally, I provided feedback on the current coaching session to support her progress.

From the onset of the study, Oya engaged in three weeks of online instruction, offering a valuable opportunity to gauge her approach to teaching integrated skills in a hybrid setting.

The recommendation was for her to prioritize tasks designed to foster implicit learning and enhance student enjoyment. Additionally, she received guidance to thoroughly compare her online and in-person classes, preparing to discuss her observations during our upcoming Zoom session.

It is noteworthy that from the first session onwards, the coaching sessions incorporated guided reflective practices to enhance Oya's instructional skills for greater teaching efficiency in hybrid teaching and bolstering her self-efficacy perceptions. These sessions sought to empower the instructor through strategic, action-oriented tasks and procedures and provide a concise overview of the potential impact of RC on professional development within an ERT context, alongside the procedures of IC.

This second session aimed to guide Oya in uncovering her role in student-related challenges using reflective coaching procedures and the Practice Model. The goal was to help her develop a more constructive attitude toward her inefficiency and productive coping strategies to overcome her challenges.

Oya expressed her desire to improve her online teaching efficiency by at least 20 points. She described her ERT experience, where she initially tried to maintain online teaching efficiency using traditional pedagogical knowledge from face-to-face teaching. Oya utilized online dictionaries and vocabulary games as supplementary materials but avoided online quiz games like Kahoot, believing they were unsuitable for her students' age and capacity as they did not encourage significant language production. Instead, she assigned a lot of written assignments.

I assigned lots of online tasks to students. We teachers worked harder than our students, then. In time, I got too tired of teaching and checking their assignments. Some of the students were not even aware of what an error code was. As a result, I quit putting so much effort into the correction process and preferred doing some mechanical exercises in the book, which required less energy. I was less tired.

I noticed that Oya had created a comfort zone by assigning mechanical tasks, even though she found them tedious and believed they made her inefficient. She believed content-based group discussions should be efficient for language learning, but she struggled to achieve this in her online classes. Oya mentioned that her students preferred her to control their learning to prevent distractions and lack of attention. She used mechanical tasks to establish this control, but students may have wanted her to take the initiative and guide them. Oya had high expectations for her students to be autonomous learners, but she felt they were not meeting these expectations.

Additionally, Oya mentioned her difficulty controlling cheating or plagiarism when teaching online, whereas she felt more in control in a classroom setting. She discussed low motivation, low student participation, the need for control, student autonomy, cheating, internet connection problems, exhaustion, and low self-efficacy. Online assignments, exams, continuous highlighting, and mouse-clicking were also sources of frustration for her.

Through IC, Oya revised her lesson plans to better cater to her students' needs and facilitate effective learning. She engaged in systematic reflection-in-action and reflection-for-action, focusing on finding practical solutions to her challenges. Instead of blaming her students for not remembering what she had taught them, she adopted a solution-oriented perspective.

Oya incorporated follow-up tasks into her teaching approach that focused on using language in context rather than assessing information. This proactive approach

demonstrated her willingness to take the initiative, unlike relying on a passive "sit back and wait" coping strategy.

Table 42. Instructional Inquiry of Challenges and Solutions

Challenges	Action plan
Daily Workload	Adapt coursebook for online use, plan efficiently, employ a communicative approach.
Students' Short-Term Memory	Implement enjoyable activities, establish rapport, use breakout rooms effectively, understand student needs during pair-work, encourage critical thinking and creativity, and adopt a student-centered approach
Teaching Pedagogy	Diversify teaching methods, be proactive online, incorporate student ethics (e.g., addressing cheating) into the pedagogy.
Teacher Reluctance vs. Student Reluctance	Develop self-awareness and foster awareness in students, adopt a less strict approach to assessment for both students and oneself.

Oya's willingness to enhance her teaching efficiency and self-efficacy became evident during the instructional inquiry and goal-setting session. However, she faced uncertainty about how to achieve her goal. This situation reminded me of Saydam's (2019) question: Can the self-organization process of maladaptively immunized teachers be transformed? In the next session, I asked Oya to brainstorm an action plan based on the Practice Model (see Appendix G).

The catalyst for the third session was Oya's perception of inefficiency since the onset of ERT. As a novel coping strategy, over a week, Oya shared her concerns with her students, explaining that she felt anxious when they did not turn on their microphones or provide answers in written form. As Oya followed my suggestions to build rapport, her negative attitude towards the students changed. For example, she used to mark students as absent when they did not respond, but she refrained from

doing so the following week. Instead, she initiated conversations with her students. Through these interactions, she learned that her students were also struggling with online education, with some feeling that it was unsuitable for human psychology and missing teacher control, as mentioned earlier. This insight into the student's perspective increased her empathy for them, as they, too, were disappointed by online education.

Oya emphasized that building rapport with students was more crucial online. She felt responsible for creating a positive learning environment in both teaching modes, stating, "I want to be efficient. This is my goal."

In the following session, I aimed to uncover potential context-specific issues that might have contributed to Oya's perception of "inefficiency," regardless of the mode of instruction. I sought to maintain objectivity and guide Oya's focus toward specific issues, preventing her from drifting into unfocused opinions.

At Oya's Preparatory School, they provided a common online platform and technical training, but there was no specific TPACK training for teachers. The lack of online pedagogical training seemingly hurt instructors' effectiveness, which was likely the case for Oya and other participants in the study. Unlike face-to-face teaching, teachers without online teaching skills and pedagogical experience struggled to integrate content into their online teaching effectively. Additionally, the use and control of online tools proved challenging. Oya felt ineffective because she did not know how to handle the online teaching situation despite attending online seminars on digital literacy. She disliked teaching online. The reluctance of her students further discouraged her.

Despite the instructional medium, Oya's desire to improve her teaching efficiency was apparent. However, she considered achieving this goal nearly impossible, echoing the initial comments of Emel, Ela, and Leyla.

No matter what I do, I cannot expect a better outcome since my students do not feel responsible for their learning. I do not have a magic wand in my hand. In the past, I used to be more demanding as an instructor. I decreased my expectations of my students during ERT. However, I still want my students to get what I teach them. I want to be efficient. This is my goal.

I introduced the following questions to enhance her awareness: (a) What is the primary issue in my lessons? (b) Does my lesson objective align with my student's needs? (c) If not, how can I adapt my approach to address the problem? (d) What changes should I implement in my class tomorrow? Following this, I briefly discussed with her some of the challenges she faced in her teaching context.

After the Zoom meeting, I sent her the feedback form, which included detailed reflections on the conversations and the key points discussed. However, there were some unspoken issues in the feedback. I encountered internal conflicts as an experienced EFL instructor. I had my ideas about efficient problem-solving approaches, and I knew I needed to keep them to myself during coaching to maintain objectivity. This was challenging, especially, since I also had experience as a teacher trainer. The other three participants followed the expected teaching practices, which did not present any issues for her. However, balancing her coaching and researcher roles with Oya was a challenging aspect of this process.

In the post-feedback and follow-up procedures, Oya gave me some feedback summarizing the challenges she faced with her students in the hybrid teaching context. She emphasized her reluctance to teach online.

I told you that I need to take more control as a strategy to increase efficiency. But I could not do so online today. I thought I would do it differently in the classroom. I could not even get the online class started. Students noticed this was the same past week teaching online. I told them mockingly that I

understood why the other teacher complained—waiting for an answer that would never come. It was either the microphone or slow to write. The classroom is different; I do not want to finish teaching as soon.

Oya also admitted to not using the breakout rooms as often as last year. During the session, she decided to visit the groups regularly. Her task was to contemplate on her challenges and formulate strategies to enhance her teaching efficiency. I instructed her to utilize the Practice Model to implement the required online and in-person teaching adjustments.

As I inquired about Oya's challenges concerning student learning, for the first time, Oya contemplated what she could do differently in her teaching practice in both contexts. In other words, she became engaged in the self-organization framework.

Through reflective and instructional tasks, by the end of the first coaching procedures, she was prepared to address the final and most significant challenge of “teaching inefficiency” related to her goal.

In the second coaching session, Oya was ready to go beyond the self-organization framework's triggering stage as she primarily understood the challenges causing disruptions in her online practice.

Initially, I was uncertain about her TI state, as it was evident that Oya displayed avoidance and failed to address student participation-related issues. Oya employed an emotion-focused strategy with no direct engagement with the problem, as described by Saydam (2019). For instance, when she became bored or discouraged during her online course, she suddenly avoided teaching and remained silent, expecting students to take responsibility. This indicated that she initially used a maladaptive coping strategy before participating in the study. However, as soon as she adopted a support-seeking attitude and became involved in the coaching procedures, she had two options. The first was a problem-focused strategy, which I

aimed for her to embrace, where she would take action to improve the situation. The second was an emotion-focused strategy, in which she would seek advice or emotional support without taking direct action, as Beers (2012) described.

Oya faced challenges with students, the coursebook and TPACK. In the second coaching session, she raised her awareness through tasks and she became ready to make the necessary adjustments to enhance her teaching potential. In this session, through coaching, I aimed to engage Oya and her students in productive interaction to exchange energy and information through feedback loops, defining the self-organization framework's linking stage (Saydam, 2019). My objective was to support her professional development and protect her from adversities with the help of positive feedback.

In the third session, I observed that she focused on finding solutions to address the maladaptive aspects of her teaching practice. Oya believed she could continue her career as a foreign language teacher and tester because the Preparatory School supported her with professional development. However, she was reluctant to rely on technology, especially the Internet. Despite the challenges posed by the pandemic, she viewed herself as strong enough to pursue her career and had never considered quitting. Nevertheless, I noted that her TI appeared to weaken in the face of long-term challenges, and she occasionally experienced burnout when she abruptly stopped teaching and expected students to take over. The following remark also suggests that her exhaustion was not limited to the early days of ERT:

I am now much different, not as strong. I was way more active and livelier before the pandemic. I am fatigued now.

Oya could explain the problem with external factors. She seemed cooperative with the researcher, taking careful notes and asking for clarifications when needed. Oya

accepted her suggestions the following week, during which she would teach in a hybrid format.

In the fourth session, I aimed to follow up on the impact of her productive thinking stage over the past week. Oya reported that, with the coaching process, she had started reintroducing some tasks she had abandoned the previous year. Again, she felt more like a teacher, assigning and checking group tasks and integrating grammar and speaking skills through structured activities. She had also decided to move away from the mechanical exercises in the textbook and instead created some creative grammar tasks. Second, in a shift from structured to unstructured grammar instruction, she had chosen not to assess students' grammar competence through direct questions but rather to elicit their knowledge in context. Third, she aimed to establish a stronger connection with her students to understand them better. After engaging in mutual conversations with her students, Oya received positive feedback about her face-to-face instruction. They shared her negative view of online education, believing it could have been more productive than in-person classes. She observed that students' attitudes fluctuated from online to in-person instruction, from negative to positive.

Oya also mentioned conducting in-class observations to assess her and her students' performance and identify factors contributing to students' difficulties retrieving information.

To begin with, the lesson involved the past perfect tense, which was the second exposure for her students. At the start of the lesson, she provided some sample statements to elicit the correct form and usage of the past perfect tense. However, most of her students could not differentiate between past perfect and past simple forms. Instead of reacting with frustration, Oya took a different approach this

time. She considered that her students might have difficulty comprehending the differences between the two forms because she had covered the grammar points in her online classes. Oya decided to allocate some revision time in the classroom to compensate for online inadequacies, such as a loss of concentration, lack of cooperation, and minimal student participation. She explained her in-class procedures:

I wrote a list of structures they were familiar with on the board. Having them work in groups of three, I asked them to create their own stories using both simple past tense and past perfect tense in sentences. Unlike my online classes, I could check their work in person. Contrary to the situation in breakout rooms, I saw how well each one comprehended in the classroom. By receiving one-to-one feedback from me, my students benefited from my teaching. They rewrote stories during class time. I highlighted specific structures and put the papers on the noticeboard, hoping they would read each other's stories. It saved us some class time.

By adopting a solution-oriented approach, Oya encouraged students to produce in real-time, eliminating the need to constantly assess student learning as she could now track it more effectively.

Secondly, intending to foster student control over their learning, Oya delegated more responsibility to group leaders to promote autonomy within her class. She also assigned each group a different grammatical function. Additionally, she prepared an online writing task to integrate grammar in context. Due to time constraints (a 35-minute teaching time), she reviewed students' papers after class. She perceived the lesson as efficient.

Oya stressed that without discussing the issue from different angles, she would have continued with the same routine expecting different results. Her remarks indicated that she had already gained some awareness during this phase of her professional development. She admitted feeling, as enthusiastic as a practice teacher, when she prepared creative speaking tasks to encourage student participation and

chose to support student learning which was a contribution of the instructional coaching process. Oya engaged in reflection-in-action, reflection-on-action, and reflection-for-action to increase her efficiency in teaching grammar and promote student autonomy without exerting direct control. She prepared supplementary materials while considering the differences between online and in-class learning environments. For instance, she used the notice board, engaged students in post-writing activities during the lunch break, and gave group leaders more autonomy during in-class sessions. The data suggests that the coping strategies she adopted positively impacted her TI category, as with the other participants. Her choices evolved as her mindset changed.

As a result, she was content to see her students taking more control and displaying their learning, and she no longer felt the need to assess their progress constantly. She described her transformation from feeling like she was “playing the instrument and dancing alone” to being able to guide and support her students as they took control of their learning.

After the Zoom meeting, the researcher sent her feedback, congratulating her on her progress. She also introduced the GROW Model and asked Oya to evaluate the third coaching week by considering it in terms of the GROW Model, focusing on what she aimed to accomplish in her lessons. I encouraged her to set specific lesson objectives for the student's needs, especially their engagement and participation. Oya mentioned that she would work with another group of students the following week, and I agreed.

During the session, I aimed to raise her awareness about the control issue, a recurring theme in her challenges affecting her teaching efficiency. Whenever she encountered a challenge, she mentioned that some form of control was missing in the

context, either from her perspective or her students. The dialogue between Oya and me was significant because it allowed her to create a natural learning environment, whether online or in the classroom, without putting undue pressure on herself or the students.

Throughout the week, Oya, who was committed to making positive changes in student attitudes regardless of the mode of instruction, adjusted her lesson plan as follows:

I had a listening-speaking skills course with them this week. The unit was education. I integrated past perfect tense into listening. I assigned each student in the group a separate speaking topic. They successfully did the task. They became aware of their mistakes while working together. As I moved from group to group, I had the chance to help my students one-to-one. I enjoyed doing it. I also integrated a writing activity in which I highlighted the mistakes on the notice board. I learned that one of my best students made a significant mistake I would never have considered.

Evaluating the process, Oya admitted to feeling more teacher-like while engaging in one-on-one interactions. Listening to her new strategies and action plans, the researcher observed her solution-oriented thinking. She had shifted away from blaming her students for their lack of responsibility and had abandoned her judgmental attitude toward them. She no longer held the core belief that nothing would change regarding her students' performance, and she saw the positive impact of her productive approach as her students became more engaged in classwork, both in the classroom and online. Overall, the coaching process fostered positive attitudes and enthusiasm, regardless of the mode of instruction. Oya had achieved her goal of "improving efficiency" to a certain extent and expressed satisfaction with participating in the study.

I provided her with feedback, highlighting that she had prioritized her students' needs and recognized the limitations of a tight schedule in her planning. She achieved favorable outcomes by considering her students' needs and comments,

guiding them in each activity, and engaging them to enhance their autonomy and self-discipline. These changes have led to positive shifts in student attitudes, irrespective of the mode of instruction. I sent her feedback and the GROW Model Task.

In the fifth and final session of part one, I aimed to follow up on her self-organization framework. She had made progress toward her goal in the previous session, showing openness to adaptation, giving and receiving feedback through mutual communication, and moving from the linking stage to the realignment stage of her development. I wanted to observe whether this progress had resulted in greater coherence. This would indicate that she was taking steps toward reshaping herself and achieving stability, aligning with the argument in connectionism and dynamic systems. However, it remained uncertain whether she would reach the stabilization stage of the self-organization framework within the time limits, a limitation of the study.

I provided her a summary of how she had pursued her goal, “To create an effective learning environment and perceive herself as efficient,” in the current session based on feedback and follow-up procedures.

Oya considered the GROW model step-by-step as she modified her online teaching approach, using consciousness-raising questions from the model. During the week, she designed an activity to raise students' awareness of relative and noun clauses, engaging them actively in the task. Instead of providing individual students with immediate feedback, Oya assigned her students the responsibility of error correction as part of group work.

Having taught relative clauses and noun clauses at the beginning of the week, Oya was confident that some high-performing students could successfully elicit the

grammar points. She planned to give feedback at the end. Oya also implemented a different strategy and action plan. She divided the class into two groups and had them work on a multiple-choice gap-filling exercise on relative clauses. While Group A completed the task, Group B focused on error corrections. Oya monitored the answers as her students learned from each other. Some students realized they needed to apply the form correctly in context, and Oya recognized the efficiency of spot correction over providing error codes afterward as feedback. She then divided the class into four groups, allowing students to choose from various activities to revise grammatical structures before the final exam. After completing the activities, students checked each other's work within their groups, and Oya provided feedback during follow-up.

Oya had previously believed she could only offer written feedback using error codes in her online lessons. However, her creative thinking led to a shift in her approach, fostering autonomy among her students without exerting direct control. Her students became highly engaged throughout the lesson by sharing the responsibility in the teaching and learning context. Oya realized that providing on-the-spot feedback was more efficient than written feedback and that follow-up was equally significant.

In the past, I noticed that no learning occurred when I explicitly taught grammar through the exercises in the book. I used to get bored of teaching grammar that way. When I revised my approach and started teaching grammar in context, my students acted more responsibly and became autonomous learners. Following up on their performance, I realized that my students participated in the lessons more productively. How I defined control changed, and in consequence, my self-efficacy improved.

From my perspective, Oya's initial anxious appearance in the first session had disappeared. Her body language and speech now reflected her commitment to and

achievement of her goal. She had embraced systematic analytical thinking in her problem-solving approach and responded to coaching tools with discipline.

Oya's attitude toward her students has transformed into a constructive one over the past few weeks. Regarding her grammar instruction method, she had started to value both explicit and implicit learning, although she occasionally overemphasized explicit rules and employed direct assessment. Previously, she would become tense and bored while attempting to elicit grammatical rules from her students in a traditional manner. However, she now considers herself more efficient by incorporating more communicative tasks.

I believed the coaching tasks encouraged Oya to adapt her traditional approach when teaching grammar online. However, she seemed inclined to maintain her conventional methods in her face-to-face classes, viewing the classroom context as her comfort zone. She might benefit from further mentoring to catch up with new methods and approaches developed over the years.

Oya provided positive feedback on the outcomes of her productive adaptation to the coaching process. First, she had become a more attentive, caring, and supportive instructor over the past three weeks. Additionally, from her students' perspective, she had developed a more positive attitude toward them. She explained her progress as follows:

In our department, there is a tendency among teachers to pass all the responsibility to students. My colleagues always say that our students are grown-ups and that we should not be controlling them. They also say that the students should be autonomous enough to learn independently. They always make remarks such as 'Students should do this. Students should do that...'. Our school culture was different many years ago. I remember when I first started teaching here, teachers did not make such remarks, then. I remember feeling responsible for giving my students lots of homework then. I used to follow up on their performance. After I became a mother, however, my productive attitude changed. Instead of preparing tasks, doing the exercises in the book was much easier for me. I have realized once again that a teacher

must control student learning. My previous approach before meeting you was inefficient.

Oya summarized the changes in her attitude within both personal and professional contexts. Through the coaching process, she recognized maladaptive aspects of her practice and gradually developed her teaching approach through reflection in/on/for action. She successfully addressed the dilemma she faced and was able to adopt a more holistic approach to the problem.

At the beginning of the study, Oya's overall TI was at 66%. However, she became more productive as she focused on improving her online teaching efficiency in areas such as material development, lesson planning, and student engagement. Oya demonstrated flexibility in modifying her conventional teaching methods and achieved her goal by implementing new strategies and actions through reflective practices within a limited time frame. She actively engaged in the IC and RC procedures. A semi-structured interview was conducted as part of the member check procedures. Oya provided detailed feedback on her experience over the first five weeks of the coaching process.

Oya's perception of the first phase of the coaching process in the third interview:

I believe in professional development. Teachers wanting to make a difference must contribute to the process. I remember being anxious at the very beginning. I wondered whether I would attain my goal and have enough time. I had my reservations. Once we started, it felt natural. I felt very comfortable during the process. I did my part. I observed my students' learning process to ensure they were doing well. For instance, I was curious whether they would study and achieve better. I initially thought my workload and miscommunication with colleagues drove my demotivation. Now I realize it was my perspective. I have you to thank for it. I enjoyed this different experience. I should have gotten involved in coaching earlier. Now I would evaluate myself better than before. I give 90 to my performance and 80 to my students' performance out of 100. They need to try harder. I wanted to improve my efficiency and student learning by using different methods and speaking activities. I prepared some tasks my students would enjoy doing to create a more productive learning environment. I worked from the book for only two hours and spent the rest of my time doing some extra-curricular activities. I could have done more planning. I should do reflection in/on/for

action more often. The coaching tasks guided me so well in the process. Now, I know that whenever I feel lost or suffer from burnout syndrome, I can employ some coaching tasks to regain my resilience. They helped me to see what was missing in my practice. I realized that what mattered the most was my presence in class. I learned that my practice and student performance improved when I was pleased and motivated. Now, I know I need to keep my motivation high. Doing so, now I feel more energetic, lively, and active. The coaching process helped me focus on my teaching. I have become more in charge. The feedback was candid and well documented, listing all significant facts and your suggestions. It was very beneficial. You have encouraged me to get involved in lesson preparation as productively as I used to do before ERT. You listened to me so well that you helped me see where my problem lay.

After listening to Oya's positive comments and reflections, I was grateful for her active participation and commendable progress. I, then, provided her with the following feedback after the interview:

Teaching is a work in progress. You have admitted that you perceived the level of your efficiency raised by 20 points in the first part of the study, revealing that your overall teacher immunity, which was 66%, has increased. Congratulations on being so attentive and responsible for implementing all the feedback.

Summary

In the first phase of the study, Oya showed significant improvement in her perspective regarding students and her teaching methodology. She effectively used feedback and follow-up procedures to empower students to take control of their learning process while providing guidance and scaffolding. In her approach to task development, Oya balanced student and teacher control, allowing students to feel responsible for their learning. Through the implementation of feedback and follow-up procedures, she aimed to enhance student autonomy and foster a sense of teacher presence without relying on direct control through questioning.

Initially, Oya's primary focus was on addressing negative student attitudes. However, a pivotal moment occurred when she discovered that a competent student had not acquired a specific grammatical form. This realization prompted Oya to

reevaluate her rule-based grammar teaching approach, marking a significant shift in her teaching philosophy.

As the study progressed, Oya shifted her attention towards improving her teaching practice and increasing efficiency, regardless of the instructional medium. She heeded the researcher's suggestion to prioritize quality over quantity in her lesson planning, reducing the number of tasks that reinforced explicit language learning while emphasizing implicit learning contexts. Consequently, she abandoned her belief that it was impossible to enhance student learning, recognizing the importance of fostering language usage in context rather than solely focusing on teaching specific grammar rules. Oya successfully achieved her goal, both in the classroom and online, by adopting a complementary perspective and implementing a strategic action plan.

Reflecting on Oya's coaching performance, I acknowledged that it was sometimes challenging due to occasional inconsistencies and incoherent flow in Oya's statements. To address this, I conducted a second interview to triangulate information and ensure clarity in her responses.

Overall, I was satisfied with her coaching performance, maintaining objectivity, while providing guidance and feedback to support Oya's development and growth in her teaching practice.

Working with students and the coach, Oya acted responsibly and performed as immunized teachers would regarding her teaching practice. However, during adversity, I needed to delve into her teaching presence. I sent her the feedback form at the end of the interview.

7.3 Phase two. Teacher presence

The second part of the study consisted of three weeks of coaching for Oya to reflect on her presence as an instructor during ERT. I aimed to understand what hindered her desired teacher presence during ERT, improve her emotional well-being, and understand her perception of TI constituents. Oya contributed to the study by participating in the Teacher Immunity Wheel Task Version B and expressing her unique experience.

I informed Oya about TI constituents of their role during ERT. The Teacher Immunity Wheel Task Version B was adapted to reveal Oya's perception of these constituents, and she self-rated each one out of 100 points.

The first coaching session in part two, did not provide a clear purpose statement, as Oya rated all items above average. She believed she was highly resilient, adapted well to the ERT context, and maintained a positive attitude. Oya recently acknowledged employing a solution-oriented attitude and noted her shift from passive resistance to a more proactive approach. However, she remained negative about online teaching and was not open to professional changes, considering her professional aspect of immunity weak.

Overall, Oya managed her classes better after the coaching process, prioritized her teacher responsibilities, and made job-related decisions more promptly. This reinvigorated her as a teacher.

Gaining control over her teaching improved Oya's motivation, particularly during lesson preparation. She no longer displayed symptoms of maladaptation, such as mechanical tasks and blaming students. Her burnout symptoms had subsided, and she felt motivated again.

In the following session, I used the Teacher Presence Task to help Oya visualize her online presence since ERT began and help her determine an ideal presence (see Appendix H). Although Oya was initially discontent with her presence as a teacher, she felt content during the study and did not want to proceed with goal-oriented coaching any further. Although Oya believed she looked terrified and distant at the start of ERT, attributing it to uncertainty and physical separation from students, she resisted further personal development through coaching, stating satisfaction with herself.

Oya displayed self-efficacy, prompting a focus on her emotional competence. I sent her the Emotional Awareness and Personality Profile Task to probe her emotional competence during ERT, including the coaching process.

In the final session, my first goal was to raise Oya's awareness of her emotional state during ERT. Second, I provided feedback on the Emotional Awareness and Personality Profile Task as part of the member-check routine. I emphasized the importance of reliability and transparency in the feedback process, clarifying this within the research context. Oya understood and took her responses seriously after hearing my reasoning.

On the downside, Oya acknowledged that the past two years had emotionally drained her, resulting in inconsistent, unstable, and changing emotions throughout the study. ERT-related demotivating factors were her primary stressors before the study, which lowered her self-efficacy and hindered her teacher autonomy. The pandemic's impact on her students had also hurt her pre-pandemic positive emotions. Her emotional energy directly influenced the creation of a positive classroom atmosphere and her students' learning.

Lacking autonomy and motivation, Oya leaned towards a teacher-centric approach and was on the brink of burnout before the study. She discussed the challenges of balancing physical and emotional well-being during ERT, especially in the early days of the pandemic.

I went out to change my negative mood. Having to stay at home made me feel cornered. I was hopeless and burned out. I remember how scared and angry I was. I took some homeotherapy to relieve negative feelings. I became optimistic over time with experience. I felt more self-confident.

Oya recognized the importance of the coaching process in helping her reach her “Aha” moment, which had eluded her in previous attempts to manage her emotions. She stated that this breakthrough occurred after completing the tasks during the eighth coaching session, making her feel like she had reconnected with her former self.

After the pandemic, I am better and hopeful, but I still have some 'pre-pandemic me' traits. I have regained my positive features and feel I can transform the negative ones. I checked the positive ones because I see them in myself. It is time to turn outward after closing down. The end of the semester and spring also helped with my positive feelings.

She put her integrity as follows:

Now that the pandemic is almost over, I am hopeful, calm, and peaceful. I experienced professional growth and helped my students. I taught not only English but improved their life perspectives. I feel like I have everything together again after a long time. I feel complete.

Oya also noted the positive impact of the current study on her emotions, citing two examples: She could empathize with her colleagues and had improved tolerance towards them after two months. Her colleagues were surprised by her prompt completion of tasks and her unusual energy levels. Oya believed she was more cooperative and attentive to her job, expressing a newfound willingness to take initiative in her career. She felt that having professional support had given her a positive perspective on addressing her typical classroom practice issues.

Observing these changes, I considered that Oya was ready to transition from the realignment stage to the stabilization stage within the self-organization framework. To better understand her emotional well-being, I conversed with Oya to address specific issues she had mentioned in the Personality Profile Task. This task revealed inconsistencies in her emotional experiences during ERT, with conflicting responses to specific items.

Over the past two months, Oya experienced a significant boost in her energy levels and motivation. Additional coaching was no longer required as she expressed satisfaction with her current state. She felt calm and optimistic, attributing her newfound positivity to the positive changes in her professional life, as summarized in the table below.

Table 43. Oya's Professional Development Outcomes

Tasks	Action plan
Immunity Wheel (A)	Achieved the objective of fostering an effective learning environment and enhanced her self-perception of efficiency.
Immunity Wheel (B)	Transcended her previous judgmental attitude, moving from believing in student irresponsibility to recognizing their potential for improvement and accountability.
Teacher presence	Transformed her teaching persona, shedding the image of a rigid, grammar-focused, and disinterested instructor for a more engaged and interactive presence.
Emotional awareness	Developed a heightened sense of empathy and a more understanding attitude toward her students as she became more attuned to her emotions.
Personality profile	Shifted her self-perception from feeling ineffective and struggling in vain to recognizing her efficiency and capability in the teaching context.

I aimed to assist Oya in developing effective strategies to rebound from adversity, similar to Emel, Ela, and Leyla, who had initially experienced decreased positive emotions. I was also open to address maladaptive aspects of Oya's TI beyond teacher efficiency. However, Oya appeared content with her ability to manage her emotions, which she had honed over the past few years. Before concluding the coaching session, Oya summarized the gains she had made through the coaching process as follows:

It helped me review my last two years professionally and personally. I realized the main subject I need to work on in my profession, which will increase my motivation. I received solution support for recurring problems throughout classes. I realized that I am pretty close to technology.

The significance of the second part of the study lay in Oya's willingness to share her emotional experiences from the past two years. During this phase, she explored ways to effectively regulate her emotional state, which revealed some perceptual conflicts and flashbacks in her remarks.

The training Oya had attended earlier seemed to have prepared her well for ERT and the coaching process. She successfully navigated challenges during the study, addressing issues through inquiry and displaying perseverance. Oya became more cooperative and open in her communication. The researcher shared her positive perception of her progress.

I was impressed by Oya's efforts to enhance her online awareness, and she was pleased to hear that her motivation and energy levels had increased while teaching online. Regarding TI constituents, Oya exhibited the qualities of a productively immunized teacher, regardless of the instructional medium, which was a notable contrast to her initial state at the beginning of the study.

Table 44. Oya's Pre/Post-Coaching Immunity States

Dimension	Pre-Coaching	Post-Coaching
Openness	2	1
Attitude	2	1
Motivation	2	1
Coping	2	1
Affectivity	2	1
Efficiency	2	1
Burnout	2	0
Emotions	2	1
Efficacy	2	1
Resilience	3	1

1 = productively adaptive, 2 = maladaptive, 3 = partially adaptive.

Before joining the study, Oya struggled with burnout tendencies, lacking motivation, coping skills, and a productive attitude toward online instruction and her students in the online context. She had her strengths and weaknesses and was initially resistant to new ideas. However, as she engaged with the coaching process, she diligently followed the tasks and became more focused on her daily instruction. This led to regaining her sense of efficiency and perception of being in control, which she found enjoyable. Consequently, she developed more robust connections with her students. However, her face-to-face teaching perception of students and herself remained more favorable than in the online-only context, except for hybrid education, which enhanced her resilience.

One central theme in Oya's situation was that students preferred the classroom over online instruction, a factor noted by Roy and Covelli (2021) as making teachers' jobs more challenging. Therefore, teachers must develop TPACK and classroom management skills. Another theme was Oya's conventional approach to teaching online, which limited her efficiency. Even though Oya only taught online three times in eight weeks, I encouraged her to adopt collaborative teaching methods

online, similar to Emel, Ela, and Leyla, rather than relying solely on her traditional methodology.

The coaching techniques assisted her in resetting some maladaptive aspects of her online pedagogy and attitude. She rediscovered her in-class dynamism as she invested time in lesson preparation and observed student learning occurring. She perceived her teaching more efficient and she felt more in charge rather than expecting her students to take responsibility. She recalled her pre-pandemic enthusiasm for the profession and regained her former energy levels through coaching. She productively rebooted her self-efficacy.

Summary

Saydam (2019) argued that TI types impacted how L2 teachers positioned themselves in their careers, manifesting in their classroom behavior, emotions, teaching motivation, and instructional effectiveness. Within the present study's limitations, it became evident that increased awareness had transformed the participants' attitudes toward online teaching, their teaching practices, motivation, and, consequently, their perceptions of efficiency and self-efficacy. This, in turn, aided them in rebooting their LTI regarding each TI constituent. Thus, despite often displaying maladaptive or partial immunity during ERT, all participants, open to professional development, genuinely engaged in reflective tasks and exchanged apathy for enthusiasm.

CHAPTER 8

CROSS-CASE ANALYSIS

The previous four chapters provided detailed accounts of individual cases. This chapter presents a collective analysis of the four cases, utilizing data from three interviews, eight coaching sessions, teaching portfolios of coaching tasks, feedback forms, syllabuses, course hand-outs, and researcher notes for each participant.

This chapter reports on the participants' comprehensive emergency remote teaching experiences (ERT) from March 2020 to June 2022, in the light of the research questions:

1. What are Turkish EFL instructors' emergency remote teaching experiences, in relation to language teacher immunity?
2. How do reflective and instructional coaching contribute to Turkish EFL instructors' immunity levels?

In relation to the first research question, this chapter provides a summary of the participants' ERT experiences, encompassing the time period before they participated in the study (March 2020-March 2022). It also includes a detailed cross-case analysis of their overarching life experiences.

Regarding the second research question, the chapter begins by discussing the participants' immunity states and types (productively immunized, partially immunized, and maladaptively immunized) concerning each immunity constituent: openness to change, attitude, motivation, online efficiency, online affectivity, self-efficacy, coping, resilience, and burnout. This discussion covers ERT time period before and at the time of the study. Finally, the chapter explores the impact and significance of coaching on language teacher immunity (LTI) during ERT.

8.1 Research question one

What are Turkish EFL instructors' emergency remote teaching experiences, in relation to language teacher immunity?

The study findings first indicate that the participants' ERT experiences initially resembled each other facing uncertainty and chaos with the outbreak of the pandemic COVID-19. The participants reported being challenged by physical, emotional and academic problems despite having more than 15 years of experience in the profession. Table 45 briefly summarizes ERT related challenges and solutions they dealt with before they participated in the study.

Table 45. Challenges and Solutions Experienced by the Participants

Participant	Challenge	Solution
Emel	Dealt with metabolic stress, loss of control, and fear during the early months of COVID-19; struggled with the transition to remote instruction and lack of student engagement.	Benefited from training programs, embraced innovations, and acquired new skills; sought to overcome perfectionist tendencies to improve satisfaction with online instructional role.
Ela	Recovered from COVID-19; faced challenges with family dynamics during lockdowns; felt disconnected and demotivated due to lack of student interaction in online teaching.	Focused on physical exercises for well-being; formed WhatsApp groups and adapted conventional strategies to the online environment.
Leyla	Felt acute loneliness being separated from family; struggled with burnout due to heavy workload and lack of feedback from students.	Utilized self-suggestion techniques for self-calming; maintained a positive approach towards students.
Oya	Battled intense emotions and physical pain from repressed anger; experienced arm pain from excessive computer use; struggled with administrative issues and online curriculum mismatches.	Turned to practices like Reiki and meditation; embraced professional growth and adjusted teaching methods to engage students.

To analyze the participants' ERT experiences before they joined the present study, the Teacher Immunity Wheel Task Version A was used. This task encompasses various life segments, including health, family, finance, career, students, school, and colleagues. Each category in the task reflects at least one challenging aspect that contributed to diminished satisfaction levels.

Table 46 displays a cross data analysis of the instructors' overall satisfaction levels during ERT on various life segments concerning the time period before they participated in the coaching process.

Table 46. Cross-Case Data Analysis of Teacher Satisfaction

Life Segment	Level of satisfaction			
	Emel	Ela	Leyla	Oya
Health	60%	80%	80%	60%
Family	50%	65%	65%	88%
Finance	80%	90%	90%	90%
Career	80%	100%	100%	50%
Students	60%	30%	30%	50%
School	70%	40%	60%	60%
Colleagues	90%	60%	100%	60%
*Average score	70%	64%	64%	60%

*Average represents overall immunity

The life segments presented in Table 46 reflect the strengths and weaknesses perceived by each participant during ERT. Specifically, the health segment posed biological and psychological challenges for Emel and Oya, both at 60%, while the family segment (50%) significantly impacted Emel's health (60%) and mood.

The participants indicated varying levels of satisfaction in different areas. Notably, they expressed contentment in their careers, with Emel at 80% and Ela and Leyla at 100%, largely due to successful professional training provided by the administration during the COVID-19 pandemic. However, Oya, who transitioned between instructional modes, displayed only 50% contentment, as she critiqued the administration and curriculum office for failing to meet instructors' transitional needs. Her testing duties gave her a broader perspective on the ERT period.

All teachers identified student-related issues, such as a lack of internet and computer access, student feedback, and participation, as the most challenging aspect,

significantly impacting their overall TI. Despite this, the scores varied: Ela and Leyla were at 30%, expressing discontent, while Oya and Leyla were at 50% and 60%, respectively, indicating demotivation.

Regarding academic support from the Preparatory schools, Emel, Oya, and Leyla showed moderate satisfaction (70%, 60%, 60%), whereas Ela, affected by physical separation from the campus, expressed total dissatisfaction at 40%.

Concerning online collaboration with colleagues, Leyla and Emel reported high satisfaction levels at 100% and 90%, respectively. Ela, who missed her colleagues, and Oya, facing challenges due to the changing dynamics in a hybrid context, showed lower satisfaction levels at 60%.

The average scores (Emel = 70%, Ela and Leyla = 64%, Oya = 60%) indicate varying degrees of satisfaction across different life aspects for the teachers. These scores reflect a decrease in biological and psychological immunity concerning the time period before they participated in the coaching process. In the following sections, more details on these findings are provided.

As displayed in Table 46, the detailed analysis in Chapters 4, 5, 6, 7, and 8 yields the following key perceptions:

Initially, the participants encountered significant challenges when adapting to the ERT environment. They grappled with issues such as student engagement, technological hurdles, and the shift from traditional to remote teaching methods. This initial phase was characterized by stress, uncertainty, and a sense of professional inadequacy, leading to burnout and maladaptive TI.

As they underwent professional development within their institutions, they acquired digital skills and adapted to the online curriculum from a technical

perspective. However, they still lacked pedagogical knowledge specific to the online environment.

The cross-case analysis highlighted the need for participants to gain online-specific pedagogical knowledge and managerial skills, even though their digital competence improved. The inadequacy should ideally have been addressed by INSET programs. Unfortunately, this deficiency left them dissatisfied with the professional aspects of their lives, resulting in perceptions of inefficiency, low self-confidence, and demotivation.

The participants' overall ERT experiences before the coaching process is presented in detail in the sections below based on self-reports on different life segments.

8.1.1 Health issues

The instructors initially responded to the crisis with panic and fear, unsure how to navigate personal and professional challenges, which affected their health. They gradually experienced physical exhaustion and emotional burnout. Unanimously, they highlighted the physical and psychological distress caused by the pandemic, emphasizing a profound sense of confinement to their homes. For instance, in an April 1, 2022 interview, Emel shared her struggle with metabolic stress in the early months of COVID-19, describing a loss of control and a perception of chaos and fear.

She especially perceived those days as chaotic and frightening.

I felt terrible, as if I was losing control. I was uncertain when schools would open again. I was worried about myself and my loved ones' health.

Emel suffered from reflux and stress-related dietary issues, leading her to seek medical attention recently. The negative impact of dealing with uncooperative

students and a challenging family situation appeared to exacerbate her health problems.

Oya was deeply affected by the uncertainty of the times, battling intense emotions. She experienced physical pain in her neck and shoulders due to repressed anger, requiring treatment to alleviate her discomfort (April 1, 2022 interview). She also suffered from arm pain caused by excessive computer use and sought homeopathic remedies to manage stress. Oya turned to practices like reiki and meditation to cope with the demanding circumstances. Emel and Ela found solace in positive affirmations, striving to mitigate anxiety and maintain a calmer state of mind.

Meanwhile, Ela recovered from COVID-19, focusing on physical exercises to maintain her well-being. Leyla utilized self-suggestion techniques for self-calming. All participants experienced unprecedented levels of stress-related problems and loneliness.

8.1.2 Family

Emel grappled with losing a sister, becoming a support pillar for her extended family, often neglecting her needs. Sharing a living space with her working husband and son, Oya faced challenges managing her schoolwork while assisting her son with his elementary education. Leyla, separated from her children during the pandemic's onset, felt her loneliness more acutely compared to other participants with family at home. Ela navigated through the emotional highs and lows of family members, also grappling with the lockdown challenges.

8.1.3 Finances

Even though finances were one aspect of their lives to be enquired about in the adopted coaching task, the Teacher Immunity Wheel-Version A, I tried not to ask detailed questions about their financial situation in the midst of a global health crisis. Financial matters could be an additional source of stress for them. Therefore, I enquired about the issue, in general terms. Despite the global crisis, all participants expressed gratitude for their consistent income, appreciating the ability to navigate the situation from the comfort of their homes.

8.1.4 Career

The pandemic disrupted the career stability of these instructors, who were seasoned and competent English educators with nearly 20 years of experience. They had a history of successful professional development activities and were confident in their classroom abilities. However, the transition to ERT prompted their institutions to develop digital platforms and offer opportunities for professional development.

Emel initially struggled with the shift to remote instruction, despite her institution's successful transition. Eventually, she benefited from training programs, earned certificates, and gained proficiency in both synchronous and asynchronous education. Emel highlighted the advantages of the new system for students, especially those with internet connectivity issues, as it facilitated asynchronous learning through pre-recorded lectures.

Leyla, initially describing herself as "totally digitally illiterate," dedicated considerable time to learning about available online platforms and programs. Through training sessions and technical support, she and her fellow instructors enhanced their online and problem-solving skills. The involvement of digitally native

students played a significant role in this development, as they assisted their teachers during lessons and fostered a collaborative learning environment. From the outset, exchanging information with colleagues contributed to their growing online competencies. Despite the comforting professional support from their administration and expanded online capabilities, they still felt somewhat less effective in the online teaching environment.

8.1.5 School

All participants acknowledged the insurmountable challenges of addressing systemic issues and changing student attitudes over the years. They highlighted significant drawbacks, including inadequate coursebooks, mismatches in the online curriculum, tight schedules, and lengthy back-to-back online lessons.

For the three participants who taught exclusively online, the Izmir earthquake in October 2020 added emotional turmoil, as it destroyed their school building. This event compounded the existing challenges of lockdowns and loss.

The INSET programs provided by the Preparatory Schools in the last two years primarily enhanced their digital skills, but this was insufficient to maintain their pedagogical efficacy. Their TPACK did not match their academic performance, resulting in a diminished sense of self-efficacy. Nevertheless, they chose to remain in their positions. When asked about the possibility of quitting, Emel passionately expressed her love for her job and her determination to adapt and grow during these challenging times. Like her colleagues, she needed to develop aspects of her self-efficacy, particularly in online class management and student engagement.

On the professional front, challenges such as digital illiteracy, insufficient TPACK, and a lack of online class management skills affected their teaching

practices despite the technical support provided by online platforms and INSET programs. A lack of online teaching competence and the absence of positive feedback from students marred their self-perception, leading them to view themselves as inefficient. For instance, Oya, who had the opportunity to work at the testing office on campus, faced administrative issues such as curricular mismatches and discrepancies between online materials and tests. She noted the failure of the online curriculum to meet instructors' evolving needs, asserting that the face-to-face curriculum was superior. The lack of supplementary materials to address shortcomings in the coursebooks and testing procedures was also a concern. Pacing, planning, and implementing the curriculum and coursebooks online presented significant difficulties. Emel experienced a loss of control over her students due to the inadequacy of the coursebook for online instruction. Ela's students struggled with the integrated skills coursebook which, in her opinion, worked best in a physical classroom. She found facilitating collaborative interaction through the book and maintaining student participation challenging during lengthy teaching days. She wished for the ability to use ice-breakers and team-building activities, which she found impossible to replicate online.

Once a highly motivated and enthusiastic teacher, Ela experienced a loss of self-belief and faith in online education before participating in the study. Prolonged screen time and a demanding schedule left her exhausted. She attempted to engage students and maintain motivation by forming WhatsApp groups and adapting conventional classroom strategies to the online environment. However, the school administration struggled to adjust the curriculum, materials, and schedules to the online context.

8.1.6 Students

The inability to see students in person and the lack of positive feedback left the instructors feeling demotivated and uncertain about student engagement. Emel described her experience as "flying blind," emphasizing the challenge of teaching without access to nonverbal cues and highlighting the difficulties this lack of visual feedback presented.

We lacked eye contact, touch, intimacy, and genuine connection with my students. I asked myself, 'Why can't I make my students participate in the lessons?' When I asked them the same question, my students would reply that there was no problem. They would even tell me that they liked the lesson. I would tell them, 'But you never talk. You never participate'. I expressed how I felt. I am not an actress. I do not act in the classroom. I have emotions. I do not believe in the argument that teachers should not show their feelings in class. No, I am a human being. I felt lonely and inefficient, seeing only myself all the time. It was like talking to space!

At that time, Emel felt overwhelmed with her expanded list of responsibilities. Her duties extended beyond teaching English and grading assignments; she now had to record her lessons and track her 28 students' engagement with these recordings. Spending her entire workday in front of a screen exhausted her, and the lack of visual contact with her students was a significant drawback.

Reflecting on her teaching persona before and after the pandemic, Emel recognized a significant shift. Previously, she had seen herself as a friendly instructor who played games, enjoyed fun interactions in class, and engaged in casual conversations with students during breaks. However, her self-perception in the online teaching environment was considerably less optimistic, a change that was noticeably discouraging for her. She had not experienced such feelings before the pandemic.

I observed her reflections, I noted her tendency to oscillate between self-blame and placing the blame on her students for the perceived decline in her teaching effectiveness. Emel expressed helplessness and a lack of control, especially

criticizing the school's policy that mandated camera use, for instructors, but not for students.

On the other hand, Ela, keen on interacting with her students, found herself confined to delivering her classes to a camera, unable to make eye contact with her students who kept their cameras turned off. This situation left her feeling lonely, demotivated, and disconnected, as she perceived her ability to perform effectively in her classes as significantly hindered. She reminisced about her more communicative and engaging teaching style in the pre-pandemic face-to-face classroom setting, acknowledging the irreplaceable value of in-person verbal and non-verbal cues in teaching and learning. The transition to an online context disappointed her, as she contrasted it with her previous interactive and lively classroom experiences. The inability to communicate one-on-one with her students, especially the quieter ones, resulted in maladaptation. Ela found her lessons monotonous, particularly disliking how she had to teach grammar by merely dictating rules. Her overall sentiment was clear: she disliked online teaching and perceived it as an unproductive way to conduct her classes.

Ela felt disheartened because she could not see her students, resulting in loneliness and demotivation. She identified challenging student profiles and their behavior and attitudes in the online setting as the primary causes of her burnout.

I do not understand this camera issue. If I insist, students turn their cameras on for a while and turn them off again. My mood turns on and off with their cameras.

Ela recalled the enjoyable coffee breaks she used to have with her students after drama club meetings, contrasting her previous dedication and high motivation with her current state of burnout.

Leyla acknowledged that her strong work ethic and compassion for her students helped her endure the complex situation. Unlike the other instructors, she acted more tolerably towards her students' reluctance and tried to empathize with them. Despite this, she felt almost burnt out due to her heavy workload, teaching six back-to-back classes twice weekly. The lack of feedback from silent students in front of her screen significantly decreased her motivation to teach. She was unhappy about spending so much time preparing for teaching and was concerned about her inferior online class management skills and inefficient online pedagogy. She knew she could not motivate her students any further and felt incapable of producing quality work within the constraints of online instruction. Teaching her best without exhaustion seemed an impossible task for her.

Oya faced her students in monologues, with them neither using microphones nor providing visual feedback, only writing in the chat box. She tried quick solutions for the lack of resources, such as pairing students with microphones with those without and encouraging them to collaborate using the chat box. She preferred teaching grammar deductively to compensate for the lack of facial communication with students. However, there were times when she lost all her motivation and vainly expected her students to take control of the situation. She saw herself as ineffective, needing to learn how to handle and control the situation. Lacking online teaching skills and experience, she struggled to effectively integrate content into her teaching. Despite her efforts, only a few students participated in her classes. Exhausted by her heavy workload and occupied with lesson planning even during her days off, she questioned her existence and longed for real communication. She observed that most of her students were less motivated online, wasting valuable teaching and learning time (April 1, 2022 interview).

I do not particularly appreciate rushing all the time. I do not feel as effective as I was, even though I am just as responsible and hardworking.

To summarize, the participants unanimously viewed the student-related aspects of their work as demotivating and challenging, decreasing their self-confidence. This situation adversely impacted their overall well-being and compromised the TI dimension of their psychological and professional health, a topic scheduled for discussion in the TI section.

8.1.7 Professional support from colleagues

Emel expressed contentment as a member of the Preparatory School, enjoying fruitful collaborations with colleagues. Prior to the pandemic, she held various roles, including consultant and coordinator in the professional development unit and the Preparatory School exam committee. Her involvement extended to the student support team and a group named “life-long learners.” Emel actively engaged in webinars and seminars, primarily focusing on project-based learning. She even founded an article-reading club to benefit novice instructors. She regarded the online cooperation executed during the pandemic as crucial for survival.

Ela assumed multiple roles, including reading coordinator, consultancy committee member, and staff member at the Testing Office. She acknowledged the significant value of her online collaborations with colleagues, whom she considered mutual friends during the ERT period. These collaborations provided both academic and emotional support. Ela's constant family presence and the lack of social interactions with colleagues during ERT led to significant stress, highlighting the stark contrast with her 30-year-long campus life, which she now greatly missed.

Oya, a recent addition to the Testing Office, shared an experience of recent miscommunication with colleagues, underscoring ongoing communication challenges.

Our communication changes with the daily context. To feel comfortable, I want problems to be solved. I emailed my colleagues the other day about a misunderstanding and asked why we treat each other harshly rather than gently. That only got written communication only worse afterward. I first got angry about it but forgot because I did not want the unpleasant situation to continue.

Her remarks revealed ongoing communication issues with colleagues. The distance from the campus and separation from colleagues saddened her, deteriorating her relationships. She expressed this perspective as mutual.

I have felt less bonded with others in the past two years. I have become an introvert, and I can only reach my significant others for some support.

She also recalled times before the pandemic when she felt disharmonious with some colleagues, making it challenging to relate to them due to their bossy tendencies. Oya added that she preferred working with people who shared her perspective.

In Leyla's case, her colleagues were professionally supportive. Regular online meetings and INSET provided by the school helped her develop professionally and socialize simultaneously.

The overall ERT experiences were consistent across cases. On a personal level, lockdowns took a toll on their emotional and physical well-being. They all experienced exhaustion due to the prolonged pandemic circumstances and were on the verge of burnout while still searching for a solution.

The participants were all eager to enhance their online teaching practices and encourage voluntary student participation. They no longer wanted their lessons to be perceived as dull. However, they faced uncertainty about how to achieve this

improvement. They perceived their previous efforts as futile, as everything seemed to remain unchanged for two years.

8.2 Research question two

How do reflective and instructional coaching contribute to Turkish EFL instructors' immunity levels?

Based on the interview data, at the beginning of the study, the participants' dominant immunity type is maladaptive, with the second dominant type being partial, with the exception of openness to change, affectivity and resilience as reported displaying more productive aspects of their immunity. Data analysis of LTI types before they participated in the study are shown in Table 47.

Table 47. Data Analysis of LTI types before the study

Dimension	Emel	Ela	Leyla	Oya
Openness*	1	3	1	3
Attitude	2	2	3	2
Motivation	3	2	1	2
Coping	3	2	3	2
Affectivity	2	2	1	2
Efficiency	3	2	2	2
Efficacy	2	2	2	2
Burnout	2	2	2	2
Resilience	3	3	3	3

*Openness to change, 1 = productively adaptive 2=maladaptive
3=partially adaptive

The participants' immunity states before the coaching process regarding each constituent of LTI are presented in detail in the sections below.

8.2.1 Openness to change

Openness to change, a critical factor for navigating ERT, involves the ability to adapt to new contexts through professional development. Emel, Ela, and Leyla demonstrated a commendable openness to change by embracing innovations and acquiring new skills, despite the general tendency to revert to traditional teaching methods due to a lack of TPACK. They actively engaged in INSET, article reading, and discussions with colleagues, which boosted their self-esteem.

However, Ela's sense of futility and Oya's initial doubt regarding her students' online productivity revealed closed and maladaptive attitudes toward change. Nonetheless, Oya's interest in further professional growth demonstrates a willingness to pursue development, highlighting the complexity of openness to change during ERT.

I expect to be surprised to learn new things about myself. You would probably make me think about my job, and I can benefit from it personally and professionally. My role in coaching is taking on my responsibility. I want to be productive. My students will also benefit.

On one side, she displayed a readiness for professional growth, yet on the other side, she clung to her teaching methods, convinced that she was giving her best since the pandemic's onset. This duality places Ela and Oya in a state of partial immunity, as they grapple with adapting to new approaches, while Emel and Leyla actively seek new solutions and participate in the study to address persistent challenges.

8.2.2 Attitude

With the exception of Leyla, all participants exhibited judgmental attitudes toward students, the system, and the online context. Leyla stood out with her positive approach, striving to understand and assist her students from the start of the pandemic. However, she also critiqued her online teaching capabilities and English

language proficiency, demonstrating a partially adaptive attitude. While maintaining a positive stance in facing challenges, Oya held harsh judgments toward her online students, colleagues, and curriculum issues. She labeled her students as irresponsible and accused them of cheating and plagiarism in their online assignments.

Interestingly, her shift towards a more productive attitude towards students began well before the pandemic and was significantly influenced by her colleagues' perspectives.

In our department, there is a tendency among teachers to pass all the responsibility to students. My colleagues always say that our students are grown-ups and that we should not be controlling them. They also say that the students should be autonomous enough to learn independently. They always make remarks such as 'Students should do this. Students should do that...'. Our school culture was different many years ago. I remember when I first started teaching here, teachers did not make such remarks, then. I remember feeling responsible for giving my students lots of homework then. I used to follow up on their performance. After I became a mother, however, my productive attitude changed. Instead of preparing tasks, doing the exercises in the book was much easier for me.

Motherhood impacted the previously productive teaching approach, a trend that persisted during ERT. Emel was caught in a cycle of self-blame and student blame for inefficiencies. She sought to overcome her perfectionist tendencies to improve her satisfaction with her online instructional role.

My perfectionism is leading me to disappointment. I begin each task expecting a good learning outcome. I also expect too much from myself as an instructor trying to fill in every moment efficiently. What I expect is not realistic, even in an ideal context. There are many variables both in context and in my students' lives. I cannot control all. I have realized that I should not concentrate on factors that I cannot control. If I can keep my expectations reasonable, I will be more satisfied with my life and career.

Ela, a perfectionist like Emel, expected her students to adapt and change, not herself, showcasing a maladaptive attitude. She believed the students' responsibility was to motivate their teachers through active participation. Each participant found challenges in the students' reluctant attitudes, leading to maladaptive responses.

However, it also became evident that blaming the students was easier than adopting a more self-reflective stance.

8.2.3 Motivation

Every participant experienced a decline in motivation due to a range of factors, including online connection issues, unengaged students, prolonged lockdowns, and separation from campus and colleagues.

Emel exhibited partial adaptation in her motivation levels. While the lack of positive student feedback led her towards burnout, her intrinsic motivation kept her engaged to some extent. Leyla managed to sustain her motivation through self-encouragement techniques, ensuring her teaching efficiency remained intact. In contrast, Ela and Oya displayed maladaptive in-class behaviors due to demotivation. Ela disregarded her students' emotional and situational needs, frequently feeling bored and lacking intrinsic motivation. Oya's motivation fluctuated with changing teaching modes; she initially adjusted to online teaching but lost her enthusiasm when shifting to a hybrid model, mainly due to her students' disengagement in the online sessions.

In summary, all participants acknowledged their exhaustion and the challenges in maintaining self-motivation during these trying times.

8.2.4 Coping

This study interprets coping as the continuous adaptation of cognitive and behavioral strategies to handle the demanding challenges of ERT, both externally and internally (Lazarus & Folkman, 1984).

Saydam (2019) categorizes teachers into two groups based on their coping traits. The positive traits encompass being problem-solvers, constructive thinkers, positive-minded, intrinsically motivated, flexible, enthusiasts of challenges, passionate, and responsible individuals. On the other hand, the negative traits include characteristics such as being rigid, negative, prone to complaining, emotionally distant, quick to accuse, depressive, passive, prone to overreacting, extrinsically motivated, obsessed with rules, and indifferent. These categories correspond to Hiver's (2016) productively immunized and maladaptively immunized categories.

The participants exhibited maladaptive coping mechanisms when they perceived challenges as insurmountable. Before joining the study, although the participants had applied various strategies based on their past experiences, they lacked adequate academic and emotional coping mechanisms.

Emel, who displayed partial adaptability, acknowledged her coping and pedagogical efficiency at a low 50%. She expressed her willingness to enhance this to 80% with coaching support.

Ela estimated her coping ability in dealing with student participation and motivation issues at 50%. She adopted a facade, pretending to take her job very seriously to keep her students engaged and on track.

Both physically and literally, I wore a mask while teaching. Whenever I got bored, I took my sad face off and put my happy face on. I believed it was the only way to make my students happy. It would be nice to stay firm instead of wearing masks. (Coaching session 6)

Throughout ERT, Ela maintained a strong teacher identity, portraying her role as the most critical job in the world. However, her strategy proved only partially effective, leaving her with a sense of ineffectiveness. Her skepticism about overcoming challenges led to a perception of irreversible student behavior in the online context, resulting in a maladaptive teaching attitude. Consequently, she distanced herself

from the students, neglecting their need for positive engagement and demonstrating a lack of coping skills.

Oya, unable to formulate a productive strategy, coped by lowering her expectations of her students. She was unaware that her maladaptive attitude was hindering student performance. She needed to shift towards a more productive approach and develop effective instructional strategies. She effectively used feedback and follow-up procedures to empower students to take control of their learning process while providing guidance and scaffolding. In her approach to task development, Oya balanced student and teacher control, allowing students to feel responsible for their learning. Through the implementation of feedback and follow-up procedures, she aimed to enhance student autonomy without relying on direct control through questioning.

In the present study, the findings regarding the pre-study period (March 2020-March 2022) reveal that some participants (Oya, Ela, and Emel) employed avoidance strategies in the face of adversity. For example, they sometimes blamed students for not participating due to internet disconnections or lack of computers. The findings indicate that Leyla displayed a more positive and solution-oriented approach rather than relying on avoidance strategies. However, she needed to develop strategies to cope with her exhaustion, which was approaching burnout, similar to the experiences of other participants.

The participants came to realize that their primary coping strategies had predominantly been avoidance-based. They transitioned towards employing problem-focused and emotion-focused coping strategies, supported by mindfulness tasks and affirmations.

8.2.5 Online affectivity

Online affectivity played a significant role in influencing the participants' well-being and productivity perceptions during the global crisis. All participants experienced emotional ups and downs from the onset of ERT, often accompanied by physical tiredness, leading to challenges in building rapport. They internalized their anger while trying to maintain a composed exterior for their students, many of whom participated with cameras and microphones off. It's crucial to enhance teachers' emotional awareness to understand the impact of ERT on their perceived immunity. Establishing rapport and understanding students' online needs and expectations are essential for boosting immunity to productive levels. The cases highlighted a widespread lack of productive emotional competence.

As discussed earlier, Oya recognized the last two years as emotionally draining, characterized by conflicting and unstable emotions, which could potentially impact her students' learning.

My mood has changed very often in these last two years. A week is like this, and a week is like that. I thought a lot about it; why am I so volatile? My mood was very turbulent. I had never felt like that before. There were times when I felt exhausted; it was because I was overloaded. I need time to be balanced, to rest, to take time for myself, to take a breather.

She expected her students to act autonomously and take control of the situation, indicating her maladaptive state instead of building rapport. Similarly, Ela anticipated the students to motivate her and held them responsible for not showing affection. Emel placed blame on the students or the online platform for not establishing rapport.

In contrast, Leyla maintained online affectivity from the beginning of ERT. She was the only one who openly admitted to using empathy towards her students and was successful in establishing rapport most of the time. Initially, she used

WhatsApp to sustain online affectivity and even asked for student assistance to navigate the early days of ERT. Leyla openly acknowledged her sensitivity, valuing feelings and emotions for natural communication. Consequently, she was caring, understanding, and affectionate towards her students, and in return, the students reciprocated by providing emotional and technical support when needed the most. While the other participants displayed maladaptive TI concerning online affectivity, Leyla managed to sustain its quality, albeit in decreasing amounts over time.

8.2.6 Online efficiency

The participants were preoccupied with the long-term academic challenges and perceived themselves as less effective compared to their pre-pandemic teaching performance. They had been more productive in the traditional classroom setting, where they received visual and oral feedback from students. However, in their ERT practice, they faced significant issues such as the absence of student participation and limited camera use, which contributed to their teaching inefficiency. Additionally, they expressed dissatisfaction with the coursebook activities, curricular problems, course materials, and tight schedules, all of which they saw as factors diminishing their productivity. It was evident that they attributed their reduced effectiveness to external factors.

Interestingly, none of the participants, except for Leyla, considered the possibility that their online inefficiency might be related to their online teaching practices. Leyla provided insight into her ERT experience by comparing and contrasting her observations of herself before and during the ERT period.

Online classes differ from face-to-face classes. In the beginning, I could not use the screen efficiently. I was not confident teaching online. Suddenly, I was becoming distracted and talking about irrelevant things in class, such as the places I had gone before. I sometimes talked too much and lost my

concentration. Maybe students were having fun, but I realized I had to improve certain things.

Leyla openly expressed dissatisfaction with her English proficiency, recognizing a decline in efficiency that led to self-blame, a weakening of her self-confidence, and frequent apologies to students.

In contrast, the other participants did not acknowledge digital illiteracy or online course management failures as contributing factors to their inefficiency. Oya felt disheartened by unresponsive students and attributed inefficiency to their maladaptive behaviors rather than her teaching methods.

Emel considered herself partially adaptive, finding success with online games and quizzes but also noting a potential link between her perfectionism and inefficiency. She sometimes placed blame on students for not understanding lessons, a sentiment similar to Oya's maladaptive approach.

Ela, too, identified student attitude as a critical factor in her online teaching inefficiency, despite using humor and quiz games to engage students. She recognized the need for student willingness to learn but saw it as unrealistic.

Oya, who experienced multiple teaching modes, observed a decline in online student engagement once they returned to the classroom, attributing it to their preference for face-to-face interaction.

In summary, the teachers' maladaptation was rooted in a judgmental attitude that rejected the potential for instructional efficiency in online settings. However, their participation in the study indicated a willingness to seek improvement through professional development.

8.2.7 Self-efficacy

In the early stages of ERT, the participants encountered challenges related to self-confidence and uncertainty in navigating the new environment. Their self-confidence gradually grew as they developed digital competence, but the absence of positive student feedback hindered their self-efficacy perceptions.

Oya, who frequently transitioned between teaching modes, observed fluctuations in student attitudes and her self-efficacy, especially in a hybrid context.

Initially insecure about her digital literacy, Leyla actively sought to transform her insecurity into self-confidence, even apologizing to students and asking for their assistance.

Emel, although reluctant to admit to feeling insecure, identified high expectations of herself and students as the source of her insecurity, linking it to her perfectionism.

With low expectations and a limited solution-oriented vision, Ela needed to enhance her self-efficacy beliefs, recognizing that a reduced workload alone could not make her an effective teacher.

In summary, despite their extensive efforts and development of digital skills, the teachers' self-efficacy perceptions declined due to a lack of positive student feedback and the challenges of online teaching. This highlights the need for improved online pedagogical content knowledge and classroom management skills.

8.2.8 Burnout

As previously summarized in earlier sections, the uncertainties during the ERT pushed the participants dangerously close to burnout. While the participants initially denied experiencing burnout during the first interview, their perspectives shifted

unanimously as the coaching sessions began, underscoring the profound impact of the ERT.

Despite having over two decades of teaching experience, the participants found the ERT context to be overwhelmingly demanding. Emel's experience of burnout stemmed from a lack of control during the pandemic's early days, while Ela's burnout was linked to the exhausting task of teaching the same class for six hours straight. This was exacerbated by the absence of student feedback and engagement, contributing to her burnout.

At the beginning of the pandemic, teaching online, I felt like I was sending my questions to space, and they were replying from outer space. I remember feeling as if I was struggling in vain. I felt weak and helpless. I was 80% burnout, then. I was getting bored during lessons and thinking that the students might also be bored if I was bored. I tried to do different activities. Nowadays, I occasionally feel burned out depending on the day. For instance, feeling tired, having a bad day, or when students do not respond, I feel burnout whenever I am not motivated enough.

Leyla's burnout arose from the constant struggle to stay technologically updated and overcome her digital illiteracy. In contrast, Oya's burnout intensified each time she recognized her inability to teach effectively and observed students' learning gaps, particularly when students failed to provide correct answers. She grappled with a lack of necessary coping skills, displaying initial resistance to new ideas, as highlighted in previous sections.

The participants teetered on the brink of burnout, experiencing a significant drop in motivation compared to their pre-pandemic performance levels. Despite their extensive teaching experience and the digital skills acquired during the ERT, they couldn't shield themselves from burnout, emphasizing the prevalence of maladaptive TI. The indicators of maladaptive immunity were, loss of motivation, lack of efficiency, loss of control, judgmental attitude, burnout, poor coping skills, low sense of self-efficacy, and poor affect.

8.2.9 Resilience

The concept of resilience is crucial for individuals to bounce back from challenges and adapt to changes swiftly. Hiver (2018) underscores its critical nature for second language teachers, emphasizing its role in mitigating stress and preventing burnout. Teachers can sustain resilience by adopting a growth mindset, fostering strong professional relationships, engaging in continuous learning, and prioritizing their health.

The participants acknowledged sporadic burnout and loss of motivation, which led them to question their resilience, except for Oya. She managed to reclaim her resilience by transitioning between different teaching contexts. Nevertheless, she still felt less resilient when comparing her online performance to her in-class teaching.

Ela maintained her resilience through physical activities, although her dwindling motivation posed a significant obstacle. Leyla, isolated from her family during the pandemic, preserved her well-being and resilience through long walks, establishing practical and emotional connections with her students.

Leyla took long walks to maintain her well-being. She was away from her own children during the pandemic and had to endure on her own. She had to collect herself together. She tried to maintain her resilience by connecting with students both in practical terms and emotionally.

Emel, initially confident in her resilience, later admitted:

In the beginning, I was 40% resilient. I did not know what to do or how to teach online. I did not know how to adapt my materials online. I used to feel lost and helpless. My resilience increased as I developed coping skills and gained experience. I started to feel more in charge. I could make decisions about the course content. I was satisfied with my unguided performance.

The analysis of TI throughout the cases revealed a partial or maladaptive immunity trend, explaining the difficulty in sustaining resilience over time.

In summary, the participants, while enduring the prolonged challenges of the ERT, were determined to enhance both their online teaching skills and well-being to reclaim their resilience. Despite their weakened state, their commitment to professional development is a testament to their resilience, as Hiver (2018) posited.

8.3 The enhancement of LTI through coaching

This section explores how and in what ways IC and RC sessions contributed to the participants' perceived immunity states starting from April 2022 to June 2022. The cross-case analysis draws on self-reports from coaching sessions, the Teacher Immunity Wheel Task Version B, and the final interview.

I asked the participants to state their immunity levels before and after the IC and RC sessions. Based on their subjective evaluations and performances, all participants perceived themselves to be in a better state of immunity after the coaching sessions. Table 48 illustrates the role of coaching on perceived immunity states.

Table 48. Reported Changes in Teacher Immunity

Dimension	Emel		Ela		Leyla		Oya	
	*Pre	Post	Pre	Post	Pre	Post	Pre	Post
Openness	1	1	3	1	1	1	3	1
Attitude	2	2	2	1	3	1	2	1
Motivation	3	1	2	1	3	1	2	1
Coping	3	2	2	1	2	1	3	1
Affectivity	3	1	2	1	2	1	1	1
Efficiency	3	1	2	1	2	1	2	1
Burnout	2	0	2	0	2	0	2	0
Efficacy	2	1	2	1	2	1	2	1
Resilience	3	1	3	1	3	3	3	1

*Pre and post coaching, 1 = productively adaptive 2=maladaptive 3=partially adaptive

As illustrated in the table, the participants transitioned from partially adaptive or maladaptive states to a productively adaptive condition facilitated by coaching sessions.

Table 49 presents a chronological overview of the feedback provided by participants in the study (for instance, the case of Emel) along with my evaluation of their input and the changes observed in participants' teaching practices.

Table 49. Feedback, Evaluation, and Changes in Practice in Chronological Order

Session	Changes in practice	Feedback evaluation	Researcher's notes
Initial	Identified areas needing improvement via Teacher Immunity Wheel Task Version A, aimed to improve efficiency in online teaching.	Felt vulnerable and experienced low student participation, recognized the need for proactive steps.	Assisted in identifying strengths, weaknesses, and areas for professional development.
Early Sessions	Fostered a positive atmosphere, adjusted expectations of students, slowed pace of lessons, improved rapport with students despite technical challenges.	Noticed a positive shift in student interaction and participation when treated kindly.	Commended Emel for resilience and adaptation to online teaching challenges.
Mid Sessions	Implemented new strategies to foster student productivity and engagement, embraced the nuances of online teaching, entered the realignment stage of the self-organization framework, and developed new coping strategies.	Acknowledged positive impact of new instructional strategies on class dynamics.	Observed Emel's regained control over her situation and satisfaction with the coaching process.
Later Sessions	Allowed students to select group members/topics, increased class participation by changing the group work format and using PowerPoint presentations, introduced various techniques to increase student confidence and participation.	Felt a newfound sense of efficacy and competence in managing challenges.	Noted Emel's transformative approach to pedagogy and increased satisfaction.
Final Sessions	Kept refining teaching approach, sought innovative ways to boost student engagement, utilized reflective practice in action, aimed to conquer perfectionism and adopt mindfulness exercises.	Reported a renewed sense of teaching efficiency, almost parallel to the face-to-face context.	Recognized Emel's enhanced self-perception, adaptability, and proactive steps to adjust her perfectionism.

8.3.1 Openness to change

I believe in professional development. Teachers wanting to make a difference must contribute to the process. I remember being anxious at the very beginning. I wanted to know whether I would attain my goal and have enough time. I had my reservations. Once we started, it felt natural. I felt very comfortable during the process. I did my part. I observed my students' learning process to ensure they were doing well. For instance, I was curious whether they would study and achieve better. I initially thought my workload and miscommunication with colleagues drove my demotivation. Now, I realize it was my perspective. I have you to thank for it. I should have gotten involved in coaching earlier. (Oya: Session 8)

Oya considered herself receptive to professional development, yet the coaching process revealed her struggle to escape a vicious cycle of blaming students and the system, showing partial openness to instructional but not reflective coaching. By the third session, she adopted a more enthusiastic problem-solving approach, exceeding expectations in the instructional coaching engagement, despite initial doubts due to her restrictive beliefs about online education and student prejudice. While she modified her traditional teaching methods and reluctance, she maintained resistance to productive self-reflection, setting her performance boundaries compared to Emel, Ela, and Leyla.

8.3.2 Attitude

Findings highlighted a reciprocal challenge between students' unwilling attitudes and the subsequent attitudes of each teacher, forming a detrimental cycle that adversely influenced teacher perceptions of students concealed behind their cameras.

Leyla stood out, demonstrating a consistent effort to understand students from the pandemic's onset. The coaching tasks unveiled her compassionate and thoughtful stance towards students, with her conscientious approach to instructional coaching procedures substantiating her comments.

In contrast, Oya's initial self-reflections raised uncertainties. Despite her positive attitude towards challenges, her assessments of students, colleagues, and curricular

matters appeared critical. She labeled students as irresponsible, prone to cheating, and plagiarizing, expressing a belief in the impossibility of altering such student behaviors online. Her actions fluctuated between conducting routine tasks with students and contemplating an abrupt departure from teaching.

A further examination of her attitude and a reboot of potential maladaptive aspects of her TI were unfeasible, as Oya opted out of additional goal-setting procedures. Given the study's voluntary nature, there was no pressure for her participation. Nonetheless, within the confines of instructional coaching, she adopted a systematic action plan for efficiency, transitioning from a hesitant educator to a more engaged one.

In Emel's scenario, her outlook significantly influenced her perceived TI. She confessed to being caught in a damaging cycle of mutual blame between herself and the students, hindering efficiency. Emel was ready to modify this restrictive mindset throughout the coaching to enhance her online teaching satisfaction.

Engaging in goal-setting procedures, Emel pursued a systematic approach to conquer her perfectionism, adopting coping mechanisms and mindfulness exercises. Her resilience ensured the attainment of her objective, resulting in a transformed self-image; she no longer saw herself as a monotonous and ineffective teacher by the study's conclusion.

She started by eliminating overthinking and reducing excessive planning, immersing herself and her students in creative activities. This shift enriched the experience for both parties. Emel's self-assessment post-coaching marked her as productive, signifying a successful recalibration of her maladaptive immunity, as elaborately discussed in Chapter 4.

Ela, like Emel, initially exhibited a perfectionist approach to online teaching. The findings indicated partial immunity during ERT. Her involvement in the study catalyzed a change in her attitude toward students; she began to empathize with their perspectives and needs. Instead of waiting for student motivation, she proactively sought methods to inspire her students through her teaching. Consequently, her critical and blaming mindset transformed through action-oriented, strategy-based coaching tasks. Ela's perspective on altering student reluctance shifted, and like the other three participants, the coaching procedures facilitated a more professional and objective stance towards herself, the students, and online instruction.

8.3.3 Motivation

The participants faced motivation declines during ERT. The main focus was aiding them in identifying strategies to engage students actively and willingly in lessons, which would enhance their own motivation during sessions.

For Emel, Leyla, and Oya, instructional coaching proved beneficial. They altered their material presentation and activities, witnessing positive outcomes and a boost in their motivation as they facilitated more active student participation. On the other hand, Ela, whose internal motivation hinged on receiving positive feedback from students regarding her performance, found IC helpful but not wholly sufficient.

Addressing this, building intrinsic motivation became a vital strategy for coping in Ela's scenario. Although she initially fluctuated between motivational extremes, Hiver's maladaptively immunized teacher category indicated that reflective practices helped her cultivate a stable intrinsic motivational state. She became less dependent on student feedback, whether positive or negative, for her motivation.

Engaging in mindfulness exercises, Ela developed new coping strategies to counteract demotivation. After three weeks of coaching, she recalibrated this maladaptive aspect of her TI as she learned to strengthen her emotional resilience independently of external adversities. Ela's retrospective evaluation of the process underscored the transformative impact of the coaching and the mindfulness exercises in stabilizing her motivation and fortifying her emotional resilience.

I would rate my satisfaction with my students in the last four weeks as 80 out of 100 points. I exceeded my initial target, which was achieving 50% participation. I observed that most of my students were more motivated than before. I believe I have achieved the goal and feel much better now. In this process, I tried to be more empathetic. My interaction with students improved. The feedback was realistic and valuable. It was like a word-by-word analysis of what we discussed in the sessions. You congratulated me, which was motivating. You helped me. I am thankful. (Ela: Session 8)

Emel, Leyla, and Oya observed a boost in motivation following their involvement in the study, attributing this positive change to their students' active and voluntary participation. Their enhanced attention led to a more favorable perception of their online teaching practice.

8.3.4 Coping

This research characterized coping as the evolving cognitive and behavioral endeavors applied to handle the exceeding internal and external pressures of ERT, as per Lazarus and Folkman's definition (1984). MacIntyre et al., (2020) and further investigated EFL teachers' coping strategies during ERT. Their findings indicate positive psychological outcomes in aspects such as; well-being, health, happiness, resilience, and growth during trauma, correlated positively with approach coping and negatively with avoidant coping. They indicate that avoidant coping consistently correlates with negative outcomes such as stress, anxiety, anger, sadness, and loneliness.

In the present study, the coping process commenced as the participants acknowledged challenges that seemed insurmountable. Before their involvement in the study, the teachers experimented with various strategies grounded in their past experiences, yet they needed to be equipped with the necessary coping skills. Emel, for instance, assessed her coping ability at a mere 50%, aspiring to enhance it to 80% throughout the coaching period. As previously mentioned, she crafted strategies and devised action plans to realize her goal and transform her perfectionist mindset.

Conversely, Ela recognized the need to convey a solid commitment to her work to maintain student engagement. She presented herself as undertaking a highly significant role. Early in the coaching process, Ela estimated her coping capability at 50%, attributing this level of effectiveness to her ability to maintain a façade, a strategy that yielded partial success initially.

Both physically and literally, I wore a mask while teaching both physically and literally. Whenever I got bored, I took my sad face off and put my happy face on. I believed it was the only way to make my students happy. It would be nice to stay firm instead of wearing masks. (Ela: Session 6)

However, by increasing her intrinsic motivation through mindfulness activities, she discovered that this facade was no longer necessary for her online classes. Utilizing mindfulness as a coping mechanism, Ela managed to maintain a high level of internal motivation, ensuring productive teaching and focused on student learning.

At the beginning of the study, the participants found it challenging to embrace the ERT situation, lacking both the required coping skills and a holistic visionary perspective.

The study revealed that, contrary to Saydam's (2019) emphasis on teachers with high immunity embracing challenges and demonstrating tolerance to find solutions, they exhibited partial or maladaptive immunity, falling short in employing the right strategy at work and in their personal lives. On one hand, Emel and Ela, who worked on

developing instructional strategies along with reflecting on personal aspects of the problem, perceived their immunity as enhanced, and their perceptions of their own online presence improved by the end of the study.

Oya and Leyla, who resorted solely to instructional strategies, expressed contentment with their coping ability, having utilized personal strategies since the beginning of the pandemic. They emphasized that self-suggestion techniques worked productively as a coping mechanism over time. Coaching strategies are elaborated in each case.

The coaching procedures, coupled with thought-provoking questions, enabled them to enhance the quality of the strategies they used in dealing with ERT circumstances. Moreover, instructional coaching assisted them in developing online strategies such as productive lesson planning, effective introduction of online materials, and a productive approach to online communication with students. In particular, they implemented tasks using novel strategies in breakout rooms and group work.

They shifted their expectations of student involvement as a control mechanism. Instead, they followed a coping strategy that involved students' needs and suggestions as the basis of activities. Establishing rapport, empathy, and shared knowledge became their priority rather than searching for immediate answers from the students. In this vein, IC and RC were implemented to raise the participants' awareness about self-inflicted judgments regarding online instruction, the institution, the system, and the students. For instance, Emel, who was wary of perceiving students' reluctance to turn their cameras on, concentrated more on her tendency for perfection. Once she became aware that her tendency was a major cause of students' reluctance, she decided to work on that aspect of her personality using self-suggestion techniques and self-analysis.

The new strategy of “accepting herself and others non-judgmentally” led to a discovery about herself. She defined herself as "flawsome," emphasizing that it was okay to possess imperfections. This strategy change was meaningful for her since she focused on production rather than imperfections. In the case of Ela, who initially was not aware that neither her students nor herself was responsible for motivating each other, she developed a new strategy to focus on self-motivation rather than expecting others to motivate her. The change in her strategy, along with her teaching practice, enhanced her LTI. Ela also decided to use a direct, solution-oriented strategy and talked with an administrator to swap her classes, as Leyla did. Leyla created new strategies to reduce her workload and tight schedule. Like the other participants, she modified her lesson plans, tasks, and schedule, taking into consideration both her students' and her own needs. By the end of the study, they reported that having raised awareness and systematically focused on problems that they once thought unsolvable changed during the coaching process.

Oya's case was distinctive since she was the only instructor who experienced the pros and cons of hybrid education. In the beginning of the study, her prejudice about the system and her students' incapacity for online learning changed as a consequence of instructional coaching tasks accompanied by reflection-on/in/for action. Once she focused on her own role in active teaching, she quit her unrealistic expectations of her students to control the online learning process. Instead, Oya used instructional strategies such as monitoring activities but not the students, monitoring group work but not student learning by implementing teaching methods to enhance student autonomy, as well as teacher autonomy in the online context. As a consequence, she no longer displayed avoidance and "sit back and watch, then directly assess" strategies. This fact enhanced her perception of teaching efficiency. Apart from the other participants, Oya

could meet with her students face-to-face and had the chance to compare and contrast how she perceived LTI and the positive changes she observed meeting students in the comfort of their classrooms. In her case, students' online reluctance persisted due to their preference for classroom teaching, but her perceived online efficiency increased.

Before joining the study, Oya lacked productive coping strategies, resorting to lowering her expectations of her students to deal with challenges. Through reflection in action during the coaching process, she recognized that this tactic was detrimental to her performance. Embracing a more proactive stance, Oya developed various instructional strategies, boosting her expectations of her students and herself and fostering a sense of responsibility in her students. She expressed high satisfaction with the study's conclusion, scoring her contentment at 80 out of 100. Similarly, Leyla employed a strategy to maintain student motivation, pretending to be enthusiastic during online teaching sessions when her motivation waned. This approach effectively enhanced student participation.

Leyla adopted two main instructional coping strategies: prioritizing quality over quantity and embracing the power of practice. She excluded the lengthy listening text and the note-taking task, instead dividing the listening text into shorter segments. This change transformed the careful listening activity into a focused listening activity, aiding students in following and understanding the text more effectively.

Table 50 provides an overview of the distinct challenges faced by each participant and the evolution of their coping strategies before and during the study, demonstrating the transformative impact of coaching and self-reflection on their coping mechanisms.

Table 50. The Impact of Coaching on Enhancement of Coping Strategies

Participant	Challenge Pre-study	Strategy Pre-study	Challenge during the study	Strategy during the study
Emel	Stress, loss of control, no student participation Poor TPACK	Avoidance, Simply, used conventional methodology	Overwhelmed/ over-thinking/over talking/ too Perfectionistic/ inefficient	Avoided judgmental attitude Solution-oriented action plans/ creative online pedagogies/ positive affirmations
Ela	Disconnected demotivated stressful	Did physical exercises, Formed WhatsApp groups, Used conventional teaching method	Avoidance and disbelief, low self-efficacy and efficiency	Raised intrinsic motivation and used online teaching strategies/ mindfulness
Leyla	Acute loneliness, burnout heavy workload, no feedback from students	Utilized self-suggestion techniques for self-calming, maintained a positive approach	Exhaustion and inefficiency	Make it fake it strategy/ make believe strategy/quality over quantity/ visited break-out rooms
Oya	Inefficient teaching practice, judgmental attitude	INSET	Motivation fluctuated with changing teaching modes, students' disengagement	Initiated student autonomy/ teacher autonomy/ built rapport, scaffolded

Emel, for instance, adopted a student-centered approach, fostering independence and discouraging over-reliance on her. She incorporated tasks that promote critical and authentic thinking. She implemented strategies such as using words of endearment and

appraisal to slow learners. She decided to re-order group-work and allocated responsibility to less privileged students

Within the study context, problem-solving capacities of the participants were enhanced through consciousness-raising tasks such as; the problem identification task, mindfulness tasks. The coaching models such as; the GROW model, the Practice Model contributed to the process by assisting the participants in building constructive approaches to problems. Their ability to determine the exact problem increased as they possessed a more objective stance in considering the problem in a self-organized fashion.

The self-organizational framework provided the basis for the participants to modify their maladaptive coping strategies and adapt them to novel context. They also managed to apply new strategies creatively after they determined self-oriented problems and their self-inflicted limitations.

It is noteworthy that although all of the participants reported utilizing enhanced coping strategies through instructional and reflective coaching, the contribution of the study was mainly observed with the instructional aspect. The primary instructional strategies embraced by the participants included student-centered planning, effective time management, adapting materials, building rapport, managing online classes, fostering autonomy through group work, maintaining teacher control during activities, considering class dynamics, prioritizing quality over quantity, adopting a compassionate and understanding attitude, addressing problems proactively, and focusing on positive outcomes rather than camera usage. These strategies helped them move out of their comfort zones.

8.3.5 Online affectivity

Online affectivity is crucial in TI, requiring rapport-building with students and understanding their needs and expectations to enhance immunity levels. Initially, the four participants struggled with online rapport. They masked their frustration regarding student participation issues, including camera and volume settings. Empathizing with students more during the study improved communication. Emel, for example, noted improved student ease and participation following genuine interactions and occasional use of the mother tongue to enhance rapport. On the other hand, Leyla had already established online affectivity before the study. Her natural inclination towards a caring and empathetic demeanor towards students facilitated mutual support and technical assistance when needed.

Online affectivity significantly influenced the participants' perceptions of well-being and productivity during the global crisis, with coaching procedures expanding their perspectives and enhancing student rapport.

8.3.6 Online efficiency

Despite over two decades of teaching experience, the ERT context posed significant challenges for the participants, surpassing their pedagogical knowledge. Initially, student participation issues, curriculum, course materials, and tight schedules were cited as significant efficiency deterrents. Except for Emel, they considered their teaching practices inefficient, believing the INSET training they received was adequate.

Visual and oral feedback, crucial for ERT, was noticeably absent in their initial practices. The teachers acknowledged external factors as limiting, realizing efficiency improvements were needed in their online instruction approach.

During the coaching, critical self-observations made them understand that efficiency could improve despite consistent external challenges. Emel, adopting a student-centered approach, realized the need for pedagogical adaptability to enhance student learning.

I used to be an over-thinker which was very exhaustive. Being an idealistic teacher and a perfectionist makes me feel overwhelmed. I tried to prevent my overthinking and overplanning. I am pleased with what I am doing as a teacher now. I am relaxed. I am not pushing my students. Cameras are no longer disturbing me. I am not a control freak anymore. I have learned to develop alternative strategies, think about different activities and methods, and not push my students so much. I try to see the student's perspective, knowing they have strengths and weaknesses. They learn at a different pace. Some of them are shy. I must choose the right task and content. How much they get depends on them. I have realized that there are other ways of assessing their learning with different tasks and activities. I let my students think about each activity more. I enjoy my teaching more now, because I do not see it as a battle anymore. (Emel: Session 8)

Engaging in the coaching procedures led to a transformative change in Oya's teaching approach, eliminating symptoms of maladaptation. She moved away from merely covering material, adopting an active teaching style and diversifying beyond mechanical grammar tasks. Additionally, she stopped blaming students, acknowledging her responsibility in the teaching process.

Now, I evaluate myself better than I did before. I prepared some tasks my students would enjoy doing to create a more productive learning environment. I could have done more planning. I should do reflection in/on/for action more often. (Oya: Session 8)

Oya prioritized her students' needs, followed by the constraints of a tight schedule in her planning phase. Despite initial doubts about maintaining her in-class performance online, she achieved favorable results by valuing student needs and feedback. She focused on quality over quantity in her planning, reducing explicit language learning tasks and enhancing implicit learning contexts. This shift positively changed her perception of efficiency, as she noted more accurate language use and application in context.

Leyla reflected on her ERT experience, drawing comparisons between her self-observations before and during the coaching process:

Online classes differed from my face-to-face classes. I could not use the screen efficiently. I was not confident teaching online. Suddenly, I was becoming distracted and talking about irrelevant things in class, such as the places I had gone before. I sometimes talked too much and lost my concentration. My online classes were teacher-centered. I was constantly interfering with their work, trying to guide them. I was always asking questions and getting answers as if in a rush. I could not get the correct answers because I could not direct them to the right questions. Reflecting more, I gave my students some background information before sending them to breakout rooms. I preferred asking them some to-the-point questions so they could do the exercises independently. I checked their work and gave them feedback after class on my day off. That was extra work for me, but at least more efficient. I slowed down. I am calmer now. I used to be running before, but I have started to walk. (Leyla: Session 8)

Ela established a mutual interaction with her students, fostering a deep understanding of their needs and behaviors. This led to a shift in her coping strategies, eliminating the need to put on a façade and waiting for students' online performance to boost her motivation.

In sum, the teachers offered insightful feedback and strategies for achieving effective online teaching, to be analyzed later. By the end of the study, they all acknowledged a transformation in their online teaching efficiency, perceiving themselves as competent and efficient educators.

8.3.7 Burnout

The uncertainties inherent in the ERT context posed the risk of burnout for the participants. Emel faced burnout when the early days of the pandemic left her feeling overwhelmed and out of control. Ela experienced burnout during the exhausting routine of teaching the same class for six consecutive hours without receiving feedback from students, who appeared to be disengaged behind their screens. Leyla struggled with burnout as she grappled with technological challenges and digital illiteracy at the

pandemic's onset. Despite her systematic efforts to improve, Oya felt burnout each time she recognized her inability to teach grammar effectively.

The eight-week coaching program provided the participants with an opportunity for self-reflection and to develop coping skills they initially lacked. As a result, at the study's conclusion, they expressed no stress or anxiety related to online teaching. They actively encouraged student participation, asking them to turn on their cameras during lessons. They were satisfied with their performance and no longer exhibited burnout symptoms. They shared their transformed perspectives as follows, starting with Ela, who joyfully reported maintaining high motivation throughout the week:

I have realized that the fundamental problem in my career was 'motivation loss.' I have had the opportunity to realize repetitive problems that occurred in my online classes by considering my students' perspectives. As I empathize with my students, I became more tolerant towards them. Now, I feel less tense (Ela: Interview 3).

Leyla compared her initial state of immunity with her current state:

I was just burned out and about to collapse when you showed up. Since last September, I have been slowly falling apart. I started to skip classes. On the days when I had 6 hours of class, sometimes I felt like not doing lessons. I even thought about saying the internet was down and sacking the class. But I never had internet problems. I have a work ethic. I attended, but it could have been better. I was always insecure. I felt under par for a college teacher and apologized to students. What doesn't kill you makes you stronger. As I worked, I felt more secure as a teacher. (Leyla: Session 8)

Emel also displayed her content:

A month ago, I was always trying to do my best and could not get enough responses from my students. Why don't they talk? I was in this fight. Now I am more relieved. I realized that I should not push everything too hard; if I enjoyed it, my students would enjoy that lesson too. Within the flow, I realized that sometimes I could change the lesson instantly in an improvised way. I learned I could skip something I needed to do and do something completely different or just chat. I feel complete and whole now. (Emel: Interview 3)

Oya thought she had gained much more than she had lost:

I know that whenever I feel lost or suffer from burnout syndrome, I can employ some coaching tasks to regain my resilience. They helped me to see what was

missing in my practice. I realized that what mattered the most was my presence in class. I learned that my practice and student performance improved when I was pleased and motivated. Now, I know I need to keep my motivation high. Doing so, now I feel more energetic, lively, and active. The coaching process helped me focus on my teaching. I have become more in charge. The feedback was candid and well documented, listing all significant facts and your suggestions. You have encouraged me to get involved in lesson preparation, as productively as, I used to do before ERT. You listened to me so well that you helped me see where my problem lay. (Oya: Session 8)

8.3.8 Self-efficacy

The study established a positive correlation between reflection-in-action and the self-appraisal methodology of Fuertes-Camacho et al. (2021). A strong link also emerged between self-appraisal, reflection on action, and enhanced communication confidence. The findings further identified reflective practice in the ERT context as a crucial differentiator for attaining quality education and adapting to current and future adversities, aligning with the researcher's assertions.

At the ERT's onset, all participants faced self-confidence deficits, grappling with the novel and unfamiliar teaching medium. Their self-confidence grew with accumulating online teaching experience, but an initial Zoom meeting revealed that the student's lack of participation shook their sense of self-efficacy. They constantly compared online and face-to-face settings, recognizing their superior control and management skills. Oya, transitioning between teaching modes within weeks, especially noted fluctuating student attitudes and corresponding changes in her self-efficacy levels. Post-coaching, she reported an enhanced sense of control, reflecting increased self-efficacy.

Leyla started with low self-efficacy, aiming to convert her insecurities into self-assurance. Recalling the pandemic's early days, she acknowledged her digital illiteracy and sought student assistance, a plea stemming from her insecurity. However, the

coaching procedures proved transformative, enhancing her self-confidence. The coach's welcoming nature, positive reinforcement, and focus on academic development made her feel valued and understood, mitigating her loneliness. After coaching, Ela also perceived herself as responsible, tolerant, and resolute.

Emel credited the coaching for her enhanced teaching efficiency, translating into a restored sense of self-efficacy. All teachers reported a noticeable improvement in self-efficacy, recognizing its positive influence on their online teaching presence. Ela, initially dependent on extrinsic motivation, admitted that a lack of positive student feedback previously led her to the brink of burnout.

For Leyla, the absence of coping skills for adequate time and workload management resulted in exhaustive planning and task execution, culminating in burnout and a lackluster online presence. Dissatisfied with her virtual appearance, she nostalgically remembered the impact of her physical gestures and vocal skills in a face-to-face classroom, perceiving herself as a performer. The transition to online teaching left her dissatisfied and longing to return to in-person classes, believing her dissatisfaction was apparent in her facial expressions. However, the coaching program marked a turning point, leading to more positive self-evaluations and feedback.

I became even more confident. I like myself these days. I have self-respect. It shows in my teaching. I indulge myself more. I am proud that I had a good semester. I liked this process, I felt I got lighter on the shoulders. I felt more myself during the first and the second segments of coaching. I do not mind revealing myself to you. I believe you see me positively. I feel competent.
(Leyla: Session 8)

In Emel's situation, the tasks catalyzed self-reflection, prompting her to abandon her perfectionist tendencies and her self-perception as dull. With growing self-confidence, she learned to tackle student apathy proactively, choosing engagement over discouragement. She also shed her controlling demeanor, portraying her transformed online presence in a new light:

I think I am not far from the person I want to be. Of course, it is hard to imagine myself teaching face-to-face in the classroom again. It will be almost 2.5 years in September. However, while doing that work with my eyes closed, I felt very comfortable. So, I am leaning my back. Did you notice? I sat with my back straight. I usually sit forward while talking as if I will miss something. It was not like that this time. I felt my body muscles relax (Emel: Session 8).

Emel emerged from the coaching procedures as a self-assured individual, successfully navigating the challenges that had plagued her for over two years.

Ela transformed as well, embracing a more positive self-perception. She felt well-equipped to transition from online to in-person teaching, attributing this readiness to her accumulated experience and professional growth. She no longer viewed herself as a dull instructor but recognized her online presence as impactful. Ela saw herself as responsible, tolerant, and decisive, noting that she approached teaching with the meticulous care characteristic of novice educators during the coaching process.

Leyla similarly found value in coaching, endorsing it as a powerful instrument for professional advancement.

I felt the affection. It was good that somebody cared for me. It is like seeing a psychologist concerning my job. I was relieved that somebody understood me very well and cared. I became happy. You know your job very well. You are not a control freak. On the contrary, you are calm and relaxed. You made your comments and explanations very well. I had to write some reports which were reinforcing. Sometimes I felt worn out because everything was tiring and demanding. I had always been a responsible teacher before our cooperation, but I have worked much more over the month. (Leyla: Interview 3)

Emel evaluated coaching as a self-supporting system:

To be honest, I was expecting more guidance from you. On the contrary, you encouraged me to find some problem areas and solutions independently. It has been more effective, since you encouraged me to reflect upon my teaching. You have helped me to see outside the box. The coaching process was beneficial, and the tasks were to the point. They helped me realize what my needs and challenges were. The feedback was very effective. (Emel: Session 8)

Ela referred how she improved her self-efficacy perception:

I have become more motivated in four weeks. My competent coach guided me with her questions. She made me realize issues and got me thinking in new ways. (Ela: Interview 3)

Oya attributed her growth and positive emotional change to her personal development activities. She highlighted the significant influence of the current study on her emotional well-being, sharing that she became more empathetic and tolerant towards her colleagues after two months. Oya described herself as hopeful, calm, and peaceful.

Coaching helped me review my last two years professionally and personally. I received solution support for recurring problems. I realized professional development increased my motivation. (Oya: Session 8)

By the end of the coaching procedures, the participants, utilizing switch techniques and mindfulness activities to enhance their emotional competence, acknowledged a heightened sense of self-contentment and ease.

8.3.9 Resilience

Within the study's framework, resilience in TI signifies the instructors' ability to recover from ERT-related traumas and sustain productive operations amid online challenges tied to pedagogical methods and practices. Ela acknowledged the coaching process's beneficial influence on her resilience.

When I return to teaching in the classroom, the new me will not be the same as two years ago. I am aware of the fact that I must include technology in my everyday life. I perceive the years between 2020 and 2022 as transformative. I was tense at the beginning of the pandemic. I forced myself to be energetic. Being cooperative, I was able to put myself together. However, I had difficulty adapting, not knowing how to reach out to my students. I am more hopeful today, since I perceive myself as efficient at work. (Ela: Session 8)

Ela maintained her career trajectory amidst challenges by adopting a make-believe strategy, centering her attention on her goals while anticipating an emotional reward—relief—at the conclusion. This newfound resilience in Ela highlighted her capacity to uphold TI under duress.

Oya preserved her vitality throughout ERT, attributing her endurance to professional growth. She compared her past self to underscore the coaching process's positive effects.

My mood was very turbulent in the last two years. A week is like this and a week is like that. I thought a lot about it; why am I so volatile? I had never felt like that before. I needed some time to balance.

The comments mentioned above from the participants indicate that the coaching procedures effectively countered negative aspects of LTI. Through reflective thinking facilitated by the coaching, the teachers could adjust and reclaim their resilience, reminiscent of their past strengths.

In summary, perceived immunity states of the participants were enhanced through coaching procedures. Moreover, their adaptive states improved from being partially adaptive and maladaptive to productive during 11 weeks of exposure to professional development, as briefly summarized with examples in the table below.

Table 51. Comparative States of Teacher Immunity

Immunity constituents	Pre-study overall states	During-study overall states
Openness	Acquired basic digital skills (maladaptive)	Gained new coping skills, self-awareness, action plans, and communicative competence (productive)
Attitude	Exhibited prejudice, complaints, criticism, and blame (maladaptive)	Demonstrated motivation, understanding, empathy, helpfulness, and proactivity (productive)
Motivation	Showed signs of demotivation and depression (maladaptive)	Displayed encouragement and hope (productive)
Coping	Engaged in avoidance and reluctance (maladaptive)	Adopted planning, analyzing, critical thinking, and tactfulness (productive)
Affectivity	Lacked rapport, emotional bond, and communication (maladaptive)	Established mutual connections regardless of communication medium (productive)
Efficiency	Felt an absence of teaching and learning (maladaptive)	Facilitated active student involvement, feedback, cooperation, and voluntary participation (productive)
Burnout	Demonstrated unwillingness to teach, communicate, and near burnout (maladaptive)	Showed no signs of burnout (productive)
Efficacy	Lacked self-confidence and sense of online presence (maladaptive)	Felt content, encouraged, and fulfilled (productive)
Resilience	Possessed experience but felt depressed and maladaptive	Maintained a secure, self-reliant, and pleasant flow of online lessons (productive)

Despite varied wording in their statements of purpose, the participants shared a unified goal: boosting teaching efficiency to elevate class participation and enthusiasm.

Recognizing the options and obstacles within the ERT context, they abandoned the belief that change was impossible, adopting a forward-looking stance and a willful

focus as part of the GROW Model. This shift, facilitated by coaching procedures, transformed their fundamental belief, encouraging a solution-oriented focus on the current situation and promoting professional growth.

They tackled the problem with various pedagogical solutions, assessing what worked and what did not and engaging in extensive reflection. They navigated through the solutions by setting specific time frames employing creative and critical thinking to devise new coping strategies. In response to the students' specific online needs and expectations, they adjusted course objectives learning through professional development to balance work quality with material quantity and task duration.

Building rapport with students became central as they worked to understand and manage student needs and expectations within established boundaries. The teachers empowered themselves through reflective thinking, fostering positive relationships with students and the coach, and experiencing improvements in attitude, motivation, self-efficacy, contentment, and efficiency. Their increased collaboration with the coach translated to enhanced online affectivity.

Most importantly, they cultivated positive emotions towards themselves, avoiding unfavorable comparisons between their productive classroom presence and their previously unsatisfactory online presence.

8.4 Findings

Over eleven weeks of professional development, the instructors successfully navigated context-specific challenges and disruptions linked to students. They achieved this by bolstering their resources on teaching efficiency, teacher affectivity, resilience, adaptation, self-efficacy, self-confidence, attitude, motivation, openness to change, and

coping skills. All these developments aligned with the meticulously planned coaching schedule, as seen in Table 52.

Table 52. The Coaching Schedule and Perceived Teacher Immunity

Session	Target	Type	Contribution to Rebooting Immunity
Interview	Reveal the trigger	RC	Identifies areas of immunity needing development
Coaching 1	Determine an academic goal	IC	Sets clear objectives for improvement
Coaching 2	Determine coping strategies	IC	Develops strategies to address maladaptive immunity aspects
Coaching 3	Revise content, lesson plans, objectives, materials, and online teaching practice	IC	Enhances instructional design and delivery for ERT
Coaching 4	Take student needs into consideration and establish rapport with students	IC&RC	Fosters positive teacher-student relationships
Coaching 5	Construct online PCK	IC	Builds necessary skills and knowledge for effective ERT
Interview 3	Improve online efficiency	RC	Evaluates progress and refines strategies
Coaching 6	Develop emotional competence	RC	Strengthens emotional resilience and awareness
Coaching 7	Apply strategies to reboot partial/maladaptive aspects	RC	Implements strategies for lasting change and improvement
Coaching 8	Evaluate online presence	RC	Assesses and enhances online teaching persona

Their transformation, illustrated in Table 53 adapted from Farrell's framework (Farrell & Kennedy, 2019), marked a shift from disbelief in online teaching efficacy to recognizing its potential and viability.

Table 53: Holistic Approach to Teacher Reflection

Philosophy	Transitioned from believing that online language teaching was impossible to an incidental, solution-oriented philosophy tailored to student needs.
Principles	Recognized initial skepticism about online instruction. Through daily experiences with new methodologies, teachers formulated fresh teaching principles.
Theory	Evaluated traditional and innovative theories in online lesson planning, delivery strategies, and habits. Embraced an action-research approach for online language teaching.
Practice	Utilized self-observations before, during, and after teaching sessions to enhance: (a) perceptions of online efficiency in student learning, (b) self-efficacy beliefs, and (c) online presence. Adjusted and refined each teaching phase accordingly.
Beyond Practice	Investigated personal immunity states to build robust self-efficacy perceptions. Fostered emotional competence via mindfulness, self-suggestion techniques, and positive affirmations.

Study participants' overall transformation can be categorized under four main themes as follows: (a) professional aspirations, (b) academic aspirations, (c) interpersonal aspirations, and (d) personal aspirations, detailed in the following sections.

8.4.1 Professional aspirations

Waldrop (1993) posits in his discussion of complex adaptive systems that the initial impetus for teachers participating in this study was the unfamiliar terrain of online teaching, initially perceived as chaotic as Saydam (2019) referred. Regardless of their inherent belief in the unchangeable nature of the triggering situation and its

repercussions, all participants engaged productively and diligently, completing each coaching task and related procedures before and after each Zoom session. In the face of uncertainty woven into the initial phases of their professional growth, participants set aside their insecurities and fears, gradually becoming more aware of their challenges, objectives, and coping mechanisms.

The participants fully engaged with various tasks, including the practice identification task, the practice model, the GROW model, and the adapted versions of the Teacher Immunity Wheel Tasks A and B. These tools helped to illuminate the obstacles and opportunities they faced on their path to professional development within the emergency teaching context. Structuring these tasks was practical, as categorizing each self-organization stage correlated directly with the participants' developmental phase.

The goal was to align each stage of the self-organization framework with the coaching process within the boundaries of the participant's skills, perseverance, and willingness to engage. Systematic reflection procedures, action-oriented tasks, and strategy-focused coaching enabled the participants to transition successfully from one developmental stage to another, regardless of the chaotic context of the ERT.

Thought provoking questions facilitated a critical and creative approach to problem-solving, with the focus remaining on developing practical solutions. Objectivity was maintained by highlighting task-based drawbacks and opportunities rather than providing direct answers.

Written feedback was provided after each Zoom meeting as part of the member check procedures, summarizing the key points discussed during the 40-minute coaching sessions and outlining tasks for the subsequent sessions. This feedback and follow-up process ensured that all participants remained on track and assisted in organizing notes

and planning for future sessions. Direct suggestions were avoided in favor of guiding the participants toward independently finding creative solutions.

8.4.2 Academic aspirations

The initial five coaching sessions revealed a shared goal among the participants: enhancing instructional effectiveness.

Table 54: Instructional Effectiveness Goals in the Initial Five Coaching Sessions

Emel	Make students participate actively and voluntarily
Ela	Raise student interest in lessons
Leyla	Maintain class management efficiently without being exhausted
Oya	Raise teaching efficiency and sense of self-efficacy

Perfectionism dominated Emel's approach, leading her to over-plan and fixate on an unattainable ideal performance, ultimately overwhelming her. Her two-year ERT fostered a negative attitude toward online instruction, compounded by challenges such as reluctant students, a tight schedule, and a coursebook ill-suited for online teaching. Emel believed student attitudes were unchangeable and expected universal active participation, neglecting to consider the students' perspectives on online learning. At the onset of the study, she attributed student reluctance solely to external factors, overlooking the potential for strategic improvement. She felt hopeless, yet recognized the potential for professional support to help achieve her goals.

The coaching process shifted Emel's attitude and mindset, prompting critical reflection and reevaluating her teaching approach and online practices. She abandoned unrealistic expectations, adopting a more pragmatic approach to ERT and focusing on understanding and addressing student needs and expectations. This shift led to improved classroom dynamics and increased student participation.

With more experience and awareness, she changed classroom dynamics, and students have begun participating more. Like other participants, she changed her online teaching by reconsidering her approach, objectives, lesson plans, and materials and building rapport with students.

Like Ela and Leyla, she found the coursebook inadequate for teaching online. The book for listening, in her case, troubled her. She prepared additional video and PowerPoint presentations. Emel achieved her instructional goal of maintaining voluntary student participation in about two weeks.

Leyla aimed to manage online classes efficiently, balancing quality with quantity. The continuous nature of her work left her exhausted, prompting a reassessment of her class management skills and teaching approach. She desired to shift away from a control-centric, monologue-style of teaching to a more interactive and student-centered approach. Despite finding some coursebook exercises satisfactory, Leyla recognized the need for IC and RC to achieve her goals and manage her workload.

Proactive, Leyla addressed her scheduling concerns with an administrator, resulting in a reduced teaching load and an improved work-life balance. She welcomed the change, anticipating positive impacts on both student performance and her well-being.

Throughout the coaching process, Leyla demonstrated discipline and engagement, fulfilling all requirements and tasks with dedication reminiscent of Emel. While she occasionally struggled to grasp the flow of tasks, clarification led to positive outcomes. Recognizing the importance of language exposure, Leyla adapted tasks to suit her students' English proficiency levels. She optimized the listening practice by breaking texts into shorter segments and modifying activities for better comprehension.

Leyla's practical approach, thorough consideration of student needs, and willingness to revise her teaching strategies mirrored Ela's adaptability. Acknowledging the limitations of breakout room activities, Leyla took steps to redistribute speaking responsibilities among students, consciously stepping back to empower student participation and engagement.

Leyla revamped her approach to online teaching, aiming for greater efficiency and heightened student involvement. She modified her lesson structure to include three breakout room sessions within each three-hour class, limiting each session to ten minutes. Before engaging in breakout room activities, she supplied necessary background information and incorporated breaks, especially during the final hour of class, to stave off fatigue.

Shifting her guidance style from overbearing to nuanced, Leyla began posing strategic questions to stimulate student participation without making camera use compulsory. She provided feedback after class or during the subsequent lesson, reestablished clear classroom routines, and integrated captivating tasks to ensure a seamless lesson progression. This strategy successfully maintained active student involvement, created an enjoyable learning environment, and preserved Leyla's energy throughout the day. Despite these advancements, Leyla acknowledged that the coaching tasks demanded considerable attention after class.

Ela identified a neglect of student needs stemming from a rigid adherence to her schedule. Connecting with students became a priority, leading to the realization that they preferred individual writing tasks over speaking in chat rooms. By introducing enjoyable group work tasks and altering her approach to silent students, Ela observed increased lesson participation.

Additionally, to shift the perception of her lessons as dull, Ela dedicated class time to rapport-building. Engaging in discussions about shared experiences and communicating in Turkish helped increase student motivation and participation. When she queried the students about their thoughts on extended sessions with the same instructor, the feedback was positive, and it became clear that fewer back-to-back classes yielded productivity. After two years of ERT, this exchange of insights and positive feedback left Ela content.

She recognized shared challenges among her students, and her empathy grew, fostering a motivated classroom environment. When she expressed missing their physical presence, students responded by turning on their cameras, strengthening the bond and resulting in positive feedback.

Ela restructured her lesson plans to authentically integrate students' world knowledge, relating content to their lives. This approach kept engagement high, even in the sixth hour of class, surprising Ela with seven students actively participating with their cameras on.

Reflecting on her coaching tasks, Ela brainstormed creative solutions, realizing the main issue was long teaching hours rather than the online format itself. Her successful integration of new tasks and strategies, such as using Monet's paintings to spark class discussions, shifted the atmosphere from burnout to happiness, benefiting both the students and herself.

This transformation in online affectivity led the instructors to achieve their goal of revitalizing learning and participation, addressing the affective challenges posed by the absence of physical student contact.

To conclude, better understanding their personal expectations, limitations and flows, the participants enhanced their online practice. Table 55 summarizes changes in participants' teaching practice during the study.

Table 55: Changes in Participants' Teaching Practice

Participant	Pre-coaching practice	Post-coaching practice	Noted changes
Emel	Lacked experience with online instruction	Developed and implemented strategies tailored to the online environment	Transition from internalizing student disengagement to adapting teaching methods
Ela	Struggled with student engagement in the online environment	Improved engagement with use of engaging activities and understanding student needs	Transition from burnout to positive engagement with students
Leyla	Experienced anxiety, stress, boredom, loneliness, and exhaustion due to ERT	Improved self-efficacy through proactive professional development and embracing new teaching strategies	Transitioned from feeling helpless and digitally illiterate to improving student participation and technical handling
Oya	Challenges with student engagement and learning in an online environment	Shifted towards creating an effective learning environment and perceiving self as efficient	Moved from a near-burnout state to a constructive attitude toward students and teaching

Throughout the eleven weeks, all study participants went through a transformation. From bordering burned-out, feeling frustrated and anxious at the beginning of the study, they became more self-aware and self-efficient at the end of the study.

8.4.3 Interpersonal aspirations

Throughout the coaching process, the realization dawned that establishing connections with students proved vital for active and voluntary engagement in language learning. A portion of class time was dedicated to developing rapport, previously absent.

Leyla transitioned from teacher-centered methods to fostering student productivity and engagement, resulting in voluntary camera usage and increased enjoyment of lessons. The teaching experience transformed from challenging to enjoyable, with a noticeable absence of weariness during classes.

Once frustrated by falling behind online schedules and loosely adhering to plans, Emel shifted her view on discussing student learning from time wasted to time well spent. She built rapport, especially with students from other sections, acclimating them to the new class. Emel embraced the nuances of online teaching, giving students more time for pair work and allowing them to work at their own pace. Communication got a boost with short periods of Turkish usage. Techniques like TTT (Teacher Talk Time) helped challenge weaker students, while class discussions and decision-making involvement increased confidence. Emel introduced anonymous participation, written responses, and individual quiz result reviews to foster participation, even from typically shy students. Initial conversations in Turkish for rapport building also played a significant role.

Emel acknowledged the coaching process's crucial role in transforming perspectives on ERT, enhancing teaching efficiency, and increasing self-efficacy. By the fifth coaching session, the harmful tendencies of self-blame and student blame dissipated, resulting in consistent productivity and a lively learning environment.

With respect to productive coping, the participants implemented minor, but significant strategies as revealed in the following samples:

Emel, who observed that students familiar with her teaching style were likelier to volunteer and perform better, practiced a novel approach to establish rapport with her new students. Acknowledging that students were not officially required to turn on their microphones or cameras, she focused on improving class dynamics and instilling confidence in the newer, more reluctant students, especially during breakout room activities. She encouraged rather than mandated camera use, allowing students to work at their own pace and independently. After implementing these changes in subsequent weeks, she reported a noticeable increase in voluntary student participation during her lessons.

Emel actively engaged in self-reflection, identifying strategies to heighten efficiency and student involvement, and effectively discarded initial reservations about online teaching. She adopted a one-activity-one-context approach, catering to diverse learning preferences and fostering a supportive environment for students, particularly those with brief attention spans or an aversion to critical thinking.

The first ten minutes of class, devoted to communication in Turkish, served as a rapport-building tool. Emel's initiation of personal dialogue inspired increased student participation. For instance, she inquired about a student's well-being from the previous day, using the Turkish term of endearment, "İpekciğim," demonstrating warmth and encouragement to all students and inviting even the most reluctant to participate. Emel's approach mirrored Leyla's, showcasing compassion and opting to wait for latecomers rather than starting class immediately, recognizing the fluid nature of classroom dynamics. This approach led to heightened student engagement and the achievement of goals.

RC and IC based tools and practices significantly improved Emel's views on ERT, teaching efficiency, and self-efficacy. By the fifth session's conclusion, the shift

away from blaming students or herself was evident, with Emel maintaining high productivity levels and creating a more engaging classroom atmosphere.

Emel maintained a proactive attitude, reflecting on, in, and for action and brainstorming ways to boost efficiency and student participation. This reflective practice led her to overcome her initial bias against online teaching and to embrace a one-activity-one-context strategy, accommodating various learning styles.

Ela identified a neglect of student needs stemming from a rigid adherence to her schedule. Connecting with students became a priority, leading to the realization that they preferred individual writing tasks over speaking in chat rooms. By introducing enjoyable group work tasks and altering her approach to silent students, Ela observed increased lesson participation.

Additionally, to shift the perception of her lessons as dull, Ela dedicated class time to rapport-building. Engaging in discussions about shared experiences and communicating in Turkish helped increase student motivation and participation. When she queried the students about their thoughts on extended sessions with the same instructor, the feedback was positive, and it became clear that fewer back-to-back classes yielded productivity. After two years of ERT, this exchange of insights and positive feedback left Ela content.

Realizing the shared challenges among students, Ela cultivated a sense of empathy, boosting motivation for all parties involved. She expressed missing the visual interaction, prompting students to voluntarily activate their cameras and share candid responses. This fostered a stronger bond and elicited positive feedback, bolstering Ela's self-confidence.

Ela restructured her lesson plans, infusing new tasks to leverage students' real-world knowledge creatively and authentically, making the content more relevant to their

lives. This approach, integrating grammar into reading texts and breakout room discussions, proved successful, maintaining student engagement even in the final class hours. Ela noted a remarkable increase in active participation, with seven students displaying their cameras compared to the usual three. This shift inspired Ela to explore further creative solutions through her coaching tasks, recognizing that elongated teaching hours were the primary issue, not the online format.

Eager to evaluate the effectiveness of new tasks and strategies, Ela utilized Monet's paintings as a catalyst for class discussion. Her enthusiastic "Wow, they learn, and I am happy" underscored her elevated motivation levels and shared joy in student success. This positive change from burnout to happiness also resonated with the researcher, marking a significant transformation.

Addressing online affectivity allowed the instructors to accomplish their objective: reigniting learning and participation among students who were previously disengaged. This strategy also ameliorated affective challenges stemming from the absence of direct student contact.

8.4.4 Personal aspirations

Teachers sought to enhance self-efficacy and ensure effective teaching through active student participation. Inquiry into each participant's daily routine and employment of coaching procedures facilitated an examination of external and internal factors affecting teaching efficacy.

Oya aimed for efficiency while facing challenges in a hybrid teaching environment. Students participated in classroom activities but remained disengaged online. Her traditional grammar instruction proved ineffective in the digital space, and Oya found herself bored with structured lectures and repetitive tasks, occasionally

wanting to hide behind the screen. The coursebook failed to meet student needs, and rapport with students remained elusive, as she often marked students absent for lack of response.

Challenges included a need for student autonomy, control, and discipline. Oya believed in the necessity of responsible student behavior for an improved learning context. Disappointment stemmed from unmet expectations and students' failure to take initiative. Students quickly forgot the material, and their reluctance to engage further discouraged Oya, affecting her rating of the student aspect of her life. These factors underscored a need for professional support to enhance her online teaching efficacy.

The coaching process marked a turning point for Oya. Abandoning her judgmental stance and belief in the students' irresponsibility, she developed a complementary perspective and strategic action plan, achieving her goals in both the classroom and online. Engaging in mutual conversations, Oya understood her students better, observing a shift in their attitudes and encouraging real-time production. The need for constant assessment diminished as she could monitor learning progress directly.

The transformation from a near-burnout state to a constructive attitude toward students stood out. Oya abandoned her previously held belief that student performance was unchangeable and acknowledged the positive impact of her productive approach. Students became engaged in both classroom and online activities. Oya acknowledged the benefits of participating in the study, feeling more validated as a teacher through the process's one-to-one engagement.

Ela began the study with diminished online teaching efficacy, minimal intrinsic motivation, lackluster student engagement, and an overwhelming workload. She doubted her ability to capture her students' interest in English lessons and displayed a

limited solution-focused outlook, mirroring Leyla's belief that a reduced workload would lead to effectiveness. She contemplated discussing these workload concerns with administrators for schedule adjustments. While this was a practical consideration, it addressed only some of her motivational challenges and the demotivation she experienced online.

Exploration into motivational aspects also took place. Ela experienced two major motivational setbacks: (a) an absence of external motivation, leading to feelings of hopelessness, and (b) a depletion of intrinsic motivation, culminating in burnout. It was unexpected to discover that Ela anticipated her students to be a source of her motivation.

She also believed that mandatory camera usage by students would enhance her efficiency and mitigate her demotivation. Initial efforts focused on altering her perception that the ERT context was beyond improvement, leading to an action plan to bolster student participation, interest, and motivation. This plan targeted a substantial increase in online teaching efficiency and student engagement.

Ela swiftly adopted and effectively implemented strategic solutions, showcasing an impressive capacity for planning and reflective action, outpacing her peers in problem-solving. This practical approach significantly enhanced her ERT experience, boosting her motivation and online engagement. Her online affectivity grew throughout the coaching process, and despite initial skepticism, she began to see possibilities for change within weeks.

This shift led to a more engaged student body, taking on communicative responsibilities in class and establishing a positive rapport. She prioritized quality interaction over rigid adherence to the schedule, mirroring Leyla's engagement success in prolonged sessions and Emel's surprise at voluntary student participation. Ela's efforts

to motivate her students saw reciprocal effects on her motivation levels, and she confidently stated that she no longer felt burned out.

Ela's experience supported the connection between EFL teacher motivation and burnout, aligning with Sato and colleagues' (2022) findings. Intrinsic motivation emerged as a critical component in preventing job abandonment, underscoring its significance in psychological and professional well-being.

Throughout the study, Ela regained her teaching self-efficacy and efficiency, demonstrating an ability to manage negative emotions effectively. She focused on the tasks, utilizing humor for class warm-ups, much like Leyla used adequate practice time to create a calm learning environment.

CHAPTER 9

DISCUSSION

This part comprises a discussion elucidating the importance of coaching as a catalyst for professional development, maintaining the sequential order of the items for clarity and reference.

9.1 Summary of the findings

This study aimed to explore and enhance four EFL teachers' teacher immunity (TI) through instructional (IC) and reflective (RC) coaching during Emergency Remote Teaching (ERT). To this aim, this study used interviews and coaching sessions to understand the experiences of the participants in an in-depth manner.

Data for the study was derived from three semi-structured online interviews, eight coaching sessions, and pertinent documents, all amassed over eleven weeks in the Spring of 2022.

The first research question sought to explore the participants' perceived challenges throughout the extensive two-year ERT period. Regarding the first research question, the study found that their experiences initially resembled each other facing uncertainty and chaos with the outbreak of the pandemic COVID-19. The participants reported being challenges by physical, emotional and academic problems despite having more than 15 years of experience in the profession. The findings confirm that the coaching process succeeded in heightening participants' awareness and fostering the development of coping skills essential for improved online management in the midst of ERT.

The second research question aimed at exploring the type of LTI participants possessed and enhancing dimensions of LTI through coaching utilizing TI constituents as major themes. Regarding the second research question the study found that IC and RC were effective in fostering teachers' immunity levels and helping them move from a maladaptive or partially adaptive immunity state to a positively immune state.

The progress of participants through IC and RC coaching and the developmental stages of the self-organization framework, is illustrated in Table 56.

Table 56. Professional Development Plan Through Self-Organizational Framework

Session	Stages	Context	Aim	Task
Interview	Triggering stage	Personal challenges	Problem detection	Identifies personal challenges and areas for development
Coaching 1	Linking stage	Academic challenges	Needs analysis	Analyses academic needs and sets the ground for improvement
Coaching 2	Linking stage	Goal setting	Action plan	Establishes clear goals and plans for achieving them
Coaching 3	Realignment stage	Orientation	Alignment	Aligns teaching practices with set goals and action plans
Coaching 4	Realignment stage	Consciousness raising	Action	Raises awareness of teaching practices and builds strategies
Coaching 5	Realignment stage	Replanning	Strategy building	Reviews and adjusts strategies for effectiveness
Interview	Stability stage	Revision	Strategy check	Assesses progress and consolidates gains
Coaching 6	Triggering stage	Maladaptive immunity	Rebooting immunity	Identifies and addresses areas of maladaptive immunity
Coaching 7	Linking stage	Partial immunity	Strategy building	Develops strategies to address areas of partial immunity
Coaching 8	Realignment stage	Productive immunity	Improved presence	Reveals change and improved online teaching presence

The coaching process fostered reflection at multiple levels, granting teachers autonomy to take necessary actions. Engagement in the process yielded benefits across

professional, academic, personal, and interpersonal domains, aligning with enhancement of LTI following a self-organized path.

It is noteworthy that despite the pre-planned nature of these elements, the potential of the coaching process to facilitate a reboot of any maladaptive or partially adaptive aspects of TI remained uncertain and unforeseen at the outset of the study. Within the inherent constraints, developing TPACK in lesson planning, implementation, and time management proved challenging. Nevertheless, the coaching process succeeded in heightening participant awareness and fostering the development of coping skills essential for improved online class management.

This contribution to the literature highlights the positive impact of coaching on counteracting maladaptive or partially adaptive aspects of TI, especially for instructors navigating the turbulent waters of ERT. This progress aligned seamlessly with the predetermined coaching schedule and the developmental stages outlined in the self-organization framework, transitioned between developmental stages through effective employment of awareness-raising tasks guided by thought-provoking questions, feedback, and follow-up procedures, fostering professional development. The feedback and follow-up procedures included interactive features in which both the researcher and the participants provided each other constructive feedback.

Before the study, prolonged exposure to ERT had left teachers experiencing stress, emotional exhaustion, and nearing burnout. Adaptation to new technologies unfolded throughout the study through feedback and follow-up procedures, yet online pedagogy and classroom management challenges persisted. Nevertheless, tools for professional development based on coaching contributed to enhanced teacher efficiency, self-efficacy, and their sense of resilience, or perceived TI, amidst ongoing challenges.

The participants mainly endeavored to endure, cope, adapt, and conquer numerous disruptions in online teaching. However, their TPACK fell short of shielding them from ERT's demanding nature. Although the study did not augment their content knowledge, coaching's thought-provoking questions and minor suggestions exposed gaps in their online methodologies, fostering self-realization.

The findings demonstrate that both instructional and reflective coaching played pivotal roles in boosting the teachers' teaching efficiency and perceptions of self-efficacy, aligning with Göker's (2021) assertions. The coach-teacher partnership further validated Yang et al. (2022) research on the positive impacts of coaching on teachers' knowledge acquisition and instructional skills. Hence, instructional coaching proved influential in emergency remote teaching, enhancing teachers' online practices and student participation, aligning with the benefits outlined by Warnock et al. (2022).

Furthermore, the study indicates that reflective and instructional coaching, as professional development tools, propelled the participants on the verge of burnout out of their comfort zones to sustain their teaching careers amid the complexities of ERT. The coaching tools proved beneficial in unveiling and enhancing their perceptions of teaching efficiency, self-efficacy, and teacher presence while addressing maladaptive aspects of TI. As they developed essential skills, prioritizing quality over quantity, they built self-efficacy and efficiency to achieve their instructional objectives. Next, they scrutinized obstacles to their ideal online presence, reflecting on energy-draining factors and their distance from their desired online teaching persona. They transcended blame, feeling neither inadequate themselves nor casting responsibility on their students. Importantly, through constructive conversations, the coaching process unlocked potentials and possibilities previously overshadowed by the chaotic pandemic context. By establishing online competence, the participants stopped blaming external factors

like online limitations, curriculum, and administrative issues for their perceived inefficiencies. They improved their engagement in the virtual classroom, creating an active and enjoyable learning environment for students. This noteworthy transformation, recognized by both me and the participants, highlighted the profound impact of the instructional coaching intervention. The findings are consistent with Li's (2021) emphasis on the intersection of psychological well-being, mindfulness, and TI.

The coach-teacher partnership facilitated professional growth, improved relationships, awareness, reflectiveness, and practice enhancement, fortifying TI. It also illuminated how rebooting maladaptive aspects of TI in attitude, motivation, adaptation, and coping enhanced participants' sense of online presence during ERT. Gradually, their perceptions evolved from maladaptive or partially adaptive to productively immune.

The study further found links between reflection in action and positive self-appraisal, aligning with Fuertes-Camacho et al. (2021), emphasizing reflective practice as a catalyst for quality education and adaptability in challenging situations. Furthermore, the study indicates that reflective and instructional coaching, as professional development tools, propelled the participants on the verge of burnout out of their comfort zones to sustain their teaching careers amid the complexities of ERT.

The intersection of psychological well-being, mindfulness, and TI became evident, affirming Li's (2021) perspective. Mindfulness and self-suggestion techniques fostered personal and professional development, enabling a reboot of certain maladaptive aspects of TI during a global health crisis.

In brief, the study enriches our understanding of professional development, specifically in areas like TI, achieving efficiency efficacy, and establishing a solid online teaching presence. The findings underscore coaching's efficacy in enhancing teachers' self-perceptions in online teaching contexts. The participants improved their

engagement in the virtual classroom, creating an active and enjoyable learning environment for students. They subsequently expressed satisfaction with their teaching efficiency and increased student participation. This noteworthy transformation, recognized by both the participants and me as their coach, highlighted the profound impact of the coaching intervention.

To conclude, the structure and the design of the study enabled me to enhance the participants' LTI from partially/maladaptive states to productive immunity. Concerning the first research question, their complaints about inattentive students, inefficient coursebooks, insufficient course materials, challenging ERT context demolished. They emphasized that by employing a solution-focused goal-oriented strategy, they were able to teach efficiently. They regained their lost enthusiasm during ERT through coaching.

Concerning the second research question, Maladaptive states of burnout, demotivation, judgmental attitude towards students were transformed through development of novel coping strategies. The partially adaptive aspects of TI such as resilience, openness to change were also improved paving the way to enhanced self-efficacy perceptions.

CHAPTER 10

CONCLUSION

10.1 An overview

During the Emergency Remote Teaching (ERT) period, EFL instructors faced many challenges and obstacles, prompting a need to examine their strengths and weaknesses regarding teacher resilience, burnout, and motivation as part of their overall immunity and psychological well-being. Before the onset of the COVID-19 pandemic, stressors such as low income, limited resources, and inadequate institutional support were identified as significant drawbacks, emphasizing the importance of enhancing TI.

Previously researchers primarily focused on negative aspects like stress, anxiety, burnout, attrition, and self-doubt rather than exploring the positive attributes (as noted by Li, 2021). This research study not only focused on negative (maladaptive) aspects of language teacher immunity (LTI), but also shed light on how EFL instructors navigated the challenges of ERT, by focusing on their productive adaptation and through facilitation of new coping mechanisms. The present study offers valuable insights into instructors' online experiences, focusing on themes such as resilience, burnout, motivation, attitude, teaching efficiency, self-efficacy, online affectivity, openness to change, and coping. Hence, the study provides a more comprehensive understanding of their professional and personal experiences.

The study findings confirm that professional workshops exclusively centered on digital literacy did not lead to a seamless transition from one teaching mode to another. To successfully adapt to the new mode of instruction, a combination of context-specific pedagogical content knowledge and strong classroom management skills was necessary. It is noteworthy that even with two years of experience in ERT the participants

encountered difficulties in adapting their instructional and communication methods to the new context. This highlights potential challenges that EFL instructors may encounter in the post-ERT era, and possibly in the age of artificial intelligence.

The pre-established coaching tools, models, and theories demonstrated their effectiveness in addressing and rejuvenating certain deficient and maladaptive aspects of language teacher immunity (LTI). These aspects encompassed issues such as burnout, demotivation, judgmental attitudes, ineffective coping strategies, inefficiency, a sense of inefficacy, and challenges in establishing a positive online rapport with students.

Additionally, the coaching procedures employed, including thought-provoking questions, specific coaching tasks like the teacher immunity wheels (versions A and B), mindfulness and visualization exercises, the maintenance of weekly journals, and follow-up and feedback sessions, all played pivotal roles in enhancing productive immunity. This improvement extended beyond specific areas that encompass resilience and a greater openness to change.

Incorporating both instructional and reflective professional guidance is crucial for improving LTI during challenging circumstances. During emergency situations, effective guidance should encompass the following components: precise problem identification, setting a realistic yet challenging goal, adopting a solution-focused approach, pre-planning action-oriented tasks, providing constructive feedback, encouraging reflective reporting, and maintaining regular follow-up. The pre-established coaching tools, models, and theories demonstrated their effectiveness in addressing and rejuvenating certain deficient and maladaptive aspects of LTI.

The coach's guidance should be characterized by its nonjudgmental and confidential nature, following a step-by-step methodology to ensure consistent

engagement and growth. It is significant for the coach to establish a rapport with participants and provide continuous encouragement, keeping them engaged from the beginning to the conclusion of the process.

The study shows the productive impact of active reflection-in/on/for action amid ERT. It highlights the importance of creating a supportive teaching environment in a demanding context to meet instructors' professional, psychological, and affective needs. Compared to other studies discussed in this research, this particular line of inquiry holds the potential to offer valuable insights and qualitative data on the improvement of LTI in the post-ERT era for EFL practitioners.

The coaching process revealed that enhancing TI through instructional (IC) and reflective coaching (RC) was achievable at challenging times. First, IC enhanced the instructors' coping skills and teaching efficiency. RC led to an improvement in professional attitudes, motivation, self-efficacy perceptions, and online affectivity. Second, IC emerged as a supportive tool in rebooting partial and maladaptive aspects such as burnout, inefficiency, and loss of motivation in teaching. RC also emerged as a supportive tool in helping the participants display productive immunity by avoiding judgmental attitudes and developing intrinsic motivation and self-efficacy. However, it's crucial to place their progress in the context of each participant's unique situation during the ERT. It is worth noting that the participants in the study were experiencing a global health crisis, and their stress levels were significantly elevated due to the uncertainty and chaos permeating every aspect of their lives.

The findings underscore the importance of enhancing LTI as a complementary aspect of professional development for EFL instructors. To effectively acquire and apply professional knowledge, their readiness and psychological well-being play pivotal roles. Therefore, as part of their professional development, it is essential to assess EFL

instructors' levels of adaptation, willingness to embrace change, resilience, attitudes, efficiency, self-efficacy, coping strategies, emotional state, motivation, and susceptibility to burnout. These considerations are crucial for ensuring productivity and enhancing teacher well-being amidst various challenges. When compared to other studies discussed in this research, this particular line of inquiry holds the potential to offer valuable insights and qualitative data on the improvement of LTI in the post-ERT era.

10.2 Limitations of the study

This study has certain limitations. It involved only four participants, limiting the generalizability of the findings. Despite the global challenge of ERT faced by many EFL teachers, the participants' extensive 20-year experience adds specificity. Additionally, TI is highly personal, depending on individual perspectives regarding which maladaptive or partially adaptive aspects to address and how to work with them. Coaching was identified as a valuable tool in rebooting these aspects, focusing on motivation and attitude. However, it is essential to note that participants' motivation might have been boosted by receiving regular professional support, which can influence self-perception positively.

I am certified by the International Coaching Federation as an institutional and a life coach. I was initially inexperienced in coaching for immunity empowerment but gained self-confidence as the study progressed. My role differed from that of a teacher-trainer or mentor, requiring patience and allowing participants to find solutions.

The unique context of online ERT, with its specific class conditions and the nature of interactions between students and teachers, should be considered. The coaching process may introduce bias, as it encourages participants to reflect on their

experiences, which can be inherently subjective. For example, Oya's inconsistent thoughts required extra effort to avoid researcher bias and ensure quality feedback. I aimed to bring coherence and objectivity to her comments and employed member-check procedures to counteract potential misinformation and subjectivity.

Time limitations also hindered the ability to confirm the stability of teacher performance across each stage of the self-organizational framework. While the participants achieved their instructional goals within the first five weeks of the instructional coaching procedures, the study did not extend to monitor the enduring nature of these changes over time, transitioning instead to the realignment phase of reflective coaching.

Future replications of this study's methodology, incorporating class observations, could provide researchers with additional opportunities to delve deeper into the efficacy of coaching procedures in sustaining teachers' in-class performance beyond the realignment stage of development.

10.3 Implications for professional and psychological well-being

In light of the benefits of professional development, one objective of INSET should be aiding teachers in cultivating robust, productive forms of TI. Furthermore, the TI construct could provide a foundation for language teacher education, contributing to the empowerment of English teachers.

This study highlights the potential advantages of reflective coaching practices in enhancing the efficiency and immunity of EFL instructors, especially in the context of ERT during the COVID-19 pandemic. Mentoring and class observation processes could be valuable complements to coaching, offering authentic insights into teacher performance in the post-pandemic teaching context.

By systematically implementing a solution-oriented, goal-based action plan, teachers can transform seemingly impossible situations, initiating transformational change, as Kubanyiova (2012) proposed in the theory of language. Reflective and instructional coaching can facilitate this change, fostering a positive vision and enhancing teachers' motivation and attitude toward change, enabling them to step out of their comfort zones and engage in the self-organization process.

Dornyei and Kubanyiova (2014) underscore the potential of raising teachers' awareness, helping them set goals, and creating step-by-step action plans, ensuring that they remain motivated, productive, innovative, and resilient, regardless of external challenges.

At the institutional level, introducing supportive coaching practices through prolonged one-to-one meetings could be beneficial. In professional development, follow-up procedures are as critical as feedback mechanisms. Teachers might need to be made aware of the reasons behind their inefficiency or lack of self-efficacy. Assisting them in recognizing and addressing partial or maladaptive aspects of TI could be crucial in overcoming negative impacts. Raising awareness about coping mechanisms and aiding in developing new coping skills is essential. Productively immune teachers actively reflect in/on/for action, initiating positive change by adjusting their strategies accordingly. Observing whether they reach the stabilization stage of professional development is also vital, as maintaining a productive approach to challenges indicates their motivation and desired presence in challenging contexts.

The study suggests that online instruction methodology should be incorporated into the professional development paradigm (Civelek et al., 2021), aligning with the constraints of ERT. Teacher and student autonomy in the online context is critical. In Oya's case, for instance, students expressed the need for a balance between autonomy

and teacher control, highlighting the importance of one-to-one attention and a caring attitude from the teacher.

A potential implication of this study for professional development is the effectiveness of coaching tools in creating an authentic problem-solving environment. Here, participants experienced less pressure typically associated with observations or evaluations in mentorship or training programs.

In each case, it became evident that building rapport with students was crucial in online teaching, regardless of whether their cameras were on or off. Instead of feeling demotivated by the lack of visual connection, teachers learned to focus on the virtual presence of their students, acknowledging their needs and expectations. This shift in focus led them to discover new strategies to enhance the learning experience, displaying a humanistic and understanding approach towards students grappling with personal and academic challenges posed by the pandemic and ERT.

Engaging in professional development prompted teachers to view issues from the students' perspectives, adopting a more affectionate and professional approach and moving away from mechanical language tasks and robot-like manners. This change increased student motivation and participation and boosted their aspirations.

The use of coaching tools throughout the study revealed the challenges and solutions inherent in the online context, helping teachers develop self-awareness and new coping mechanisms to initiate creative change. Incorporating video recordings into coaching and class observation procedures could enhance self-awareness regarding online teacher presence.

In brief, in the post-ERT context, there is a need for specific attention to professional development across hybrid, online, and face-to-face teaching contexts. This

would support teachers' productive adaptation to new situations, considering the various aspects of TI discussed in the study.

For stakeholders, this study underscores the value of planning in-service professional development programs to bolster EFL TI, highlighting coaching as a beneficial tool.

10.4 Suggestions for further research

Following the TI paradigm, this study encourages future researchers to utilize instructional and reflective coaching to initiate professional development among language teachers facing academic and personal challenges in chaotic or unfamiliar contexts. Although this study detailed the ERT experiences of four seasoned EFL teachers, it is crucial to consider that the needs and coping mechanisms of experienced educators may differ substantially from those of their novice counterparts. Therefore, a study with less experienced teachers may yield varied insights and results.

Exploring English language teachers' online presence represents a promising avenue for future research concerning self-efficacy, teaching efficiency, and teacher empowerment in the post-ERT landscape. Regarding the TI construct, Foreign Language Education departments should inquire further about TPACK and PCK.

It could also be interesting to explore LTI within the spheres of EFL, English as a Lingua Franca (ELF), and Content and Language Integrated Learning (CLIL). The potential implications for INSET could significantly contribute to professional development by cultivating robust and productive forms of LTI.

Educators, policymakers, and educational leaders should also explore the benefits of incorporating instructional coaching and reflective coaching into teacher training programs. These coaching methods are vital for sustaining and bolstering TI,

fostering resilience and adaptability in various teaching scenarios, and supporting continuous professional development.

APPENDIX A

ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 26.03.2022-59475

T.C.
BOĞAZIÇI ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME
KOMİSYONU
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı : 29
Toplantı Tarihi : 24.03.2022
Toplantı Saati : 10:00
Toplantı Yeri : Zoom Sanal Toplantı
Bulunanlar : Prof. Dr. Ebru Kaya, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen
Bulunmayanlar :

Sıdika Gaye Özyaka
Yabancı Dil Eğitimi

Sayın Araştırmacı,
"The English Language Teacher Immunity: Professional Identity Construction in Hybrid Education" başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2022/16 sayılı başvuru komisyonumuz tarafından 24 Mart 2022 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar tüm üyelerin toplantıya çevrimiçi olarak katılımı ve oybirliği ile alınmıştır. COVID-19 önlemleri kapsamında kurul üyelerinden ıslak imza alınmadığı için bu onay mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin
SOHTORİK İLKMEN
ÜYE

e-imzalıdır
Dr. Öğr. Üyesi Yasemin Sohtorik
İlkmen
Öğretim Üyesi
Raportör

SOBETİK 29 24.03.2022

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX B

FIRST CONTACT FORM

BACKGROUND INFORMATION

Name: _____

Surname: _____

Phone: _____

Email address: _____

Signature: _____

Please complete the following background questionnaire

Gender:

University Degree: _____ Bachelors _____ Masters _____ Doctorate

How long have you been teaching English? _____

How many hours per week do you teach? _____

How often do you teach online? _____

Which level(s) are you currently teaching?

- _____ Beginner
- _____ Elementary
- _____ Pre-intermediate
- _____ Intermediate
- _____ Upper-Intermediate
- _____ Advanced
- _____ Repeat

How many students are there in the classes you teach? _____

APPENDIX C
INTERVIEW ONE

Participant Pre-Coaching Biographical Profile Form

A.

1. Tell us about yourself:
 - Your age
 - Your work history
 - Your family
 - Your work relationships
 - Your interests and hobbies
2. What is currently missing in your work life? What do you think you need to do to fill this gap?
3. How did you cope with professional challenges during the pandemic period?
4. In your opinion, how much control do you have over your career in pandemic conditions?
5. If a colleague, who closely followed you during the hybrid period were to describe you in three words, what words would they use?
6. How can you improve your strengths and weaknesses during this period?
7. Did you work with someone for support during the pandemic, or did you try a specific technique?
8. What is the reason that brought you to career coaching sessions?
9. What do you think your role is in our collaboration?
10. How do you think our work will impact your students?

B. Values Profile

1. What is your professional goal during the hybrid education period?
2. Specify a value that is important to you in your profession.

How did the pandemic affect this value that is important to you in your profession?

Provide an example.

APPENDIX D

THE PARTICIPANT (COACHEE) FORM

Name:

Date:

The Goal:

Strategies:

- 1.
- 2.
- 3.
- 4.
- 5.

Strategy Checklist:

- 1.
- 2.
- 3.
- 4.
- 5.

APPENDIX E
THE COACHING FORM

Session No.

Name of the Coachee:

Date:

Time:

Responsibilities of the coach:

1. Prepares the coachee for the session (The goal and related emotions will be enquired.)
2. Together with the coachee, set the day's agenda and apply GROW Model
3. Re-checks each segment of the teacher immunity map to ensure that the goal the coachee wants to work on is the right choice by asking “What percent” the coachee would allocate to each segment and the reasons for doing so.
4. Evaluates the previous session/s and actions taken, problem solving methods, and strategy/strategies in use
5. Prepares an action plan for the next session
6. Asks the coachee what she/he has learned about her/his self-immunity as a teacher
7. Asks the coachee how he/she perceives his/her professional identity and whether he/she perceives any change in her/his identity during the coaching process.
8. Closing remarks

Assigned Actions

- 1.
- 2.
- 3.
- 4.
- 5.

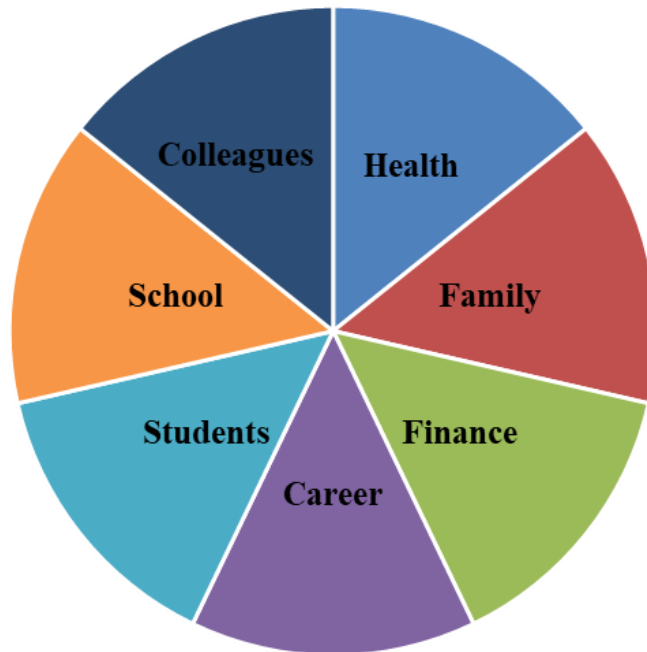
Strategies

- 1.
- 2.
- 3.
- 4.
- 5.

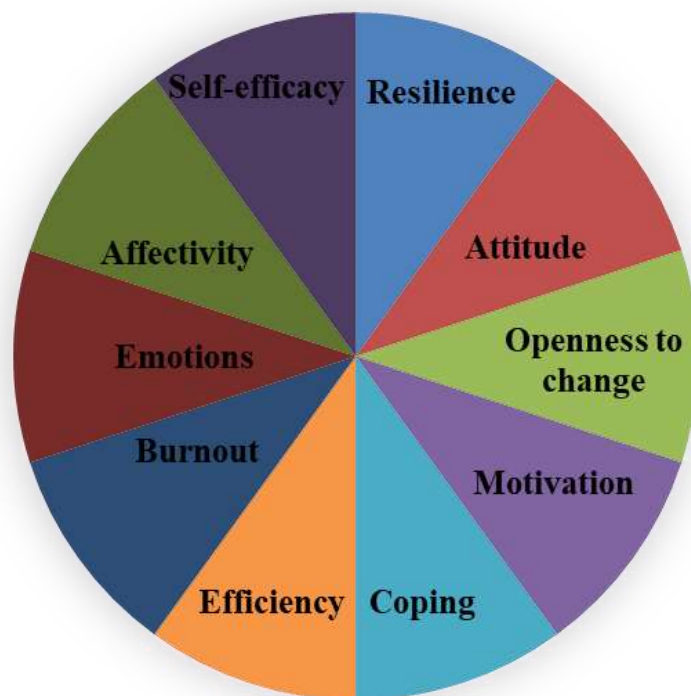
APPENDIX F

TEACHER IMMUNITY WHEEL TASKS

Teacher Immunity Wheel Task Version A Life Segments Self-assessment



Teacher Immunity Wheel Task Version B Teacher Immunity Constituents



APPENDIX G

COACHING MODELS

1. SWOT ANALYSIS

SWOT analysis is a framework to evaluate the participant's situation-specific position and strategic competence in use. SWOT stands for strengths, weaknesses, opportunities, and threats of the coachee. SWOT analysis will be used to understand the teachers' situation, particularly in emergency teaching.

2. PRACTICE MODEL

- Problem Identification
- Realistic and Relevant Goal Setting
- Alternative Solution Generation
- Consideration of Consequences
- Target Most Feasible Solutions
- Implementation of Selected Solution
- Evaluation

3. GROW MODEL

GROW model is a coaching framework used in conversations to unlock the potential and possibilities of people (Sir John Whitmore, 1980s). GROW stands for Goal, Current Reality, Options (or Obstacles), Will (or Way Forward). It is about how you plan the coaching journey. First, you decide where you are going and establish your current state. Then, explore the options for your destination or target. Will keeps you on the route during the coaching journey in the face of challenges.

APPENDIX H
TEACHER PRESENCE TASK

Adapted from Sminovich & Van Eron (2008)

Presence: It is defined as a teacher's quality of impact upon students. It is present time and emergent in one's sense of identity and purpose as a professional.

Questions:

- What “grabs” my energy and keeps me from the presence I desire to possess as a teacher?
- What leads me to better management as a teacher? More awareness?
- What gets in my way of being efficient?

WANT:

WHAT I AM CHALLENGED BY:

APPENDIX I

THE EMOTIONAL AWARENESS TASK

The task was adapted from SUVIO Institutional Coaching Program (Alaluf & Gürbüz, 2012, course notes).

High Energy

Angry Feeling wronged Impatient Irritable Anxious Angry	3	Optimistic Secure Innovative Excited Enthusiastic Proud	1
Exhausted Sad Depressive Hopeless Tired	4	Carefree Calm Peaceful Joyful Passive	2

Low Energy

Coaching to Emotional Awareness:

1. In which segment (negative versus positive) does she spend most of her time? (1, 2, 3, 4)
2. What does she experience moving from one segment to another? (for ex: from segments 1 to 2)
3. Does she use emotions in segment two to sustain her immunity?
4. What strategies does she use to deal with negative emotions in the face of adversity? (3 and 4)

APPENDIX J
COACHING PLANS

Coaching to Initiate Adaptation

1. The coach discusses how the coachee feels about adapting or maladapting to the situation at work
2. The coachee discusses the situation that is the reason for that emotion
3. The coach asks the coachee to describe an aspect of teacher immunity, “productive versus maladaptive.” that caused the emotion in this situation
4. The coachee discusses the consequences of this emotion in her teaching practice in the long run.

Coaching to Reboot Maladaptive Teacher Immunity

Action Plan

1. With respect to the nature of emotion and the type of immunity the coachee possesses, the coach will discuss ways of increasing or decreasing the intensity of that emotion to reboot maladaptive immunity on the part of the coachee.
2. Discusses possible positive strategies to reboot maladaptive immunity.
3. Discusses what could be done to change the situation that caused this emotion.
4. Regarding the above-mentioned facts, the coach encourages the coachee to set a new goal, action plan, and strategy.

APPENDIX K

THE PERSONALITY PROFILE TASK

The task is designed to assess how the participant's self-perception has evolved throughout the process. (Alaluf & Gürbüz, 2012, adapted from course notes)

Personality Profile: Please mark the characteristics that resonate with you as a teacher working during the pandemic.

Introverted	Extroverted
Self-confident	Shy
Critical	Accepting
Enthusiastic	Disheartened
Organized	Disorganized
Leader	Follower
Empathetic	Insensitive/Carefree
Energetic	Lethargic
Relaxed	Tense
Flexible/Quick to recover	Easily stressed
Collaborative	Competitive
Proactive	Reactive
Assertive	Controlled
Optimistic	Pessimistic
Adaptable	Resistant to change
Open to innovations	Traditional
Effective	Ineffective
Steady	Variable
Renewed	Burned out

On a scale from 1 (lowest) to 10 (highest), how much of your desired professional life do you feel you are experiencing? You can find answers to the following questions:

How was it before the pandemic? How was it during the online period? How has this period been? What would you like the next period to be like?

1. How would you solve a challenging situation you encountered in education in the previous period?

- I would keep my distance
- I would adapt
- I would accept it
- Other

2. What changes have you seen in yourself after this coaching session? Please write.

APPENDIX L

INTERVIEW TWO

The participants' ERT experience before the study

1. What were some challenges you have encountered during the emergency remote teaching?
2. How did you deal with in-class obstacles? Please, give examples.
3. Is there a specific incident you remember that you could not deal with? Please, explain your attitude towards the problem.
4. Is there a specific incident you remember when you lost your motivation as a teacher? How did you cope with the problem?
5. What were some opportunities the emergency remote teaching provided you?
6. What kinds of adjustments did you need to make with respect to emergency teaching agenda?
7. Is there a specific incident you remember that you went through successfully? Please, explain, how you got over with it.
8. How did your self-perception as a teacher change during emergency remote teaching? Please, provide both positive and negative personality traits that you have become aware of.
9. Please, describe how moving from emergency remote teaching to hybrid education has affected you as a teacher. Please, provide real-life examples.
10. Please, describe how your perception of yourself as a teacher changed moving from one phase of instruction to another.
11. Do you consider yourself more resilient now? Please, explain.
12. Do you feel burn-out now? Please explain.
13. What are some traits you developed during emergency context that you lacked before the pandemic? How do you feel about them now?
14. What kind of support did you need during the emergency teaching context? Did you get support? If you did not, please explain how you dealt with the situation.
15. What personality traits did you lack during the process?
16. What personality traits did you develop during the process?
17. After all this unique experience you have gone through how would you define yourself as an instructor?
18. How immune do you consider yourself in the face of crisis? Please, provide some examples.
19. Please, describe your personal journey during ERT.

APPENDIX M
INTERVIEW THREE

The participants' ERT experience during the study

1. Name one incident that took you out of your comfort zone since the beginning of our coaching journey. Please, provide a real-life example.
 - a. Please, tell how you felt.
 - b. How did you conceptualize/perceive the challenge in the beginning?
 - c. Did you have any control over the situation? What happened?
 - d. How did you react?
 - e. Did you make use of coping strategies? If yes, what were they?
 - f. Were you able to pull yourself together or lost control?
 - g. Did you lose your productivity or regain it?
 - h. Did you lose your motivation or did you get more motivated and coped better?
2. What kind of an impact the coaching process had on you?
3. What would the probable impact of leaving your comfort zone be in the future?
4. How immune do you think you are now? Is there a difference from your initial state of immunity and now?
5. How do you perceive your online presence now? Is there a difference from your initial perception of self a month ago?

REFERENCES

- Aldosari, M., Heydarnejad, T., Hashemifardnia, A., & Abdalgane, M. (2023). The interplay among self-assessment using reflection for assessment, classroom enjoyment, and immunity: Into prospects of effective language learning. *Language Testing in Asia*, 13(1), 1. <https://doi.org/10.1186/s40468-022-00213-1>.
- Altrichter, H., & Posch, P. (1989). Does the 'grounded theory' approach offer a guiding paradigm for teacher research? *Cambridge Journal of Education*, 19(1), 21–31.
- Azizpour, S., Pourdana, N., & Nour, P. (2023). Immunized Iranian EFL teachers during COVID-19 pandemic: The mediating role of teacher occupational stress, enjoyment, and experience. *Interchange*, 54, 317–335. <https://doi.org/10.1007/s10780-023-09497-5>
- Barrera, A., Braley, R. T., & Slate, J. R. (2010). Beginning teacher success: An investigation into the feedback from mentors of formal mentoring programs. *Mentoring & Tutoring: Partnership in Learning*, 18(1), 61-74. <https://doi.org/10.1080/13614691002475409>
- Beyranvand, S., & Mohamadi Zenouzagh, Z. (2021). Teacher immunity, technological pedagogical content knowledge, and teacher engagement: contributing factors and relations. *SN Social Sciences*, 1(9), 241. <https://doi.org/10.1007/s43545-021-00250-2>
- Bond, A. S., & Naughton, N. (2011). The role of coaching in managing leadership transitions. *International Coaching Psychology Review*, 6(2), 165–179.
- Calderon, K., Blanco, C., Gutierrez, I., Serrano, N., Santos, J., & Sanchez, G. (2022). Evaluation of emergency remote teaching during COVID-19 lockdown in a Spanish university. *Journal of University Teaching & Learning Practice*, 19(5), 07. <https://ro.uow.edu.au/jutlp/vol19/iss5/07>
- Can, I., & Silman-Karanfil, L. (2022). Insights into Emergency Remote Teaching in EFL. *ELT Journal*, 76(1), 34–43. <https://doi.org/10.1093/elt/ccab073>
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56, 267–283. <https://doi.org/10.1037/0022-3514.56.2.267>
- Castelli, F. R., & Sarvary, M. A. (2021). Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so. *Ecology and Evolution*, 11(8), 3565–3576. <https://doi.org/10.1002/ece3.7123>

- Civelek, M., Toplu, I., & Uzun, L. (2021). Turkish EFL teachers' attitudes towards online instruction throughout the COVID-19 Outbreak. *English Language Teaching Educational Journal*, 4(2), 87–98. <https://doi.org/10.12928/eltej.v4i2.3964>
- Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson resilience scale. CD-RISC. *Depression and Anxiety*, 18(2), 76–82.
- Çam, E. (2023). EFL instructors' occupational well-being during the COVID-19 pandemic in Turkey. *Batı Anadolu Eğitim Bilimleri Dergisi*, 14 (3), 46–67. <https://doi.org/10.51460/baebd.1282299>
- Day, C., & Gu, Q. (2014). Response to Margolis, Hodge and Alexandrou: Misrepresentations of teacher resilience and hope. *Journal of Education for Teaching*, 40(4), 409–412. <https://doi.org/10.1080/02607476.2014.948707>
- Day, C., & Hong, J. (2016). Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: Challenges of living on the edge. *Teaching and Teacher Education*, 59(1), 115–125. <https://doi.org/10.1016/j.tate.2016.05.015>
- Dewey, J. (1933). Why have progressive schools? *Current History*, 38(4), 441–448.
- Dornyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*. (p.161). Cambridge University Press.
- Erdoğan, P., & Yazıcı, E., (2022). From the eyes of EFL teachers in Turkey: Synchronous and asynchronous online teaching during the COVID-19 Pandemic. *The Journal of Language Teaching and Learning*, 12(1), 61–77.
- Farrell, T. S. C., & Kennedy, B. (2019). Reflective practice framework for TESOL teachers: One teacher's reflective journey. *Reflective Practice*, 20(1), 1–12.
- Farrell, T. S. C., & Stanclik, C. (2023). “COVID-19 is an opportunity to rediscover ourselves”: Reflections of a novice EFL teacher in Central America. *RELC Journal*, 54(1), 71–83. <https://doi.org/10.1177/0033688220981778>
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22(2), 219–232.
- Fuertes-Camacho, M. T., Dulsat-Ortiz, C., & Álvarez-Cánovas, I. (2021). Reflective practice in times of Covid-19: A tool to improve education for sustainable development in pre-service teacher training. *Sustainability*, 13(11), 1–19. <https://doi.org/10.3390/su13116261>

- Gagné M., Forest J., Vansteenkiste M., Crevier-Braud L., Van den Broeck A., Aspel A. K., Bellerose J., Benabou C., Chemolli E., Güntert S. T., Halvari H., Indiyastuti D. L., Johnson P. A., Molstad M. H., Naudin M., Ndao A., Olafsen A. H., Roussel P., Wang Z., Westbye C. (2015). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. *European Journal of Work and Organizational Psychology*, 24, 178–196. <https://doi.org/10.1080/1359432X.2013.877892>
- Given, L. (Ed.). (2008). *The SAGE encyclopedia of qualitative research methods*. SAGE. <https://doi.org/10.4135/9781412963909.n329>
- Göker, M. Ü. (2021). Reflective coaching: Training for development of instructional skills and sense of efficacy of pre-service EFL teachers. *Journal of Language and Linguistic Studies*, 17(1), 423–447. <https://doi.org/10.17263/jlls.903460>
- Gooran, M., Soleimani, H., Alavi, M., & Jafarigohar, M. (2022). EFL teachers' immunity: A case of online language teaching. *Journal of Multilingual and Multicultural Development*, 44(2), 1–20. <https://doi.org/10.1080/001434632.2022.2044341>
- Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, 39(1), 22–44. <https://doi.org/1080/001411926.2011.623152>
- Hazaymeh, W. (2021). EFL students' perceptions of online distance learning for enhancing English language learning during Covid-19 pandemic. *International Journal of Instruction*, 14(3), 501–518. <http://e-iji.net>
- Hiver, P. (2015). Once burned, twice shy: The dynamic development of system immunity in teachers. In Z. Dörnyei, P. MacIntyre, & A. Henry (Eds.), *Motivational dynamics in language learning*, (pp. 214–237). Multilingual Matters. <https://doi.org/1021832/9781783092574-017>
- Hiver, P. (2016). The triumph over experience: Hope and hardiness in novice L2 teachers. *Positive Psychology in SLA*, 97, 168–192. <https://doi.org/10.21832/9781783095360-008>
- Hiver, P. (2017). Tracing the signature dynamics of language teacher immunity: A retrodictive qualitative modeling study. *The Modern Language Journal*, 101(4), 669–690. <https://doi.org/10.1111/modi.12433>
- Hiver, P. (2018). Teachstrong: The power of teacher resilience for second language practitioners. In S. Mercer & A. Koustalous (Eds.), *Language teacher psychology* (pp. 231–245). Multilingual Matters. <https://doi.org/10.21832/97817830994467-018>
- Hiver, P., & Dörnyei, Z. (2017). Language teacher immunity: A double-edged sword. *Applied Linguistics*, 38(3), 405–423. <https://doi.org/10.1111/modi.12347>

- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137–164. <https://doi.org/10.1111/j.1758-0854.2009.01008.x>
- Ilerten, F., Özcan, E., & Efeoğlu, G. (2023). Turkish pre-service EFL teachers' reflections on practicum during pandemic: Planning, implementation and reflection. *Yıldız Journal of Educational Research*, 78(2), 101–107.
- Jalili, H. M., Sepehri, M., & Shafiee, S. (2023). Teacher immunity in English language institutes and public schools: EFL teachers' perception in focus. *International Journal of Foreign Language Teaching and Research*, 11(44), 81–95. <https://doi.org/10.30495/JFL.2023.699909>
- Kamisli, M. U., & Akinlar, A. (2023). Emergency distance education experiences of EFL instructors and students during the COVID-19 pandemic. *Adult Learning*, 34(4), 230–243. <https://doi.org/10.1177/10451595221094075>
- Kazemkhah Hasankiadeh, F., & Azari Noughabi, M. (2023). Investigating the interplay among EFL teachers' L2 grit, self-efficacy, and self-regulation: a structural equation modeling analysis. *The Asia-Pacific Education Research*, 32(5), 707–717. <https://doi.org/10.1007/s40299-022-00688-9>
- Keh, M. L., & Swartzendruber, D. (2021). Instructional coaching in a TESOL teacher preparation program: An exploratory case study. *MEXTESOL Journal*, 45(3), 1–3. <https://eric.ed.gov/?id=EJ1310959>
- Kerr, S. L., Lucas, L. J., DiDomenico, G. E., Mishra, V., Stanton, B. J., Shivde, G., Pero, A. N., Runyen, M. E., & Terry, G. M. (2017). Is mindfulness training useful for pre-service teachers? An exploratory investigation. *Teaching Education*, 28(4), 349–359. <https://doi.org/10.1080/10476210.2017.1296831>
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88(4), 547–588. <https://doi.org/10.3102/0034654318759268>
- Kubanyiova, M. (2012). *Teacher development in action: Understanding language teachers' conceptual change*. Springer. <https://doi.org/10.1057/9780230348424>
- Layton, T. D. (2023). Virtual instructional coaching: A method for first-year teacher professional learning. In *Research, practice, and innovations in teacher education during a virtual age* (pp. 99–118). IGI Global. <https://doi.org/10.4018/978-1-6684-5316-2.ch006>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.

- Leroux, M. (2018). Exploring Canadian early career teachers' resilience from an evolutionary perspective. In M. Wosnitza, F. Peixoto, S. Beltman, & C. F. Mansfield (Eds.), *Resilience in education: Concepts, contexts and connections* (pp. 107–129). Springer, Cham. https://doi.org/10.1007/978-3-319-76690-4_7.
- Lewis, M. D. (2005). Bridging emotion theory and neurobiology through dynamic systems modeling. *Behavioral and Brain Sciences*, 28(2), 169–194. <https://doi.org/10.1017/S0140525X0500004X>
- Li, S. (2021). Psychological wellbeing, mindfulness, and immunity of teachers in second or foreign language education: A theoretical review. *Frontiers in Psychology*, 12. 1–9. <https://doi.org/10.3389/fpsyg.2021.720340>
- Liu, H., & Chu, W. (2022). Exploring EFL teacher resilience in the Chinese context. *System*, 105(3), 1–11. <https://doi.org/10.1016/system.2022.102752>
- Macdonald, S., & MacIntyre, P. (1997). The generic job satisfaction scale: Scale development and its correlates. *Employee Assistance Quarterly*, 13(2), 1–16. https://doi.org/10.1300/J022v13n02_01.
- Macintyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the COVID-19 conversion to online teaching: Correlations with stress, well-being and negative emotions. *System*, 94. 1–11. <https://doi.org/10.1016/j.system.2020.102352>
- Maghsoudi, M. (2021). Productive or maladaptive immunity? Which one is more dominant among Iranian EFL prospective teachers? *Applied Research on English Language*, 10(1), 51–80. <https://doi.org/10.22108/are.2020.124031.1595>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99–113.
- Mitchell, M., Gill, C., & Brodmerkel, S. (2022). Academics' narratives of productive learning cultures during COVID-19 emergency remote teaching in Australia. *Student Success*, 13(1), 54–66. <http://dx.doi.org/10.5204/ssj.2146>
- Munby, H., & Russell, T. (1989). Educating the reflective teacher: An essay review of two books by Donald Schon. *Journal of Curriculum Studies*, 21(1), 71–80.
- Namaziandost, E., & Heydarnejad, T. (2023). Mapping the association between productive immunity, emotion regulation, resilience, and autonomy in higher education. *Asian-Pacific Journal of Second and Foreign Language Education*, 8, Article 33. <https://doi.org/10.1186/s40862-023-00207-3>
- Namaziandost, E., Heydarnejad, T., & Rezai, A. (2023). Iranian EFL teachers' reflective teaching, emotion regulation, and immunity: examining possible relationships. *Current Psychology*, 42(3), 2294–2309. <https://doi.org/10.1007/s12144-022-03786-5>

- Noble, H. & Heale, R. (2019). Triangulation in research, with examples. *Evidence Based Nursing*, 22(3), 67-68. <https://doi.org/10.1136/ebnurs-2019-103145>
- Noughabi, M. A., Amirian, S. M. R., Adel, S. M. R., & Zareian, G. (2020). The association of experienced in-service EFL teachers' immunity with engagement, emotions, and autonomy. *Current Psychology*, 41, 5562–5571. <https://doi.org/10.1007/s12144-020-01066-8>
- Noughabi, M. A., Amirian, S. M. R., Adel, S. M. R., & Zareian, G. (2023). Developing in-service EFL teachers' immunity through post-induction mentoring. Advanced Online Publication. <https://doi.org/10.1007/s42321-023-00146-9>
- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 304–321. <https://doi.org/10.30659/e.5.2.304-321>
- Ordem, E. (2017). A language teacher's reflection on maladaptive immunity, possible selves and motivation. *International Education Studies*, 10(9), 1–8. <https://doi.org/10.5539/ies.v10n9p1>
- Ortega, L. (2013). Language learning and teaching: Overview. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 3041–3048). Blackwell.
- Palmer, S. (2008). The practice model of coaching: Towards a solution-focused approach. *Coaching Psychology International*, 1(1), 4–8.
- Park, H., & Hiver, P. (2017). Profiling and tracing motivational change in project-based L2 learning. *System*, 67, 50–64. <https://doi.org/10.1016/j.system.2017.04.013>
- Rahmati, T., Sadeghi, K., & Ghaderi, F. (2019). English as a foreign language teacher immunity: An integrated reflective practice. *Iranian Journal of Language Teaching Research*, 7(3), 91–107. <https://doi.org/10.30466/ijltr.2019.120738>
- Reddy, L. A., Shernoff, E., & Lekwa, A. (2021). A randomized controlled trial of instructional coaching in high-poverty urban schools: Examining teacher practices and student outcomes. *Journal of School Psychology*, 86, 151–168. <https://doi.org/10.1016/j.jsp.2021.04.001>
- Richards, K. A. R., Levesque-Bristol, C., Templin, T. J., & Graber, K. C. (2016). The impact of resilience on role stressors and burnout in elementary and secondary teachers. *Social Psychology of Education*, 19, 511–536.
- Rochsantiningasih, D., & Aniq, L. N. Teachers' voices of TPACK practices on ELT in the post-COVID-19 pandemic. *Journal of English Language Teaching Innovations and Materials*, 5(1), 17–30.

- Roy, S., & Covelli, B. (2021). COVID-19 induced transition from classroom to online mid semester: Case study on faculty and students' preferences and opinions. *Higher Learning Research Communications*, 11, 10–32.
- Ryan, S. & Dornyei, Z. (2015). *The psychology of the language learner revisited*. Routledge. <https://doi.org/10.4324/9781315779553>
- Sarıçoban, A., & Kırmızı, Ö. (2021). Language teacher immunity: Insights from Türkiye. *International Online Journal of Education and Teaching*, 8(2), 1172–1189.
- Sato, M., Fernández Castillo, F., & Oyanedel, J. C. (2022). Teacher motivation and burnout of English-as-a-Foreign-Language teachers: Do demotivators really demotivate them? *Frontiers in Psychology*, 13, 1–12. <https://doi.org/10.3389/fpsyg.2022.891452>
- Saydam, D. (2019). *English language teacher immunity: The METU Case*. [Unpublished doctoral dissertation]. Middle East Technical University.
- Scheier, M. F., & Carver, C. S. (1985). Optimism, coping, and health: Assessment and implications of generalized outcome expectancies. *Health Psychology*, 4(3), 219–247. <https://doi.org/10.1037/0278-6133.4.3.219>
- Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. Jossey-Bass.
- Schön, D. A. (2008). *The reflective practitioner: How professionals think in action*. Basic Books.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Research Association*, 15(2), 4–14.
- Siminovitch, D. E., & Van Eron, A. M. (2008). The power of presence and intentional use of self: Coaching for awareness, choice and change. *The International Journal of Coaching in Organizations*, 3, 90–109.
- Songhori, M. H, Ghonsooly, B., & Afraz, S. (2018). Language teacher immunity among Iranian EFL teachers: A self-organization perspective. *Iranian Journal of English for Academic Purposes*, 7(1), 128–143. <https://doi.org/201001.1.24763187.2018.7.1.8.1>
- Suleimanova, A., & Ivanova, O. (2018). Emotional competence and individual style of action of future teachers of higher education in the system of education for sustainable development. *Journal of Teacher Education for Sustainability*, 20(2), 44–63. <https://doi.org/10.2478/jtes-2018-0014>
- The Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal*, 100 (Supplement 2016), 19–47.

- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783–805.
[https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Uçar, S., & Zarfsaz, E. (2023). A corpus-based teaching of lexical bundles to enhance writing skills of prospective Turkish EFL teachers. *International Journal of Learning and Teaching, 15*(1), 42–54.
<https://doi.org/10.18844/ijlt.v15i1.8577>
- Warnock, J. M., Gibson-Sweet, M., & van Nieuwerburgh, C. J. (2022). The perceived benefits of instructional coaching for teachers. *International Journal of Mentoring and Coaching in Education, 11*(3), 328–348.
- Whitmore, J. (2009). *Coaching for performance: Growing human potential and purpose—The principles and practice of coaching and leadership*. (p. 55). (4th ed.) Nicholas Brealey Publishing.
- Yang, W., Huang, R., Su, Y., Zhu, J., Hsieh, W.-Y., & Li, H. (2022). Coaching early childhood teachers: A systematic review of its effects on teacher instruction and child development. *Review of Education, 10*(1), 1–43.
<https://doi.org/10.1002/rev3.3343>
- Wang, Y., Derakhshan, A., & Azari Noughabi, M. (2022). The interplay of EFL teachers' immunity, work engagement, and psychological well-being: Evidence from four Asian countries. *Journal of Multilingual and Multicultural Development, 1*–18.
<https://doi.org/10.1080/01434632.2022.2092625>