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ROLE OF FOREIGN LANGUAGE TEACHING ENJOYMENT ON BURNOUT AND RESILIENCE: RESULTS FROM EFL TEACHERS

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Abstract
Foreign language teachers often face distinct challenges in their professional journey, which can lead to burnout and decreased resilience. Foreign Language Teaching Enjoyment (FLTE) is an emotion that can help teachers overcome such challenges and difficulties. This study firstly examines the relationship between EFL teachers' FLTE and their burnout, and secondly explores the relationship between EFL teachers' FLTE and their resilience. The study also investigates the influence of EFL teachers' FLTE on their burnout. The participants were 204 Iranian EFL teachers, comprising 140 females and 64 males. In the data collection, the participants responded to three online questionnaires, namely the Foreign Language Teaching Enjoyment Scale (FLTES), the Burnout Scale, and the Resilience Scale. The results of Pearson product-moment correlation indicated that EFL teachers' FLTE was associated with both their burnout and their resilience. Moreover, the regression analysis showed that EFL teachers' FLTE significantly predicted their burnout. The findings can help teachers set up a successful teaching and learning environment by boosting their sense of well-being. Education stakeholders can also utilize these findings to improve job satisfaction.

Keywords: burnout, EFL teachers, foreign language teaching enjoyment, FLTE, resilience

Introduction
Foreign language teaching has long been considered a significant dimension of education that facilitates communication and connections between different cultures around the world. While acquiring language skills often requires too much effort, it is essential to recognize the significance of enjoyment in the language-learning process. Foreign Language Teaching Enjoyment (FLTE) is a positive and beneficial emotion that educators experience when involved in the language teaching process (Proietti Ergün & Dewaele, 2021). Although FLTE is an internal

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and subjective practice (Thumvichit, 2022), it can influence learners' engagement, motivation, and performance (Zeng, 2021). Incorporating enjoyment into foreign language teaching not only improves learners' engagement and motivation (Jin & Zhang, 2021) but also provides a positive and supportive learning environment (Yang et al., 2023). Understanding the role of enjoyment in foreign language teaching allows educators to leverage its advantages to encourage and empower their students (Proietti Ergün & Dewaele, 2021). Moreover, learners can develop a lifelong enthusiasm for languages (Mierzwa, 2019), leading to constant self-improvement. Al-Dosari et al. (2022) state that various factors can influence FLTE, such as the workplace atmosphere, language learners' attitudes, and satisfaction with knowledge transfer. To enhance FLTE, teachers need to express their expectations, provide positive encouragement, pursue professional development opportunities, set career goals, and maintain open communication and collaboration (Al-Dosari et al., 2022).

Even though teachers play a vital role in shaping the minds of learners and preparing them for the future, teachers face various challenges, with one prominent issue being teacher burnout. As teacher burnout refers to a state of extreme emotional, physical, and mental exhaustion experienced by educators due to constant stress and overwhelming job demands (Mahmoodi-Shahrebabaki, 2019; Maslach et al., 2001), it can have a detrimental impact on both the well-being of teachers and the quality of education provided to students (Roeser et al., 2013). The demanding nature of teaching, combined with factors, such as excessive workloads and administrative pressures, insufficient resources, low salaries, classroom management issues, and high expectations, contributes to increased levels of burnout among teachers (Gold & Roth, 2013; Mahmoodi-Shahrebabaki, 2019). Burned-out teachers are more susceptible to mental health challenges, such as anxiety and depression, which can further worsen their professional difficulties (Roeser et al., 2013; Wu, 2020). Moreover, when teachers feel overwhelmed and disengaged, their teaching performance and collaboration with students are affected (Wolf et al., 2015). The enthusiasm and passion that once defined their teaching may diminish, leading to reduced student engagement, lower academic performance, and discord within the school community (Schaufeli et al., 2017).

Furthermore, teachers often find themselves facing numerous obstacles that can test their resilience. Teacher resilience refers to "the capacity to maintain equilibrium and a sense of commitment and agency in the everyday worlds in which teachers teach" (Gu & Day, 2013, p. 26), which can be either adaptive or maladaptive (Proietti Ergün & Dewaele, 2021). According to Rezazadeh et al. (2023), personal and contextual factors, such as self-control, adaptability, social skills, sufficient income, available facilities, and appreciation are among the factors contributing to teacher resilience. Teachers who possess resilience not only navigate the daily hurdles of their profession (Beltman, 2020) but also inspire and motivate their students to develop their resilience (Moskowitz & Dewaele, 2021; Yang et al., 2023). Resilient teachers understand that education is a dynamic field, constantly changing to meet diverse needs and demands (Proietti Ergün & Dewaele, 2021). In other words, teachers continuously embrace new teaching methods, technologies, and pedagogical approaches, staying up-to-date with the latest research and practices; in this regard, instead of viewing the challenges as obstacles, resilient teachers see them as opportunities for development and innovation (King

et al., 2020). Moreover, resilient teachers consider self-care and well-being as two important factors affecting teaching (Proietti Ergün & Dewaele, 2021).

As believed by Derakhshan et al. (2022), the more enjoyment teachers have in their teaching, the less burnout they experience, and the higher levels of resilience they show. Their findings suggest that when teachers enjoy their work, they are more likely to persevere through challenges and retain their emotional well-being. Derakhshan et al. (2022) investigated the effect of resilience on FLTE among 450 Iranian EFL teachers. The results indicated that higher levels of teaching enjoyment were associated with higher levels of resilience. Zhang et al. (2023) argued that self-efficacy and psychological well-being could directly predict FLTE. Burić et al. (2019) indicated that higher resilience was negatively associated with lower negative emotions such as burnout. Moreover, other studies showed that FLTE was positively associated with resilience (Proietti Ergün & Dewaele, 2021; Fathi & Naderi, 2022). Considering FLTE as a positive emotion (Proietti Ergün & Dewaele, 2021), Keller et al. (2014) argued that there was a reversed relationship between positive emotions and burnout.

The previous studies have separately examined the impact of resilience and burnout on FLTE. The current study aims to investigate the effect of both teacher burnout and resilience on FLTE. In an era marked by continual educational reforms and increasing demands on educators, it is essential to address the issues of burnout and resilience, and prioritize the well-being of teachers. By doing so, we not only ensure the long life and efficiency of teachers' careers but also create an environment that guarantees the success of our students. Recognizing the significance of addressing teacher burnout and resilience is crucial for promoting a positive and supportive educational environment. By understanding the causes and effects of teaching enjoyment, education stakeholders can implement strategies to support teacher well-being and promote job satisfaction.

Literature Review

Positive psychology, according to Seligman (2011), is constructed around three foundational elements, namely positive emotions, positive traits, and positive institutions. This article specifically emphasizes the realm of positive emotions, which "are a complex construction that has many synonyms including positive, happiness, optimism and subjective well-being" (Ching & Chan, 2020, p. 5). Teachers may experience a range of emotions while teaching, encompassing both positive and negative emotions. Positive emotions include feelings, such as confidence, curiosity, engagement, enjoyment, enthusiastic interest, amusement, gladness, gratefulness, happiness, joy, passion, pride, and satisfaction. Negative emotions comprise anger, annoyance, anxiety, boredom, concern, depression, disgust, dissatisfaction, frustration, jealousy, anger, nervousness, sadness, stress, tension, uneasiness, and worry (Richards, 2022).

As the classroom performance of teachers can be influenced by their emotional experiences (Richards, 2022), among the aforementioned emotions, enjoyment plays a crucial role (Dewaele et al., 2018). EFL teachers face numerous challenges during their teaching journey, and these obstacles can result in a decline in their resilience and the onset of burnout (Wang et al., 2022). Furthermore, FLTE, as a positive emotion, plays a crucial role in helping teachers overcome these challenges. However, as FLTE is a novel concept that deserves further exploration,

the examination of such a psychological concept has been recommended for more in-depth exploration in the field of language education (Azari Noughabi et al., 2022).

FLTE

The concept of FLTE was first introduced by Proietti Ergün and Dewaele (2021), building upon the earlier development of the term Foreign Language Enjoyment (FLE) in mixed methods studies (Dewaele & MacIntyre, 2014; Dewaele et al., 2016). FLE encapsulates the positive emotions and joys that teachers experience during classroom instruction (Mierzwa, 2019). Proietti Ergün and Dewaele (2021) characterize FLTE as a positive emotion reflecting learners' FLE. They claim that FLTE represents the joy, contentment, and overall well-being experienced by foreign language teachers during their teaching activities, emphasizing their ability to create a positive classroom environment. Derakhshan et al. (2022) argue that FLTE not only positively impacts teachers' well-being but also equips them with the necessary tools to confront and overcome challenges. An individual's psychological well-being is linked to their satisfaction with both mental and physical health, their overall life, and their evaluation of happiness in life (Garg & Rastogi, 2009). Teacher enjoyment leads to another noteworthy consequence, namely work engagement (Liu et al., 2023), which involves the full utilization of one's potential, skills, proficiency, commitment, opportunities for growth, and an eagerness to pursue objectives that can enhance the quality and effectiveness of teachers (Kim et al., 2013).

In the present research, FLTE is defined as a positive emotional state that teachers experience while actively participating in the language teaching process (Proietti Ergün & Dewaele, 2021). This positive emotion not only supports educators in flourishing but also aids in addressing the challenges that arise in the teaching environment (Wei et al., 2023). The originality of FLTE implies that there is a considerable uncharted territory within the literature for further investigation since teacher enjoyment has traveled from education studies to the foreign language teaching context (Proietti Ergün & Dewaele, 2021). Teachers who demonstrate elevated FLTE levels typically experience higher levels of job satisfaction (Yang et al., 2023) and well-being (Proietti Ergün & Dewaele, 2021). To put it differently, teachers who maintain good mental health and contentment are less prone to experiencing burnout and emotional fatigue. Hence, it becomes imperative to delve into the underlying factors that impact FLTE (Proietti Ergün & Dewaele, 2021).

Yang et al. (2023) in their study on 496 EFL teachers concluded that FLTE played a partial mediating role in the connection between mindfulness, and both engagement and burnout. In this study, the primary emphasis is on the novel construct of FLTE, with particular attention given to its relationship with resilience and burnout, aiming to provide greater insight into this dimension of FLTE. Moreover, Zhang (2023) involved a comprehensive evaluation of how teachers' resilience and well-being relate to the effectiveness of FLTE. The review of the literature confirms that teachers' optimism, self-assurance, robust teacher-student relationships, teacher support, and a socially supportive classroom environment have a positive impact on teacher resilience and well-being. While the current study addresses FLTE as an independent concept, it specifically incorporates resilience and burnout as interdependent elements within a unified research framework.

Resilience

In the realm of positive psychology, the concept of teacher resilience has been described in diverse manners. Simply, resilience can be defined as "a quality that allows educators to sustain their dedication to teaching and teaching methods despite difficult circumstances and recurring setbacks" (Brunetti, 2006, p. 813). In other words, resilience is a psychological concept associated with teachers that has garnered significant research interest, primarily because of its pivotal role in shaping teachers' emotions (Hiver, 2018). Richardson (2002) presents a three-step model for the resilience process. In the first step, individuals identify resilience traits, such as self-efficacy, that aid teachers in bouncing back from adversity. The second step focuses on adapting and cultivating these resilient qualities, described as a "disruptive reintegrative process for accessing resilient qualities" (Richardson, 2002, p. 307). In the third step, individuals tackle challenges from a multidisciplinary standpoint.

The burden of demanding workloads and the need to balance multiple roles, sometimes with conflicting demands, in school or between work and home, can lead to role overloads and conflicts. On the other hand, it appears that when teachers are successful in fulfilling their role expectations, their resilience is positively affected (Richards et al., 2018). Many investigations have proved the capacity of teacher resilience to predict a range of favorable outcomes, including improved attitudes (Kavgaci, 2022), more effective teaching practices (Day & Gu, 2007), heightened commitment (Xue, 2021), increased self-efficacy (Razmjoo & Ayoobiyan, 2019), bolstered professional identity (Flores, 2018), job satisfaction (Polat & Iskender, 2018), and enhanced academic performance (Zhang, 2021).

Teacher resilience can also bolster teacher immunity. In a similar vein, Hiver et al. (2015) highlighted that teacher immunity incorporates a dimension of resilience that evolves and adjusts constructively when confronted with changes. This evolution ensures that language teachers can rebound from adversity and operate effectively despite a continuous onslaught of challenges. Teacher immunity maintains its capacity to shield against stress, failure, and burnout, even in the presence of recurrent threats to the well-being and classroom effectiveness of language teachers. Wei et al. (2023) found that the resilience of teachers had a statistically significant predictive relationship with the FLTE of Chinese EFL teachers. Derakhshan et al. (2022) investigated how positive psychological and personality-related factors, such as resilience, well-being, and L2 grit, influence the FLTE of 450 Iranian EFL instructors. The outcomes, as revealed by structural equation modeling (SEM), highlighted a significant influence of EFL teachers' resilience, well-being, and L2 grit on their FLTE. Furthermore, the study identified teacher L2 grit as the most potent predictor of FLTE among Iranian EFL teachers. Consequently, it appears that teachers who possessed grit, resilience, and a sense of well-being were more likely to derive satisfaction from their classroom teaching experiences. Their study not only emphasizes the importance of resilience among EFL teachers but also paves the way for additional investigations into FLTE, a factor intricately connected with teacher contentment and overall well-being. The current study represents another step toward exploring uncharted territories concerning teacher resilience, burnout, and FLTE.

Beltman et al. (2011) noted significant protective factors as benefits of resilience which were proved in previous studies such as altruism, tenacity,

enthusiasm, emotional stability, sense of competence, coping skills, self-evaluation, reflection, and commitment to professional development. Teacher resilience has been the subject of research in connection with different variables as documented in the literature. For instance, Han (2022) carried out a study examining the connection between job satisfaction, resilience, and well-being among 343 Chinese EFL teachers. The results showed that both the variables significantly contributed to well-being, with job satisfaction playing a relatively minor role. Xie (2021) explored the relationship between emotion regulation, resilience, and work engagement among Chinese EFL teachers. The analysis using structural equation modeling (SEM) revealed that the work engagement of Chinese EFL teachers was significantly and positively predicted by their resilience. Thematic analysis of responses to interview questions revealed two primary themes and 14 sub-themes, providing insights into external and internal factors influencing teaching engagement. The results of the thematic analysis demonstrated that both individual resources and job-related resources could effectively predict teaching engagement.

Burnout

Christine Maslach and her colleagues have been at the forefront of researching and advancing the concept of burnout (Ding et al., 2023). Maslach and Leiter (2016a) define burnout as "a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job" (p. 103). Moreover, burnout "can be contagious and perpetuates itself through social interactions on the job" (Maslach & Leiter, 2016b, p. 106). Burnout can appear in various professions, but it is notably widespread among teachers (Kassandrinou et al., 2023). This is not unexpected, considering the numerous demands and stressors that teachers consistently face (Pimanta et al., 2023). According to Maslach and Leiter (2016b), burnout consists of three interconnected dimensions, namely emotional exhaustion, depersonalization, and diminished personal achievement. Emotional exhaustion, characterized by feeling emotionally drained by one's work, serves as the core dimension of burnout. Cynicism represents a negative or indifferent attitude towards work tasks and interactions with others in the workplace. Lastly, the depletion of personal accomplishment denotes a decrease in one's sense of competence and achievement over time in their professional role (Fathi et al., 2021; Maslach & Leiter, 2016b; Schaufeli et al. 2009).

Research provides evidence for the prevalence of teacher burnout in various and diverse educational settings (Fathi & Saeedian, 2020). Additionally, the research indicates that teacher burnout negatively influences the self-efficacy of educators (Bing et al., 2022), self-confidence (Platgan et al., 2019), motivation (Skaalvik & Skaalvik, 2020), self-esteem (Mendez et al., 2021), productivity (Amer et al., 2022), professional engagement (Salmela-Aro et al., 2019), and job satisfaction (Atmaca et al., 2020). In the absence of timely recognition and intervention, teacher burnout may result in enduring anxiety, physical and somatic issues, and the decision to leave one's profession (Madigan et al., 2023; Teles et al., 2020). Burnout can also contribute to teacher attrition (Madigan & Kim, 2021). Ding et al. (2022) examined the continual and developing emotional labor undertaken by two experienced English lecturers in Chinese universities. The research demonstrated that extended surface acting to conceal negative emotions was correlated positively with job burnout and negatively associated with teachers'

efficacy. Research has demonstrated that burnout is a major factor leading individuals to exit the teaching profession (Madigan & Kim, 2021). Students instructed by teachers experiencing burnout generally exhibit poorer performance on exams and tests, resulting in lower cumulative grades compared to those taught by non-burned-out teachers (Madigan & Kim, 2021; Maslach & Lieter, 1999; Wang, 2022).

Subsequently, the notion of burnout has become relevant in the field of education. Kyriacou (2015) states teacher burnout refers to "a syndrome of physical, emotional, and attitudinal exhaustion toward one's work, which results from experiencing teacher stress over a long period" (p. 72). Burnout has garnered the attention of EFL researchers in mainstream education. Psychological factors, such as motivation, self-resilience, self-efficacy, and students' academic success, have been explored concerning teachers' burnout. For instance, in a recent review, Wang (2022) explored relevant research examining the connection between teacher burnout and teacher anxiety and their influence on students' academic achievement. The study highlighted the adverse effects of teacher burnout on students' academic performance, emphasizing the crucial role of teacher burnout as a significant factor in language teaching. As a distinct aspect of affecting teacher well-being, teacher burnout has noteworthy impacts on students' academic results.

Mahmoodi and Ghaslani (2014) discovered a negative correlation between burnout and emotional intelligence, indicating that teachers displaying elevated levels of positive emotions are less likely to experience burnout. Furthermore, Capone et al. (2019) argued that burnout plays a pivotal role in the mental well-being of educators, acting as an intermediary between work-related factors and depression. Akbari and Eghtesadi Roudi (2020) investigated the factors contributing to burnout among Iranian EFL teachers. Their study revealed that teacher burnout was significantly associated with students' low proficiency, a lack of administrative support, student misbehavior, students' lack of enthusiasm for learning English, time constraints, and excessively large class sizes. It is worth noting that their research did not explore the link between burnout and various psychological factors, including those related to teachers themselves. Existing research indicates that teacher burnout relates to unfavorable repercussions. Safari (2020) found an inverse relationship between teachers' burnout and their job satisfaction. Furthermore, Demirel and Cephe (2015) argued that teachers' burnout poses a threat to both the learning and teaching aspects of the educational process and that it is essential for teachers to be free from burnout to effectively carry out their teaching duties.

Considering the related constructs investigated in the literature, many recent studies have explored the role of language teachers' emotion regulation on burnout (Bing et al., 2022; Fathi et al., 2021; Yu et al., 2022). This indicates teachers' burnout is still the focus of EFL researchers as a crucial construct. On the other hand, emotion regulation is significantly associated with burnout in the literature (Brackett et al., 2010; Fathi et al., 2021). FLTE is a kind of emotion; therefore, it could be conceptualized that FLTE might be associated with burnout as well. Other similar studies denote that both teacher resilience and FLTE significantly influence the teaching engagement of EFL teachers (Romano et al., 2021; Yang et al., 2023). Therefore, teacher resilience and FLTE are also of interest in the EFL scholarly context. Similarly, Fathi and Naderi (2022) concluded that teacher resilience and

FLTE both had a substantial impact on the teaching engagement of EFL instructors. Although FLTE has been investigated with burnout in a single study (Yang et al., 2023), its association with burnout and resilience as two intertwined constructs remains unexplored. Besides, earlier research focused on examining the influence of resilience and burnout on FLTE separately. For that reason, the present study takes a different approach by simultaneously examining the influence of both teacher burnout and resilience on FLTE. This research direction is rooted in the perspective put forth by educational psychologists, who assert that resilience holds a pivotal place in the professional lives of teachers and acts as a safeguard against burnout (Hong, 2012).

In light of the idea that resilient teachers tend to stay in their profession (Smith & Ulvik, 2017), studies have suggested a negative correlation between teacher resilience and burnout, leading to increased teacher engagement in the end (Salmela-Aro et al., 2019). To our knowledge, there is no previous research that has explored the association between FLTE, burnout, and resilience. As discussed earlier, the innovative nature of FLTE (Wei et al., 2023), the significance of resilience and burnout in EFL teachers (Fathi & Saeedian, 2020), and the intricate interrelationship between resilience and burnout (Ding et al., 2023) have laid the foundation for conducting a study that encompasses these three crucial constructs. It seems that there is vast empirical research on each of the variables. However, from a theoretical perspective, FLTE is a recent concept in the literature that needs more investigation. Concerning the conceptual framework, FLTE is still a fairly uncharted domain its different psychological aspects in EFL teachers could produce gripping topics leading to revealing a new dimension of the concept. Therefore, the current study initially aims to recognize the relationship between Iranian EFL teachers' FLTE and their burnout. Subsequently, it examines the relationship between Iranian EFL teachers' FLTE and their resilience. Finally, it examines the influence of Iranian teachers' FLTE on their burnout. Therefore, the following research questions are addressed:

1) Is there a significant relationship between EFL teachers' foreign language teaching enjoyment (FLTE) and their burnout?
2) Is there a significant relationship between EFL teachers' foreign language teaching enjoyment (FLTE) and their resilience?
3) Does EFL teachers' foreign language teaching enjoyment (FLTE) significantly predict their burnout?

Method

Participants

A total of 204 Iranian EFL teachers who were chosen with the convenience sampling method participated in the study after receiving an invitation on the Telegram application and through authors' contacts. Due to practicality issues, the participants were selected based on the convenience sampling method. In this study, female (n = 140) and male (n = 64) teachers participated from diverse geographical areas of Iran. The participants were from different age groups (M = 32.10, SD = 7.44) and years of teaching experience (M = 8.56, SD = 5.95).

Table 1. Demographic information of the participants

Variable	Frequency
Gender	Male = 64
	Female = 140
Age	20-29 = 91
	30-39 = 72
	40-49 = 41
Major	English Language Teaching = 151
	English Language Translation = 29
	English Language Literature = 24
Academic Degree	Bachelor of Arts = 54
	Master of Arts = 119
	Ph.D. = 31
Work Context	School = 43
	Private Language Institute = 131
	University = 30
Years of Experience in Teaching English	1-10 = 142
	11-20 = 53
	21-30 = 9

The majority of the teachers had been educated in English Language Teaching (*n* = 151, 74.01%) and most of them worked in private language institutes (*n* = 131, 64.21%). In addition, the participants were teachers from different academic degrees including three groups: Bachelor of Arts level, Master of Arts level, and Ph.D. level (see Table 1 for more detailed demographic information concerning the participants).

Instruments

Foreign Language Teaching Enjoyment Scale (FLTES). Teachers' FLTE was measured by the Foreign Language Teaching Enjoyment Scale (FLTES) designed by Proietti Ergün and Dewaele (2021) and originally developed by Botes et al. (2021). This scale included nine items with a 5-point Likert scale ranging from *strongly disagree* to *strongly agree*. The FLTES included three components of teaching enjoyment, namely personal enjoyment, social enjoyment, and student appreciation. Proietti Ergün and Dewaele (2021) have reported a high internal reliability for this scale with Cronbach's alpha value of 0.85. The reliability coefficient of the FLTE scale in this study was 0.78.

Burnout. This was adapted from Maslach and Jackson's (1981) and developed by Hiver (2017) that "measured teachers' buildup of chronic stress and the accompanying emotional manifestations" (Hiver, 2017, p. 673). This scale, which measured teachers' burnout, comprised five items in a 6-point Likert scale ranging from *strongly disagree* (1) to *strongly agree* (6). Hiver (2017) has reported a high internal reliability for this scale, with Cronbach's alpha value of 0.85. The reliability coefficient of the Burnout scale in this study was 0.79.

Resilience. To measure the EFL teachers' resilience, the Resilience scale developed and validated by Shirazizadeh and Abbaszadeh (2023) was used. This scale included 35 items with a 6-point Likert scale ranging from *strongly disagree* to *strongly agree*. The Resilience scale included four components: social skills, pedagogical skills, emotional management, and internal motivations. Shirazizadeh

and Abbasszadeh (2023) have reported a high internal reliability for this scale with Cronbach's alpha value of 0.84. The reliability coefficient of the resilience scale in this study was 0.77.

Procedure

Data were collected from July to August 2023. The Iranian EFL teachers filled out an online questionnaire designed using Google Forms. They were reached out to through social networking services (specifically Telegram), where they received an invitation message containing a link to an anonymous online survey. The questionnaire was shared with a Telegram group consisting of 3000 EFL teachers, among whom 204 teachers completed the questionnaire accurately. At the outset of the questionnaire, it was explicitly stated that their participation was voluntary, and teachers were informed that their responses and identities would be treated confidentially. They were also required to tick a consent box before proceeding to answer the questionnaire. The teachers were asked to fill out the questionnaire, which took approximately 10 minutes of their time. The questionnaire consisted of nine questions on FLTE, five questions on burnout, and 35 questions on resilience. Upon data collection, the responses were reviewed, and any outliers and incomplete responses were removed, resulting in 204 valid questionnaires being retained.

Findings and Discussion

Findings

RQ 1. Is there a significant relationship between EFL teachers' foreign language teaching enjoyment (FLTE) and their burnout?

The Pearson product-moment correlation was conducted to answer the first research question.

Table 2. Correlation between FLTE and burnout

		FLTE	Burnout
FLTE	Pearson Correlation	1	-.232**
	Sig. (2-tailed)		.001
	N	204	204
Burnout	Pearson Correlation	-.232**	1
	Sig. (2-tailed)	.001	
	N	204	204

**. Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 1, the data-driven correlational path between FLTE and burnout was significant (r = -0.232, $p < 0.01$). It implies that there was a significant relationship between EFL teachers' FLTE and their burnout.

RQ 2. Is there a significant relationship between EFL teachers' foreign language teaching enjoyment (FLTE) and their resilience?

To examine this research question, the Pearson product-moment correlation was applied.

Table 3. Correlation between FLTE and resilience

		FLTE	Resilience
FLTE	Pearson Correlation	1	.440**
	Sig. (2-tailed)		.000
	N	204	204
Resilience	Pearson Correlation	.440**	1
	Sig. (2-tailed)	.000	
	N	204	204

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the findings shown in Table 2, the *Sig*. (2-Tailed) value was less than the *p-value* (0.000 < 0.01) and it confirms that there was a significant relationship between EFL teachers' FLTE and their resilience.

RQ 3. Does EFL teachers' foreign language teaching enjoyment (FLTE) significantly predict their burnout?

To address the third research question, we carried out a regression analysis. According to the findings in Table 3, the *R* value indicated the simple correlation coefficient between the predicted and observed variables. It can be inferred that the independent variable (FLTE) could explain the total variation in the dependent variable (burnout), which in this case was 5.4% (R^2 = .054).

Table 4. Model summary of regression output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.232[a]	.054	.049	4.667

a. Predictors: (Constant), FLTE

As can be seen in Table 4, the results of the ANOVA were significant (F (1, 202) = 11.443, p = 0.001 < 0.01), which means that FLTE significantly predicted EFL teachers' burnout.

Table 5. ANOVA[a] of regression output

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	249.316	1	249.316	11.443	.001[b]
	Residual	4401.091	202	21.788		
	Total	4650.407	203			

a. Dependent Variable: Burnout

b. Predictors: (Constant), FLTE

As depicted in Table 5, the standardized Beta coefficient was significant (B = -0.232, t = -3.383, p = 0.001) and indicated that FLTE was a significant predictor of burnout.

Table 6. Coefficients[a] of regression output

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.439	3.087		8.564	.000
	FLTE	-.281	.083	-.232	-3.383	.001

a. Dependent Variable: Burnout

Discussion

This study aims to investigate the relationship between Iranian EFL teachers' FLTE and their burnout, the relationship between EFL teachers' FLTE and their resilience, and the influence of EFL teachers' FLTE as a predictor of their burnout. Significant discoveries emerged from the analysis conducted using SPSS. Addressing the first research question, the results indicated a significant relationship between Iranian EFL teachers' FLTE and their burnout. This aligns indirectly with the study carried out by Zhang et al. (2023), revealing that teacher well-being had a positive impact on FLTE. Furthermore, teacher resilience has gained increasing global attention in recent years, particularly within the context of the burgeoning research in positive psychology (Gu, 2018). Therefore, the implementation of strategies aiming to adapt and prevent burnout can have a profound impact on preserving teachers' well-being and subsequently influencing their teaching enjoyment (Proietti Ergün & Dewaele, 2021).

Addressing the second research question, the data revealed a notable correlation between EFL teachers' FLTE and their resilience. This is similar to a previous study which indicated the ties between FLTE and EFL teachers' resilience (Derakhshan et al., 2022). Proietti Ergün and Dewaele (2021) investigated a quantitative assessment of the correlation between two psychological factors, namely well-being, and resilience, and the recently identified emotional factor, i.e. FLTE. Their results revealed that resilience emerged as the primary predictor of FLTE, with well-being ranking as the second most influential predictor. A comparable study by Wei et al. (2023) provided substantiating evidence for the association between FLTE and well-being. A connection between FLTE and resilience was identified, with well-being exhibiting a more robust explanatory capacity than resilience. Hence, the evaluated constructs in the current study appear to be novel in the realm of positive psychology and FLTE. Among the numerous researchers on EFL teachers' resilience, Proietti Ergün and Dewaele (2021) found that resilience was the strongest predictor of FLTE followed by well-being.

Regarding the third research question, the analysis unveiled that FLTE serves as a noteworthy predictor of burnout. A review of existing literature reveals that various factors, such as self-efficacy and emotion regulation (Bing et al., 2022), teacher reflection (Ghasemzadeh et al., 2019), and motivation (Momenzadeh et al., 2023), have been identified as predictors of burnout among EFL teachers. Consequently, it can be inferred that highlighting FLTE as a predictor of EFL teachers' resilience represents an innovative contribution, potentially shedding new light on the realms of teacher emotions and positive psychology. Consequently, this can enhance their resilience, overall well-being, and teaching effectiveness. Furthermore, both FLTE and resilience can contribute to establishing a supportive and productive educational atmosphere for language learners to advance. In brief, FLTE plays a vital role in creating an environment conducive to the growth of both teachers and students.

Conclusion

The current study aims to firstly explore the relationship between Iranian EFL teachers' FLTE and burnout and, secondly, to investigate the relationship between EFL teachers' FLTE and their resilience. Additionally, this study examines the influence of EFL teachers' FLTE as a predictor of their burnout. The results indicate

that FLTE plays a significant role in EFL teachers' burnout. Educational contexts should support EFL teachers by creating safe and supportive learning environments, enabling them to focus on developing their teaching practice without being impacted by burnout. Hence, the concept of FLTE, introduced in this study as a new development in foreign language teaching, is identified as a crucial aspect of EFL teachers' professional lives.

Our findings suggest several implications. Firstly, the correlation between FLTE and burnout stresses the importance of focusing on teachers' emotions to enhance their well-being and mental health, thereby improving classroom quality and teacher-student interaction, leading to personal and social enjoyment. Moreover, policymakers should support EFL teachers in cultivating positive emotions to prevent burnout effectively. Secondly, resilience aids teachers in overcoming challenges, utilizing teaching strategies, and maintaining effectiveness. Resilient teachers can adjust to diverse situations and expand their competence through contextual assistance and resource integration. To foster a comprehensive understanding of teacher resilience, teachers should be provided with external variables within the educational setting.

The final implication pertains to social and emotional competence among teachers. Social and emotional competence can alleviate burnout. Improved socio-emotional competence, rooted in the social construction of relationships, is evident in specific communication skills, including managing interpersonal interactions between teachers and students. Given that critical interpersonal contact occurs between teachers and students in the classroom, it is vital to prioritize teachers' psychological development. Enhancing teachers' interpersonal, social, and emotional competencies must be a key focus for educational administrators and trainers offering related courses. Considering that FLTE involves teachers' positive emotions, providing courses that address social and emotional competence can help teachers create a positive classroom environment, prevent burnout, and foster resilience.

It is crucial to acknowledge the limitations of the current study. One significant limitation is the exclusive use of self-reported survey data. To delve deeper into the main causes of language teachers' resilience and burnout, conducting qualitative research studies is essential. Mixed-methods studies are recommended to find out the interplay between these factors better. Future research could also contrast these constructs among language teachers in both public and private educational settings to identify potential variations. Exploring these variables among ESP/EAP teachers could also offer a new perspective. Furthermore, considering that FLTE is a relatively new area in the Teaching English as a Foreign Language (TEFL) field, it is recommended to investigate its associations with other psychological variables related to EFL teachers, such as self-regulation, critical thinking, anxiety, well-being, and job satisfaction. Finally, it is important to note that the present study did not delve into demographic factors, such as years of teaching experience and gender, although we recognize that these factors may influence the context.

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