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Particularizing the Underlying Factors in Iranian and Canadian English Teachers' Immunity

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ABSTRACT

The present study strove to examine the extent to which English teachers' affective factors including their work engagement, teacher reflection, self-compassion, professional identity, emotion regulation, and grit predicted their productive and maladaptive teacher immunity in the contexts of Iran and Canada. Moreover, it investigated the differences between Iranian and Canadian language instructors' immunity. To this end, first, the researchers selected 632 Iranian and 593 Canadian teachers in language school settings using convenience sampling. Second, they administered seven reliable and valid questionnaires concerning the aforementioned affective factors to Iranian and Canadian participants to collect the data. Lastly, they analyzed the data using Binary Logistic Regression and Chi-square tests. The results showed that while Iranian teachers' work engagement, emotion regulation, and grit were the significant factors in their teacher immunity types, Canadian teachers' teacher reflection, professional identity, self-compassion, and emotion regulation significantly predicted their productive and maladaptive teacher immunity. Furthermore, Canadian teachers' immunity was more productive than that of Iranian teachers. These results may provide guidelines on the development of teacher-factor-informed education courses for English teachers in both second and foreign language contexts.

Keywords: Canadian English teachers; Iranian English teachers; productive and maladaptive teacher immunity; teacher factors

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Introduction

The examination of the relevant studies (e.g., Alavinia & Isavi, 2016; Derakhshan et al., 2024; Kashef & Khalili, 2023; Proietti Ergün & Ersoz Demirdag, 2022; Zohrabi & Khalili, 2023) highlights the fact that language teacher factors have received rapt attention in recent years. Proietti Ergün and Dewaele (2021) delineate teacher factors as the diverse teacher-internal variables that affect their equanimity and deliberation and predispose them to certain pedagogical practices in language instruction. Moreover, Yang et al. (2022) classified the relevant issues into two main categories of *cognitive* and *affective* factors. As they explained, cognitive factors encompass teachers' characteristics that determine their capability to process the information that is the basis of their cogitation in their classes. On the other hand, affective factors are the attributes that have a noticeable impact on their psychological health and mental composure.

The aforementioned definition of affective teacher factors accentuates the affinity between them and the attributes that are the foundations of positive psychology (Deng et al., 2022). This branch of psychology investigates the degree to which positive psychological factors determine individuals' growth, success, and flourishing in diverse situational contexts (Greenier et al., 2021). The examination of the factors that are investigated in positive psychology indicates that a number of them such as resilience (e.g., Namaziandost et al., 2022), teaching enjoyment (e.g., Fathi et al., 2023), burnout (e.g., Alavinia & Pashazadeh, 2018; Fathi et al., 2021), and psychological well-being (e.g., Vaknin-Nusbaum & Tuckwiller, 2023; Zohrabi & Khalili, 2024) have been recurrently investigated in language instruction. Notwithstanding, as Deng et al. (2022) pointed out, none of these factors provides a satisfactory profile of the totality of language teachers' psychological status in their relevant settings.

This issue motivated a number of researchers to explore the uncharted domain of language teachers' psychological status to specify more inclusive affective factors (Dewaele et al., 2019). In this regard, Hiver (2015) introduced the construct of Teacher Immunity (TI) into the field of language instruction as the most inclusive affective factor that reflected teachers' mental well-being in their academic settings. He defined TI as teachers' psychological shield that safeguards them against numerous stressors in the process of language teaching. Hiver (2015) concluded that language teachers' TI is likely to be influenced by their affective factors, including their Work Engagement (WE) (e.g., Han & Wang, 2021), Teacher Reflection (TR) (e.g., Akbari, 2007), Self-Compassion (SC) (e.g., Neff, 2011), Professional Identity (PI) (e.g., Yuan & Zhang, 2020), Emotion Regulation (ER) (e.g., Greenier et al., 2021), and grit (e.g., Zheng et al. 2022), among others.

Literature Review

Teacher Immunity

Hiver (2015) introduced TI into the field of language instruction and defined it as the totality of teachers' psychological status. In his later work, Hiver (2017) delved more deeply into the structure of this construct and itemized its seven sub-components, namely *affectivity*, *burnout*, *openness to change*, *resilience*, *teaching self-efficacy*, *attitudes towards teaching*, and *coping*. As he explained, affectivity comprises the whole range of language teachers' emotions in their classes. Moreover, burnout refers to teachers' psychological and emotional exhaustion that stems from chronic stress in their academic settings and negatively affects their pedagogical performance. Furthermore, openness to change encompasses teachers' attitudes towards innovative ideas in their field and their willingness to adapt their teaching practices to new teaching situations. In addition, resilience determines the extent to which teachers are able to resolve their emotional crises without being unduly influenced by them. Additionally, teaching self-efficacy involves teachers' favorable attitudes towards their pedagogical

capabilities in their classes. Besides, attitudes towards teaching determines the degree to which teachers value their profession and appreciate its significance in their society. Lastly, coping encompasses teachers' ability to develop and implement efficacious stress-management strategies in order to deal with the stress-inducing factors in their academic settings.

The specification of the sub-components of TI paved the way for determining its major types in the context of the classroom. Regarding this issue, Hiver and Dörnyei (2017) classified teachers' TI into two main categories, namely *productive* and *maladaptive* TI. Moreover, they drew a comparison between productive TI and an efficient immune system of human body and argued that this type of TI protects the teachers against stressors and prompts them to capitalize on their internal resources including their self-efficacy in order to suppress the negative emotions and other intervening factors that negatively affect their performance. On the other hand, they averred that maladaptive TI is similar to an overreactive immune system and reacts to harmless factors in their academic settings. According to them, this kind of overreaction turns teachers into cynical practitioners that tend to reject innovations in their field. Hiver and Dörnyei (2017) reiterated that productive and maladaptive TI types can be influenced by different teacher factors in the process of language teaching.

The above-mentioned account of TI indicates that it has attracted considerable attention in language instruction and has prompted researchers to focus on its different aspects. A number of studies have tried to specify teachers' general TI types in foreign language contexts. In this regard, Haseli Songhori et al. (2018) conducted a study to determine Iranian EFL teachers' TI types in language institute settings. The results of their two-step cluster analysis highlighted the fact that maladaptive TI was the more dominant TI type among these teachers. Likewise, Maghsoudi (2021) carried out a mixed-methods study to determine student teachers' TI types. Contrary to Haseli Songhori et al.'s (2018) results, Maghsoudi's (2021) study showed that productive TI was the dominant TI type among student teachers. Maghsoudi (2021) ascribed the results to the transient and dynamic nature of TI and argued that it may change in nature due to experience.

Moreover, some of the researchers have tried to determine the relationships between TI and teachers' pedagogical beliefs. For instance, Aliakbari and Fadaeian (2023) focused on the interplay between Iranian EFL teachers' TI and their translanguaging perceptions. The results indicated that teachers with productive TI were more inclined to use Persian in their classes to ameliorate their learners' acquisition of the target language.

In addition, certain studies have focused on teachers' TI development during their service years. In this regard, Rahmati et al. (2019) carried out a qualitative study to determine high school teachers' TI development stages. The findings of their study indicated that various contextual factors such as the teachers' low income levels and students' misbehavior resulted in teachers' development of imposed maladaptive TI. Likewise, Sheikhi and Alavinia (2024) were interested in finding the contribution of a professional development (PD) course to language teacher immunity betterment, and sought to explore how classroom observation might impact teacher immunity construction. The results of their study pointed toward the significant effect of the PD course on their immunity development. In much the same way, Sheikhi and Alavinia (in press) probed into the role of supervisory classroom observation in the development of Iranian EFL teachers' immunity. Garnering data through semi-structured interviews and narrative frames, they concluded that the stress-inducing nature of classroom observation could lead to maladaptive immunity development. However, based on their findings, post-observation conferences could play a positive mediating role in diminishing the stress, and building the immunity in a productive manner.

Additionally, certain studies have tried to determine the role of TI in relation to different teacher characteristics. Regarding this line of research, Li (2022) investigated the role of language institute

EFL teachers' TI and mindfulness in the prediction of their WE. The results showed that both TI and mindfulness had significant positive correlations with teachers' WE in the relevant setting. Similarly, Namaziandost et al. (2024) focused on the role of TI in EFL teachers' PI, work motivation, and autonomy and reported that TI was a significant predictor of these affective factors. Other researchers have considered the relationship between TI and teacher traits like creativity. As a case in point in this line of research, Alipoor and Alavinia (2025) delved into the relatedness of teachers' immunity and their creativity. However, based on their findings, no significant correlation was reported to exist between the two constructs.

Finally, a few studies have endeavored to specify the role of different affective factors in the prediction of TI. In this regard, Pourbahram and Sadeghi (2020) examined the relationship between EFL teachers' motivation and TI in school and institute settings and reported that there was a significant positive correlation between these factors. Likewise, Khazaenezhad and Davoudinasab (2022) investigated the relationship between EFL teachers' TI and their personality types and reported that teaching self-efficacy component of TI had significant correlations with all of the five major personality types. Similarly, Li et al. (2022) conducted a study to determine the role of EFL teachers' ER and critical thinking in the prediction of their TI and reported that both of these variables significantly predicted teachers' TI.

The examination of the above-mentioned studies indicated that they have mainly focused on one teaching context. Moreover, few studies have delved into dominant TI types and the predictors of TI in different academic settings. Consequently, there is a need to examine the roles of other teacher factors in the prediction of language teachers' TI types in both second and foreign language contexts.

Teacher Factors

A close perusal of the recent studies of teacher factors shows that language teachers' WE, TR, SC, PI, ER, and grit have been recurrently examined variables (Dewaele & Li, 2022; Xiyun et al., 2022). Han and Wang (2021) stated that teachers' WE reflects their overall attitude towards their profession. According to them, WE determines the extent to which teachers are likely to dedicate their energy and resources to the performance of their academic tasks and to carry out their responsibilities.

Likewise, Klassen et al. (2013) pointed out that WE determines teachers' perceptions of the value of their occupation. They itemized three main sub-components of WE, referred to as *emotional engagement*, *cognitive engagement*, and *social engagement with colleagues and learners*. As they explained, emotional engagement refers to teachers' job-related feelings that determine their reactions to their experiences in their workplace. Moreover, cognitive engagement specifies the degree to which teachers take advantage of their cognitive resources in language teaching. Lastly, social engagement with colleagues and learners expounds on teachers' capability to establish and maintain constructive relationships with their peers and learners that ameliorate their academic performance. Regarding the relationship between TI and WE, Dewaele and Li (2022) maintained that WE may be closely associated with TI since it subsumes some of the underlying components of TI such as burnout, teaching self-efficacy and attitudes towards teaching among the others.

Moreover, Akbari (2007) noted that TR determines language teachers' tendency to scrutinize their teaching practices over the course of time in order to specify their weaknesses and to take effective measures for dealing with them. In light of this definition, Akbari et al. (2010) particularized five sub-components of TR, namely *affective*, *metacognitive*, *cognitive*, *practical*, and *critical* sub-components. They explained that the affective and metacognitive sub-components of TI respectively refer to language teachers' reflection on the role of learners' emotions in language learning and their own

language teaching beliefs. Moreover, the cognitive and practical sub-components respectively comprise teachers' reflections on their thought processes and the strategies that can be used for ameliorating their instructional efficacy. Lastly, the critical sub-component refers to teachers' reflection on their attempts to improve their learners' critical thinking ability. In regard to the interplay between TR and TI, Bütün Ikwuegbu and Harris (2024) pointed out that TR is likely to influence the openness to change sub-component of TI since it encourages the language teachers to modify their pedagogical practices in light of classroom dynamics and learners' needs.

Furthermore, Neff (2003) argued that SC reflects teachers' capability to face their suffering and tension directly instead of disregarding them. Accordingly, she itemized six main sub-components of SC, that is *isolation, common humanity, over-identification, mindfulness, self-judgment, and self-kindness*. As she explained, isolation determines teachers' understanding of the fact that their faults and imperfections are not unique to them. Moreover, common humanity shows that teachers connect themselves to the other individuals by considering their suffering as a part of human experience. Furthermore, over-identification encompasses teachers' ability to take account of their suffering in a logical way without dramatizing it. In addition, mindfulness involves teachers' support that enables their students to deal with their educational challenges. Additionally, self-judgment indicates teachers' ability to avoid self-criticism. Lastly, self-kindness determines the extent to which teachers appreciate their own capabilities. Hu (2023) argued that the over-identification component of language teachers' SC may influence a number of their affective factors including their resilience that constitutes a sub-component of TI.

In addition, Sachs (2005) pointed out that PI refers to teachers' perceptions of themselves as members of a certain community that interact with a host of contextual factors and are redefined over their service years. In view of this definition, Kao and Lin (2015) specified six sub-components of PI as *duties, external influential factors, instructional skills and knowledge, pedagogy, and citizenship behavior*. As they explained, duties indicate teachers' perspectives on their educational responsibilities in their settings. Moreover, external influential factors refer to teachers' perceptions of all of the contextual variables that influence their pedagogical effectiveness. Furthermore, instructional skills and knowledge comprise teachers' views on their capabilities that are the prerequisites to effective teaching. Besides, pedagogy indicates the degree to which teachers facilitate learners' understanding by helping them use efficient learning strategies. Finally, citizenship behavior refers to teachers' positive academic behaviors that are not prescribed in their pertinent settings. In his theoretical review of the construct of PI, Li (2023) maintained that the instructional skills and knowledge component of PI are likely to influence language teachers' teaching self-efficacy that is considered to be a major sub-component of TI.

Likewise, Gross (2014) stated that teachers' ER refers to the degree to which they are able to capitalize on their positive emotions in order to suppress their negative feelings that interfere with their effective language instruction. Considering this definition, Heydarnejad et al. (2021) determined six underlying sub-components of language teachers' ER, i.e. *situation selection, situation modification, attention deployment, reappraisal, suppression, and seeking social support*. They explained that situation selection and situation modification respectively refer to language teachers' capability to disregard the intervening contextual factors and to take efficient measures to deal with contextual stressors. Moreover, attention deployment and reappraisal respectively encompass language teachers' abilities to focus on their positive feelings and to direct their attention to the pleasant aspects of their profession. Last of all, suppression and seeking social support incorporates teachers' capability to repress their negative emotions in their classes and their proclivity to take advantage of their peers' support to deal with sources of stress in their settings. Liu et al. (2024) pointed out that ER can have a major impact on teachers' burnout since it enables them to disregard the intervening contextual factors that result in their exhaustion and their alienation from their occupation. According to them, burnout is a main aspect of TI. Therefore, ER may be closely linked to TI.

Finally, Duckworth and Quinn (2009) asserted that language teachers' grit comprises their interest in their occupation along with their efforts to expedite their learners' goal achievement. Accordingly, they referred to two sub-components of grit known as *consistency of interest* and *perseverance of effort*. According to them, consistency of interest refers to teachers' use of diverse teaching techniques and methods in order to examine their strengths and weaknesses and to determine the most efficacious ones in their classes. In addition, perseverance of effort comprises teachers' efforts to facilitate and expedite their learners' goal achievement despite the major challenges in the process of instruction. Xu (2022) contended that the consistency of interest sub-component of grit is likely to ameliorate language teachers' attitudes towards teaching. Moreover, as he put it, the perseverance of effort component of this construct may improve teachers' resilience. Accordingly, Xu (2022) concluded that grit can be a main predictor of TI in different language teaching settings.

The Present Study

The scrutiny of the studies of TI indicates that the research on this concept is still in its infancy. That is, the relevant studies of TI have highlighted certain aspects of this construct to the exclusion of its other dimensions. For instance, a number of studies (e.g., Aliakbari & Fadaeian, 2023) have tried to determine the links between teachers' TI and their pedagogical practices such as using translanguaging in their classes. Nonetheless, these studies have not provided a satisfactory understanding of the role of TI in other teacher beliefs such as strategy-based language instruction among others. Another group of studies (e.g., Haseli Songhori et al., 2018; Hiver & Dörnyei, 2017; Maghsoudi, 2021) have striven to determine teachers' dominant TI types (i.e., productive & maladaptive) in different academic settings. However, these studies have mainly focused on one language teaching context and have disregarded the other settings. Moreover, certain studies (e.g., Khazaenezhad & Davoudinasab, 2022) have endeavored to determine the links between teachers' personality traits and their TI. Nevertheless, these studies have involved small samples and have mainly focused on simple correlation tests. As a result, they have not provided proof of the role of teacher personality in TI. Furthermore, a few studies (e.g., Khalili, et. al., 2024; Rahmati et al., 2019) have investigated the difference between the role of teachers' motivation in their TI in school and language institute settings. However, these studies have examined one or two affective factors as the predictors of TI and have disregarded the other factors. Lastly, few studies (e.g., Zohrabi & Khalili, 2023) have focused on language teachers' perceptions of their TI. Nonetheless, the relevant studies have mainly used qualitative data collection techniques and have not corroborated their findings using quantitative results.

Nonetheless, the above-mentioned studies have disregarded certain issues in the research on the fledgling concept of TI. First, they have not examined the predictive role of teachers' affective factors in their TI. As Hiver (2017) noted, affectivity constitutes the first major element of TI. Nonetheless, the previous studies (e.g., Li et al., 2022) have mainly focused on cognitive factors such as critical thinking in the prediction of TI. Second, as previously stated, they have focused merely on one language context. More specifically, these studies (e.g., Namaziandost et al., 2024) have not determined the predictors of language teachers' TI in foreign and second language contexts. Lastly, they have not examined the probable differences between language teachers' TI in different contexts. That is, the relevant studies (e.g., Haseli Songhori et al., 2018; Maghsoudi, 2021) have not compared the dominant TI patterns among language teachers in EFL and ESL contexts.

Dealing with the aforesaid inadequacies of research is essential in the field of language teaching from a number of perspectives. First, specification of the affective predictors of TI can help EFL teacher educators and supervisors provide teachers with specific affective strategies for suppressing their negative emotions by capitalizing on their positive feelings. Moreover, the scrutiny of TI in different contexts may provide a better understanding of the impacts of diverse contextual factors on language teachers' psychological status. Finally, determining the dominant TI types in EFL and

ESL contexts can help teacher educators, supervisors, and language program developers take certain measures for dealing with the stressors that have a detrimental impact on teachers' mental health and well-being in the relevant contexts.

Thus, the present study endeavored to address these inadequacies by examining the affective predictors of English teachers' productive and maladaptive TI in the contexts of Iran (i.e., a foreign language context) and Canada (i.e., a second language context). Accordingly, the study sought to answer the following questions:

1. Do Iranian English teachers' WE, TR, SC, PI, ER, and grit significantly predict their productive and maladaptive TI?
2. Do Canadian English teachers' WE, TR, SC, PI, ER, and grit significantly predict their productive and maladaptive TI?
3. Are there any significant differences between Iranian and Canadian English teachers' productive and maladaptive TI?

Method

Design

In the present study, the researchers used the predictive-correlational quantitative design to answer the posed research questions. Creswell (2009) pointed out that, in this design, the researchers strive to determine the degree to which a number of independent or predictor variables explain the variance in a dependent or criterion variable. Accordingly, in this study, the researchers investigated the extent to which Iranian and Canadian English instructors' WE, TR, SC, PI, ER, and grit explained the variance in their productive and maladaptive TI.

Participants

In light of the main objectives, the researchers used convenience sampling to select the participants in the contexts of Iran and Canada. To this end, first, they identified the reputable language schools in sixteen cities in Iran including Urmia, Tabriz, Karaj, Rasht, Ardabil, Zanjan, Ahvaz, Yazd, Qazvin, Mashhad, Shiraz, Kerman, Yasuj, Kermanshah, Chaloos, and Ramsar. Second, they contacted the management departments of these institutes and apprised their managers of their aims. These managers gave their consent to the study and provided the researchers with the contact information of 722 teachers including 304 male and 418 female English teachers who had a B.A., M.A. or Ph.D. degree in Teaching English as a Foreign Language (TEFL). Third, the researchers contacted these teachers in a one-month period to inform them about the research objectives and to invite them to take part in the study. Fifty-three of these teachers (i.e., 24 males & 29 females) did not answer the researchers' calls or emails. Moreover, 37 teachers (i.e., 22 males & 15 females) refused to participate in the study owing to diverse reasons such as their busy schedule. Nonetheless, the remaining 632 Iranian teachers (i.e., 258 males & 374 females) agreed to participate in the study and completed the written consent forms. The analysis of Iranian participants' demographic information indicated that they were within the age range of 24 to 61 and were native speakers of Persian, Kurdish, Azeri, Mazani, Gilaki, Arabic, or Balochi. Table 1 provides the relevant information about Iranian teachers.

Table 1
Demographic Information on Iranian Teachers

Characteristic	N
Gender	
<i>Male</i>	258
<i>female</i>	374
Age Group	
24-32	214
33-41	181
42-50	126
51-61	111
Degree Level	
B.A.	354
M.A.	201
Ph.D.	77
City	
<i>Urmia</i>	77
<i>Chaloos</i>	76
<i>Tabriz</i>	69
<i>Yasuj</i>	65
<i>Shiraz</i>	58
<i>Karaj</i>	55
<i>Rasht</i>	41
<i>Ramsar</i>	35
<i>Zanjan</i>	34
<i>Abvaz</i>	32
<i>Yazd</i>	30
<i>Qazvin</i>	22
<i>Mashhad</i>	14
<i>Kerman</i>	10
<i>Kermanshab</i>	8
<i>Ardabil</i>	
First Language	
<i>Persian</i>	314
<i>Kurdish</i>	98
<i>Azeri</i>	65
<i>Mazani</i>	51
<i>Gilaki</i>	45
<i>Arabic</i>	32
<i>Balochi</i>	27

The researchers followed similar steps in selecting Canadian instructors of English. More specifically, at the outset, they visited the websites of numerous prestigious language schools in fourteen cities in Canada including Vancouver, Toronto, Ottawa, Calgary, Edmonton, St. John's, Winnipeg, Saskatoon, Charlottetown, Victoria, Whitehorse, Iqaluit, Yellowknife, and Winnipeg in order to identify the English teachers holding a B.A., M.A. or Ph.D. degree in TEFL. The preliminary search provided the researches with the contact information of 654 teachers (247 males & 407 females). The researchers sent emails to these teachers in a two-month period and invited them to take part in the study. Forty-nine of these teachers (31 males & 18 females) did not respond to the researchers' email. Moreover, 12 teachers (7 males & 5 females) stated that they could not participate in the study due to various issues. As a result, 593 Canadian teachers (209 males & 384 females) constituted the participants and filled out the written consent forms of the study. The scrutiny of Canadian participants' demographic information indicated that they ranged in age from 27 to 55 and spoke English, French, Spanish, Chinese, Punjabi, or Italian as their first language. Table 2 shows the information about Canadian teachers.

Table 2
Demographic Information on Canadian Teachers

Characteristic	N
Gender	
<i>Male</i>	209
<i>female</i>	384
Age Group	
27-34	225
35-42	151
43-49	112
50-55	105
Degree Level	
B.A.	304
M.A.	198
Ph.D.	91
City	
<i>Vancouver</i>	106
<i>Toronto</i>	96
<i>Ottawa</i>	85
<i>Calgary</i>	65
<i>Edmonton</i>	52
<i>St. John's</i>	37
<i>Winnipeg</i>	35
<i>Saskatoon</i>	28
<i>Charlottetown</i>	21
<i>Victoria</i>	17
<i>Whitehorse</i>	16
<i>Iqaluit</i>	15
<i>Yellowknife</i>	11
<i>Winnipeg</i>	9
First Language	
<i>English</i>	327
<i>French</i>	161
<i>Spanish</i>	32
<i>Chinese</i>	27
<i>Punjabi</i>	25
<i>Italian</i>	21

Instruments

The researchers used a questionnaire battery (made of eight questionnaires) to collect the data on the intended variables. Furthermore, the researchers validated the instruments in a pilot study that involved 148 male and female language teachers in the context of Iran and 126 male and female teachers in the context of Canada. More specifically, they used exploratory and confirmatory factor analyses to determine the construct validity of the used instruments in the relevant contexts. The results showed that, in the context of Iran, the validity indices of TI, WE, TR, SC, PI, ER, and grit questionnaires were respectively (.81), (.92), (.94), (.85), (.96), (.83), and (.89). In addition, in the context of Canada, the validity indices of TI, WE, TR, SC, PI, ER, and grit questionnaires were (.94), (.95), (.83), (.91), (.89), (.96), and (.84), respectively. Moreover, the researchers used Cronbach's Alpha (CA) measure to ensure the reliability of the instruments in Iranian and Canadian contexts in a second pilot study. This pilot study involved 45 Iranian and 40 Canadian teachers whose characteristics were similar to main participants' characteristics. The following section provides information on these instruments.

Demographic Information Questionnaire

In this study, the researchers used a demographic information questionnaire to gather data on Iranian and Canadian English teachers' gender, age, first language, and language teaching experience. The researchers gathered information on these demographic variables in order to make sure that the results were not unduly influenced by them. For instance, selecting the majority of language teachers from among experienced female teachers could negatively affect the generalizability of the results to the male novice teachers. To this end, the researchers tried to ensure that the selected participants constituted a representative sample of the target teacher populations in both examined language contexts.

TI Questionnaire

Considering the research aims, the researchers utilized Hiver's (2017) TI questionnaire to gather data on English teachers' productive and maladaptive TI in the contexts of Iran and Canada. This instrument comprises 39 five-point Likert-scale items that have been developed to examine the aforementioned seven major sub-components of TI, including affectivity, burnout, openness to change, resilience, teaching self-efficacy, attitudes towards teaching, and coping. The dividing line between productive and maladaptive TI of this questionnaire was 156. Therefore, TI scores that were below 156 were categorized as maladaptive TI. On the other hand, TI scores above 156 were categorized as productive TI. The CA reliability analysis results indicated that the reliability index of this instrument was acceptable in Iranian (.85) and Canadian (.82) contexts and it could be used in the present study.

WE Questionnaire

In this study, the researchers took advantage of Klassen et al.'s (2013) WE questionnaire to gather data on Iranian and Canadian English instructors' WE. This self-report instrument encompasses 16 items that are rated on a seven-point Likert scale. The relevant items address three main aspects of engagement including the cognitive, emotional, and social perspectives. Furthermore, they distinguish two dimensions of social engagement, namely *social engagement with colleagues* and *social engagement with learners*. The CA analysis results showed that the reliability indices of this questionnaire were .89 and .87 in Iranian and Canadian contexts, respectively.

TR Questionnaire

Given the purposes, the researchers used Akbari et al.'s (2010) TR questionnaire to examine English teachers' TR in the contexts of Iran and Canada. This questionnaire involves 29 items. The relevant items are rated on a five-point Likert scale and examine five underlying dimensions of TR including its metacognitive, cognitive, affective, critical and practical dimensions. CA reliability results showed that the reliability indices of this instrument were .81 and .87 in Iranian and Canadian contexts, respectively.

SC Questionnaire

Additionally, the researchers employed Neff's (2003) SC questionnaire to gauge Iranian and Canadian English teachers' SC. This questionnaire focuses on six sub-components of SC, including *isolation*, *common humanity*, *mindfulness*, *self-judgment*, *self-kindness*, and *over-identification*. Accordingly, it comprises 26 items that are rated on a five-point Likert scale and address the relevant sub-components. According to CA reliability analysis results, the reliability indices of this questionnaire were respectively .83 and .81 in Iranian and Canadian contexts.

PI Questionnaire

In this study, the researchers utilized Kao and Lin's (2015) PI questionnaire to scrutinize Iranian and Canadian English instructors' PI. This instrument involves 22 five-point Likert-scale items that focus on six sub-components of PI, including *duties, external influential factors, instructional skills and knowledge, pedagogy, and citizenship behavior*. Based on the results of CA reliability analysis, the instrument was satisfactorily reliable in Iranian (.88) and Canadian (.86) contexts and could be used in the present study.

ER Questionnaire

In view of the purposes, the researchers used the ER questionnaire that was developed by Heydarnejad et al. (2021) to gather data on Iranian and Canadian teachers' ER. This questionnaire encompasses 27 five-point Likert-scale items that focus on six underlying sub-components of language teachers' ER, including *situation selection, situation modification, attention deployment, reappraisal, suppression, and seeking social support*. The CA reliability results showed that the reliability indices of this instrument were respectively .87 and .85 in Iranian and Canadian contexts.

Grit Questionnaire

The last instrument utilized in the current study was Duckworth and Quinn's (2009) grit questionnaire intended to probe Iranian and Canadian English instructors' grit in their relevant contexts. This questionnaire comprises 8 items that are rated on a five-point Likert-scale and address two sub-components of grit, namely *consistency of interest and perseverance of effort*. According to CA reliability analysis results, this instrument was satisfactorily reliable in the contexts of Iran (.81) and Canada (.86).

Procedure

The study intended to determine the predictors of Iranian and Canadian English instructors' productive and maladaptive TI. Considering this objective, first, the researchers used convenience sampling to select 632 Iranian teachers (i.e., 258 males & 374 females) in sixteen cities in Iran and 593 Canadian teachers (209 males & 384 females) in fourteen cities in Canada, and obtained written informed consent from them. Second, they used Google forms in order to administer demographic information, Hiver's (2017) TI, Klassen et al.'s (2013) WE, Akbari et al.'s (2010) TR, Neff's (2003) SC, Kao and Lin's (2015) PI, Heydarnejad et al.'s (2021) ER, and Duckworth and Quinn's (2009) grit questionnaires to Iranian and Canadian participants. More specifically, the questionnaires were administered to the participants simultaneously in the form of a questionnaire battery that encompassed 171 items. The researchers used CA measure to examine the reliability of this questionnaire battery in the above-mentioned second pilot study. The CA analysis indicated that the reliability indices of this battery were .81 and .84 in Iranian and Canadian contexts, respectively. Therefore, it could be used in the relevant contexts. The questionnaire battery was administered to the participants in both examined contexts using Google forms on the email platform. The questionnaire completion period ranged from one to two months in the context of Iran and one to three months in the context of Canada. The researchers examined the returned questionnaire batteries in order to ensure that they were completed in full. The examination showed that 9 batteries in Iranian context and 7 batteries in Canadian context were not completed in the full form. As a result, the researchers contacted the relevant participants, asked them to complete the questionnaire battery in full, and received the fully completed versions of the batteries. Finally, the researchers used SPSS 25 to perform the data analysis.

In order to ensure that the data collection was compatible with research ethics, the researchers took a number of measures. First, they did not gather and report data on the participants' names, academic organizations, and affiliations to assure them of their anonymity. Second, in the written consent forms, they asked the participants to refrain from sharing identity-disclosing information. Moreover, they created an email account that was specifically used to send emails to the participants and to receive their emails. Furthermore, they screened the data and coded them by themselves without external help. In this way, the researchers prevented the threats to data confidentiality. Finally, the researchers inspected all of the questionnaire batteries to ensure that they were filled out earnestly by the participants.

Data Analysis

Considering the aims and the design of the study, the researchers used *Binary Logistic Regression* (BLR) and *Chi-square test for independence* to analyze the obtained data on Iranian and Canadian English teachers' affective factors. Pallant (2007) stated that BLR enables researchers to examine the role of interval independent variables in the prediction of a nominal dependent variable. Accordingly, in this study, the researchers used BLR to determine the role of Iranian and Canadian English instructors' WE, TR, SC, PI, ER, and grit (i.e., independent interval variables) in the prediction of their productive and maladaptive TI (i.e., nominal dependent variable). More specifically, they did not use Multiple Regression, Structural Equation Modelling (SEM), or Path Analysis because these analysis procedures involved interval dependent variables (Pallant, 2007). As a result, they took advantage of BLR since it enabled the researchers to determine the predictors of the nominal (i.e., dichotomous) dependent variable of this study that was realized as productive TI and maladaptive TI.

Furthermore, Pallant (2007) stated that Chi-square test for independence empowers the researchers to examine the significant differences between the frequencies of categories of nominal variables. Consequently, the researchers used this test to determine the significance of differences between the productive and maladaptive categories of Iranian and Canadian teachers' TI.

Finally, the researchers used measurement invariance tests to determine if the instruments were interpreted in the same way across the two groups of Iranian and Canadian teachers. That is, they made an effort to ensure that the scales measured the same constructs in the same way across the two groups. To this end, the researchers used Multi-Group Analysis and took advantage of SmartPLS software to examine measurement invariance using Path Coefficient (PC) and *p*-values of this analysis. Based on the results, TI (PC=0.034; *p*=.752), WE (PC= 0.047; *p*=.688), TR (PC= 0.022; *p*=.874), SC (PC= 0.066; *p*=.559), PI (PC= 0.053; *p*=.626), ER (PC= 0.071; *p*=.495), and grit (PC= 0.039; *p*=.724) questionnaires measured the same constructs in both examined contexts, since all *p*-values of Multi-Group Analysis were larger than .05.

Results

Question one aimed to examine the significant underlying factors in Iranian English teachers' productive and maladaptive TI. Therefore, the researchers utilized BLR to specify the predictors of these teachers' TI. As Pallant (2007) uttered, the main assumption of BLR is multicollinearity. The preliminary analysis showed that all of the Tolerance values were larger than 0.1. As a result, the multicollinearity assumption was not violated and the researchers could examine the tests of the model coefficients that provided information on the goodness of fit of the relevant model. Table 3 provides the pertinent results.

Table 3
Omnibus Tests of Model Coefficients of Iranian Teachers' Productive and Maladaptive TI

Test	Chi-Square	df	Sig.
Step	92.266	6	.002
Block	92.266	6	.002
Model	92.266	6	.002

As shown in Table 3, the results were significant ($p < .05$) and the researchers needed to examine goodness of fit. Based on the results, goodness of fit was not significant ($X^2 = 13.122$, $df = 8$, $p = .154$). Therefore, summary of model was examined (Pallant, 2007). Table 4 shows these results.

Table 4
Model Summary of Iranian Teachers' Productive and Maladaptive TI

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
78.582	.384	.431

The values in Table 4 highlighted the fact that the model explained between 38.4 and 43.1 percent (i.e., R Square values multiplied by 100) of the variance in Iranian teachers' productive and maladaptive TI. Therefore, contributions of predictor factors to these teachers' productive and maladaptive TI were scrutinized. Table 5 shows the results in this regard.

Table 5
Factors in Equation on Iranian Teachers' Productive and Maladaptive TI

Factor	Wald	Sig.
WE	15.269	.000
TR	.372	.233
SC	.242	.415
PI	.182	.812
ER	7.837	.002
Grit	4.621	.008

The examination of the Wald scores and their relevant probability values in Table 5 indicated that Iranian teachers' WE (15.269), ER (7.837) and grit (4.621) were respectively the first, the second, and the third variables that made the strongest significant contribution to explaining their productive and maladaptive TI.

The second research question strove to specify the factors that predicted Canadian English teachers' productive and maladaptive TI. Preliminary analysis of Tolerance values showed that they were larger than 0.1 and the multicollinearity assumption was not violated. Consequently, the researchers examined the tests of the model coefficients. Table 6 shows the relevant results.

Table 6
Omnibus Tests of Model Coefficients of Canadian Teachers' Productive and Maladaptive TI

Test	Chi-Square	df	Sig.
Step	89.524	6	.003
Block	89.524	6	.003
Model	89.524	6	.003

According to Table 6, the results were statistically significant ($p < .05$) and the researchers examined goodness of fit. The analysis showed that the result of goodness of fit was not significant ($X^2 = 12.683$, $df = 8$, $p = .344$). Therefore, summary of model was scrutinized (Pallant, 2007). Table 7 provides the results thus obtained.

Table 7
Model Summary of Canadian Teachers' Productive and Maladaptive TI

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
84.735	.468	.492

The values in Table 7 indicated that the model explained between 46.8 and 49.2 percent (i.e., R Square values multiplied by 100) of the variance in Canadian teachers' productive and maladaptive TI. Consequently, contributions of predictor factors to these teachers' productive and maladaptive TI were examined. Table 8 shows the results gained in this respect.

Table 8
Factors in Equation on Canadian Teachers' Productive and Maladaptive TI

Factor	Wald	Sig.
WE	.187	.811
TR	16.226	.000
SC	9.643	.005
PI	12.368	.001
ER	5.945	.009
Grit	.231	.627

The examination of the Wald scores and their relevant probability values in Table 8 indicated that Canadian teachers' TR (16.226), PI (12.368), SC (9.643), and ER (5.945) were respectively the first, the second, the third, and the fourth variables that made the strongest significant contribution to explaining their productive and maladaptive TI.

Lastly, question three examined the significance of the differences between Iranian and Canadian English instructors' productive and maladaptive TI. Given this aim, the researchers used the chi-square test for independence to analyze the obtained data. Pallant (2007) noted that in 2 by 2 Chi-square tables, the Continuity Correction value has to be used instead of the Pearson Chi-Square

value. Therefore, first, the researchers examined the frequency and percentage of productive and maladaptive TI of Iranian and Canadian teachers. Table 9 shows the relevant results.

Table 9
Frequency and Percentage of Iranian and Canadian Teachers' Productive and Maladaptive TI

Groups	Productive TI	Maladaptive TI
Iranian Teachers	195 (30.85%)	437 (69.14%)
Canadian Teachers	454 (76.55%)	139 (23.44%)

Second, in order to determine the significance of the differences between productive and maladaptive TI types of these groups of English teachers, the researchers ran a chi-square test for independence test and checked Continuity Correction value instead of the Pearson Chi-Square value. The results of the analysis indicated that there were significant differences between Iranian and Canadian teachers' TI types ($X^2 = 87.018$, $df = 1$, $p = .000$). Moreover, Canadian teachers' TI was more productive than that of Iranian teachers. Figure 1 shows these results.

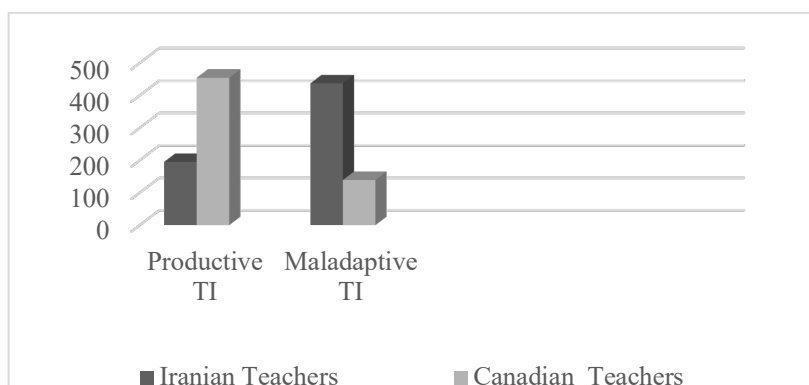


Figure 1. Frequencies of Iranian and Canadian Teachers' Productive and Maladaptive TI

Discussion

Research question one focused on the main factors in Iranian English teachers' productive and maladaptive TI. The results indicated that these teachers' WE, ER, and grit were the main predictors of their TI types. In general, these results corroborate the results of the studies that were conducted by Eskreis-Winkler et al. (2014), Song et al. (2018), Fathi and Derakhshan (2019), Zeng et al. (2019), Greenier et al. (2021), Bing et al. (2022), Deng et al. (2022), Shu (2022), Xiao et al. (2022), Xiyun et al. (2022), Zheng et al. (2022), Heng and Chu (2023), and Liu et al. (2023). These studies reported that English teachers' WE, ER, and grit constituted significant predictors of their mental health in different academic settings. More specifically, the results are comparable to the findings of the study that was carried out by Li et al. (2022). Similar to the present study, Li et al.'s (2022) study indicated that ER was a significant predictor of language teachers' productive TI. Li et al. (2022) attributed this result to the fact that teachers' higher ER levels helped them deal with their burnout (i.e., a sub-component of maladaptive TI) by capitalizing on their positive emotions.

In addition, da Silva Júnior et al. (2020) contended that WE is likely to significantly ameliorate teachers' professional commitment, participation in pedagogical events, and occupational empowerment. As they explained, teachers with high WE levels have a tendency to adopt positive and favorable attitudes towards their profession and can invest their cognitive resources in its pertinent tasks and activities. Moreover, they highlighted that teachers' emotional and cognitive dedication to their profession enables them to deal with their negative feelings in language classroom by capitalizing on their positive emotions, such as their self-efficacy and self-esteem among the others.

Moreover, Xiyun et al. (2022) stated that language teachers' ER allows them to deal with diverse sources of stress in their settings. They explained that teachers' higher ER levels empower them to scrutinize their numerous negative feelings that are aroused in the process of language teaching and interfere with their satisfactory language instruction. According to them, teachers' ability to determine the barriers to effective language teaching enables them to stifle them by taking advantage of efficacious affective strategies. Similarly, Li et al. (2022) noted that teachers' ER makes them cognizant of stress-inducing factors and teaching situations, and empowers them to acclimatize themselves to the relevant situations by taking advantage of their internal resources.

Furthermore, Moen and Olsen (2020) pointed out that teachers' grit enables them to distinguish low-order aims from high-order purposes and prompts them to devote their energy to the high-order objectives. As they explained, teachers with high grit levels dedicate themselves to their occupation, pursue their pedagogical goals, concentrate on the positive aspects of their job by disregarding the intervening factors, and focus on the requirements of effective language teaching.

In light of the above-mentioned account, it can be asserted that, in the present study, Iranian English teachers' WE significantly predicted their productive and maladaptive TI types since it ameliorated their job-related commitment and prompted them to adopt positive attitudes towards language teaching. Moreover, it encouraged them to use their cognitive resources to improve their instructional efficacy, and helped them suppress their negative feelings by relying on their positive emotions. Furthermore, these teachers' ER was a significant predictor of their TI types due mainly to the fact that it enabled them to determine the negative emotions that interfered with their instruction and helped them deal with these negative feelings and the other stress-inducing factors by developing and implementing effective coping strategies. Lastly, Iranian teachers' grit was a significant factor in their TI types since it enabled them to focus on their long-term goals and to persevere in improving their pedagogical practices by disregarding the diverse sources of stress that constituted impediments to their efficacious language instruction.

Research question two examined the main predictors of Canadian English instructors' productive and maladaptive TI. Based on the results, these participants' TR, PI, SC, and ER were the underlying significant factors in their TI types. In general, these results are in line with the results of the studies that were carried out by Raes (2010), Neff (2011), Moradkhani et al. (2017), Shirazizadeh et al. (2019), Tandler et al. (2019), Shivat and Moshe (2019), Yalcin Arslan (2019), Moè and Katz (2020), Taylor et al. (2020), Xiang (2021), Xie (2021), Kharlay et al. (2022), and Namaziandost et al. (2024). These studies concluded that language teachers' TR, PI, SC, and ER were significant predictors of their mental well-being in the process of language instruction. More specifically, the results underpin the findings of the studies that were conducted by Pourbahram and Sadeghi (2020) and Khazaeezhad and Davoudinasab (2022). Pourbahram and Sadeghi's (2020) study showed that teachers' motivation was a significant factor in their TI. They attributed their results to the positive role of teacher motivation in teachers' development and use of effective coping strategies that constitute an element of productive TI. Moreover, Khazaeezhad and Davoudinasab's (2022) study indicated that teaching self-efficacy component of TI had significant correlations with all of the five major personality types. These researchers ascribed their results to the fact that personality types were overriding factors in language teachers' perspectives on their pedagogical capabilities.

Akbari (2007) averred that language teachers' TR has an advantageous effect on their academic self-confidence and attitudes towards their instructional efficacy. According to him, teachers' high TR enables them to scrutinize their teaching practices, to determine their weaknesses, and to substitute their ineffective teaching strategies with effective ones. Moreover, he explained that TR empowers the teachers to acclimatize themselves to different teaching conditions by determining the learners' needs and wants. Furthermore, Farrell (2016) expressed that teachers' TR can ameliorate their psychological well-being due mainly to the fact that it helps them establish working and constructive relationships with their colleagues and learners, makes them cognizant of the pedagogical effectiveness of their language teaching strategies, and prompts them to adopt innovative approaches to language instruction and assessment.

Moreover, Yuan and Zhang (2020) pointed out that teachers' PI is likely to improve their mental health since it helps them carry out frequent self-assessments during their language teaching process. They explained that teachers' constant assessment of their performance makes them aware of the underlying principles of their practices and strategies and assures them of their pedagogical value and effectiveness. Likewise, Xiang (2021) noted that teachers' development of satisfactory TI clears up their professional confusion over their role and their responsibilities, assures them of the utility of their pedagogical practices, and reduces their nervous tension in the process of language instruction. Finally, Li (2023) declared that PI provides language teachers with understanding of their knowledge of the target language and instructional skills and prompts them to deal with their pedagogical weaknesses and insecurities by means of various strategies such as consulting with experienced peers, attending educational courses, and observing peers' classes among the others. As Li (2023) explained, in this way PI development can ameliorate language teachers' teaching self-efficacy that constitutes an underlying component of productive TI in various academic settings.

Furthermore, Chishima et al. (2018) proclaimed that language teachers' SC prompts them to attend to their tension and suffering consciously and to deal with them directly instead of disregarding them. They explained that, teachers with high SC are able to develop and implement diverse stress coping strategies that help them derive satisfaction from their occupation by focusing on its positive dimensions and aspects. In like manner, Tandler et al. (2019) stated that teachers' satisfactory SC prevents them from criticizing their academic and pedagogical choices and ameliorates their academic self-efficacy in their settings.

Additionally, Taylor et al. (2020) indicated that teachers' high ER helps them identify their negative feelings, evaluate their impacts on their composure, and suppress them by using effective stress-management strategies. According to them, teachers' ER soothes away their academic fears and empowers them to face their challenging situations, instructional problems, dilemmas, and threats to their academic image in a satisfactory way by capitalizing on their positive emotions in their classes.

Considering the above-mentioned discussions, it is possible to make a number of deductions about the role of the teacher factors in the prediction of language teachers' TI. More specifically, in this study, Canadian English teachers' TR was a significant factor in their productive and maladaptive TI since it ameliorated their academic self-confidence by helping them determine their teaching weaknesses, to identify their learners' needs and wants, and replace their ineffective teaching strategies with efficacious ones. Moreover, these teachers' PI was a significant predictor of their TI types since it cleared up their academic confusions, made them aware of their responsibilities, encouraged them to carry out frequent self-assessments, and made them cognizant of the underlying principles of their teaching practices. Furthermore, Canadian teachers' SC constituted a significant factor in their TI types due to the fact that it encouraged them to face their tension directly, to attend to the stressors in their context in a conscious way, and to appreciate their pedagogical choices instead of criticizing them. Last but not least, it's worth noting that these teachers' ER was a significant factor in their productive and maladaptive TI owing to the fact that

it enabled them to capitalize on their positive feelings and internal resources to resolve their tension in their classes.

Finally, question three examined the significance of differences between Iranian and Canadian English teachers' productive and maladaptive TI types. The results showed that there were significant differences between Iranian and Canadian teachers' TI types and Canadian teachers' TI was more productive than that of Iranian teachers. In general, these results underpin the results of the studies conducted by Haseli Songhori et al. (2018) and Maghsoudi (2021). These studies reported that Iranian teachers' TI was maladaptive in their academic settings. Furthermore, these results corroborate the findings of the qualitative study that was conducted by Rahmati et al. (2019), the results of which indicated that diverse contextual factors such as learners' misbehavior, teachers' low income levels, and inadequate teaching facilities among the others resulted in Iranian EFL teachers' development of maladaptive TI.

Moreover, the findings support the results of the studies that were carried out by Stavradi and Karagianni (2020) and Li (2022). These studies showed that language teachers' TI was a context-sensitive construct and was influenced by different factors in various contexts.

Hiver (2017) stated that the context-sensitive nature of TI stems from its sub-components that are affected by diverse contextual, learner-related, and internal (i.e., cognitive & affective) factors. According to him, the teaching self-efficacy and burnout components of teachers' TI can be greatly influenced by their supervisors and peers' comments and feedback. Furthermore, the openness to change and coping sub-components of teachers' TI may fall under the influence of their opportunities to take part in international teacher education courses and events such as conferences. Moreover, as he held, attitudes towards teaching and affectivity sub-components of language teachers' TI can be modified owing to people's perspectives on the value of language instruction in their culture. Finally, the resilience sub-component of TI may depend on the teachers' opportunities to take advantage of professional counselling services in their academic settings.

In light of these discussions, it can be stated that, in this study, Canadian English teachers' productive TI may be related to the more positive feedback that they had received on their performance from their supervisors. Moreover, it might be associated with their opportunities to participate in courses and events that facilitated their professional development. Furthermore, it can be the result of their positive attitudes towards their profession that was regarded as a significant contributor to their learners' academic development. Lastly, these teachers' productive TI was likely to emanate from the satisfactory counseling services in their academic settings.

Conclusion

This study examined the predictors of English teachers' productive and maladaptive TI in the contexts of Iran and Canada. Moreover, it scrutinized the differences between the TI types of these participant groups. The results showed that while Iranian teachers' WE, ER, and grit were the significant factors in their TI types, Canadian teachers' TR, PI, SC, and ER significantly predicted their TI in their context. Furthermore, Canadian teachers' TI was more productive than that of Iranian teachers.

It is possible to draw certain conclusions from these results. First, it is necessary to overhaul the current teacher education courses in some foreign language contexts, including the Iranian context. The relevant courses must be redressed in terms of their content and their educators' training period. More specifically, the scrutiny of most of these courses shows that they focus on teacher training by emphasizing the practical issues of language instruction without due attention to teacher

factors that have a major effect on the efficacy of language teaching practices. Therefore, it is necessary to include a teacher-factor module in these courses in order to inform the prospective teachers about their characteristics and to make them cognizant of their consequential roles in language teaching. In addition, the examination of teacher educators' academic qualifications shows that most of them are experienced teachers who have been awarded different national and international teacher education certificates. As a result, they are mainly concerned with language teaching issues and disregard the teacher factors (e.g., TI) that modify the efficacy of language teaching practices. Consequently, the educators have to be provided with specific training to make the teachers aware of the role of various teacher factors in their classes.

Second, it is essential to renovate the supervisor education courses in foreign language contexts including the EFL context of Iran. These courses, including the courses in Iran, have been developed to train supervisors as the individuals who are responsible for carrying out summative evaluations of teachers' classroom performance. The results of these evaluations constitute the basis for the decisions that are made about teachers' promotion/demotion and are considered to be major sources of stress. Accordingly, it is necessary to redress these courses and modify them in a way that they can help prospective supervisors develop useful and deep insight into teachers' factors and the main sources of teaching stress and to prompt them to prepare the teachers for their classroom instruction. Supervisors' use of formative evaluation and their guidance on the development and implementation of useful affective strategies can empower the teachers to deal with stress-inducing factors in a satisfactory way.

Third, it can be argued that there is a need to revise teacher manuals in different academic settings. In foreign language contexts including Iranian context, a large number of these manuals have been developed based on the pertinent teaching materials and mainly focus on teaching the different language skills and components. Therefore, it is necessary to improve these manuals by adding a teacher-factor section to them. This manual section has to apprise the teachers of their traits including their TI and has to empower them to deal with the impact of negative factors such as maladaptive TI on their psychological health that affects their instructional efficacy.

Finally, language teachers need to develop a satisfactory understanding of the main teacher factors including TI that have a noticeable effect on their mental composure in their classes. These teachers can take advantage of the results of the recent research on these factors, including the findings of the present study, to gain technical knowledge of the relevant factors. Moreover, they can promote their cooperation with their experienced colleagues, supervisors, and the leading figures in the field of language instruction.

At the end, it must be admitted that like all other investigations, the present study suffered from a number of limitations since it did not control the impacts of the teachers' personal factors including their age, gender, and language background on the obtained results. Furthermore, the researchers delimited the study by focusing on WE, TR, SC, PI, ER, and grit as the predictors of participants' TI without examining the other affective factors such as teaching enjoyment. Hence, the future researchers are recommended to deal with these limitations and delimitations. Furthermore, these studies should use mixed-methods designs in order to delve more deeply into the predictors of teachers' productive and maladaptive TI. Last but not least, the future studies should be conducted in different academic settings including school and university settings.

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