


# Chapter 2


## Teacher Burnout and Resilience: Key Influencing Factors on Foreign Language Teaching Enjoyment

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### **ABSTRACT**

*Foreign language teachers' psychology has garnered increased attention over the past decade. However, some factors related to Foreign Language Teaching Enjoyment (FLTE) have not been fully explored. This chapter aims to examine its relationship with two psychological factors, teacher burnout and resilience, and an experiential factor, years of teaching experience. A convenience sample of Iranian English language teachers with diverse backgrounds including years of teaching experience, completed three valid and reliable instruments adapted from previous studies. The results of a regression analysis revealed that both burnout and resilience significantly contributed to enjoyment, with resilience playing a more substantial role in shaping this positive emotion. Moreover, a significant positive relationship was observed between teaching experience and enjoyment. These results underscore the nuanced interplay of psychological and experiential factors in shaping English language teachers' enjoyment in their profession.*

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## INTRODUCTION

Over the last few years, there has been a burgeoning trend of research on foreign language teaching enjoyment (FLTE) in the field of Second Language Acquisition (SLA) studies. The concept of FLTE, coined by Mierzwa (2019) and developed by Proietti Ergün and Dewaele (2021), pertains to a key positive emotion that encompasses both social and personal enjoyment along with students' gratitude (Yang et al., 2023). Recently defined by Onodera (2025), FLTE is "a positive emotion that L2 teachers experience when overcoming challenges" (p. 760). The novel concept of FLTE is conceptualized in three dimensions: social enjoyment of foreign language teaching, personal enjoyment derived from foreign language teaching, and students' acknowledgment in the foreign language (FL) classroom (Proietti Ergün & Dewaele, 2021). FLTE can significantly influence teachers' job satisfaction; those who have higher levels of FLTE experience higher levels of job satisfaction (Proietti Ergün & Dewaele, 2021). Moreover, teachers who enjoy teaching languages are prone to experiencing greater job satisfaction and lower burnout levels (Skaalvik & Skaalvik, 2020).

Burnout, another variable examined in this study, is a psychological condition that develops from long-term job-related stress. It has three dimensions: feeling exhausted, detached, and ineffective. This model highlights how individual stress is influenced by social factors and perceptions of self and others (Maslach & Leiter, 2016). Burnout also refers to the inability of teachers to handle and manage work-related stress effectively (Zhang et al., 2024). Burnout is particularly relevant to FLTE because it represents the antithesis of positive emotional engagement. According to Maslach et al. (2001), burnout erodes teachers' capacity to experience job satisfaction and enthusiasm, directly undermining their enjoyment. Due to the negative effect of burnout on teachers' job satisfaction and well-being (Holmström et al., 2023), burnout is considered a significant factor that contributes to teachers' attrition (Amitai & Van Houtte, 2022). In addition, teachers often suffer from burnout due to the challenging aspects of their jobs and additional obligations they have to fulfill (Hiver & Dörnyei, 2017). Therefore, to mitigate teacher burnout, it is essential to pinpoint the factors associated with it.

Resilience is one of the key factors that can contribute to reducing burnout among teachers (Richards et al., 2016). According to Hascher et al. (2021), "an understanding of teacher resilience calls for an understanding of resilience in general" (p. 419). Gu and Day (2013) define resilience as a teacher's ability to stay balanced, committed, and empowered within their teaching environments. Teacher resilience is commonly understood as the ability that empowers teachers to swiftly recover, adjust well, and teach effectively (Hiver, 2018; Leroux, 2018). It also refers to a concept that represents teachers' tenacity or ability to bounce back when facing obstacles

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