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Research Paper

Testing a Structural Model of Teacher Resilience, Foreign Language Teaching Enjoyment, and Teaching Engagement in an EFL Context

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Abstract

As teaching an additional language is a demanding activity associated with complexities, exploring the factors contributing to work engagement of English as a Foreign Language (EFL) teachers might be a warranted research domain. As an attempt to expand this area, the objective of this research was set to test a model of teaching engagement based on teacher resilience and foreign language teaching enjoyment (FLTE) among Iranian EFL instructors. In doing so, a number of 296 English teachers, selected through convenience sampling, completed a battery of questionnaires measuring the three constructs in question. First, the measurement models for the latent constructs were substantiated through running confirmatory factor analysis. Afterwards, structural equation modeling was employed to test the hypothesized model. Results indicated that although both teacher resilience and FLTE significantly influenced teaching engagement of EFL teachers, the effect of FLTE was greater than resilience in the model. The results may have intriguing implications for EFL teacher education programs.

Keywords: Teacher resilience, FLTE, teaching engagement, EFL teachers, SEM

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1. Introduction

Although emotions have a key role in our lives, it has long been neglected as an irrational variable in second language (L2) learning (Dewaele & Li, 2020; Dornyei & Ryan, 2015). It is safe to say that during the last four decades, the existing literature on emotions has concentrated mainly on negative or unpleasant emotions (i.e., predominantly anxiety) within the foreign language (FL) classroom (Dewaele et al., 2017). However, recently, with the emergence of positive psychology (PP) in language teaching, the scholars in the field of second language learning (SLA) has focused on positive emotions like enjoyment (MacIntyre & Gregersen, 2012; MacIntyre & Mercer, 2014). The positive emotions that teachers experience in the classroom are pivotal and distinctive not only for fostering their own (Frenzel et al., 2016) and their learners' well-being (Mercer et al., 2018), but also for facilitating foreign language learning (Li et al., 2018). Accordingly, the concept of foreign language teaching enjoyment (FLTE), as a positive emotion experienced by FL teachers (Noughabi et al., 2022), was explored by Ergün and Dewaele (2021). EFL teachers who take enjoyment in their teaching and experience positive emotions can act more effectively in classrooms (Dewaele, 2013) and can facilitate learners' autonomy (Kirmizi & Sariçoban, 2020), which may lead to educational success in this field (Ergün & Dewaele, 2021). Although the literature on foreign language enjoyment among students has received much attention from researchers over the recent years (e.g., Dewaele & Dewaele, 2017; Dewaele & MacIntyre, 2016; Fathi & Mohammaddokht, 2021; Li et al., 2018; Resnik & Schallmoser, 2019; Zhang et al., 2020), there are fewer studies investigating the enjoyment of teachers

(e.g., Frenzel et al., 2016; Frondoza et al., 2020), particularly in the EFL context (e.g., Ergün & Dewaele, 2021; Mierzwa, 2019).

Like teaching enjoyment, teacher resilience is claimed to have a significance part in predicting teacher engagement (Ugwu & Amazue, 2014; Xie, 2021). Resilience pertains to various EFL instructional outcomes such as instructor well-being (Hascher et al., 2021; Mansfield et al., 2016; Wang et al., 2022; Xiyun et al., 2022) and teaching enjoyment (Ergün & Dewaele, 2021). Teacher resilience is recognized as a capacity by which teachers utilize personal traits and contextual supports and engage effective strategies that enables them to overcome the hurdles and setbacks of the profession in a way that leads to positive adaptation and professional growth (Beltman, 2021). Empirical studies show that there is an association between instructor resilience and engagement (e.g., Howard & Johnson, 2004). Likewise, Van Wingerden and Poell (2019) found that teacher resilience has a positive impact on work engagement of instructors.

As the third variable in this study, work engagement is recognized by devoting personal resources to the tasks demanded by a particular work role (Christian et al., 2011). As put forward by Klassen et al. (2013), teacher engagement is a multifaceted affective concept which refers to teachers' willingness to dedicate their energy and capacities to their profession. Cardwell (2011) highlights the fact that greater degrees of instructor work engagement might exert a positive influence on their instructional effectiveness. Furthermore, instructor engagement has a favorable impact on their well-being and accomplishment at work (Bakker & Bal, 2010). Hence, owing to the crucial role of teacher engagement in the educational settings, a bulk of literature has been allocated to the engagement of EFL instructors (e.g., Derakhshan et al., 2022; Dong et al., 2021; Xie, 2021; Xiao et al., 2022).

In spite of the fact that many studies have examined the interconnection between various factors and teacher work engagement (e.g., Klassen et al., 2013; Li et al., 2019; Skaalvik & Skaalvik, 2014), its association with two critical variables of positive emotion (i.e., FLTE) and instructor resilience has been largely neglected. Findings indicates that positive emotions of teachers (i.e., enjoyment) have a positive role in predicting their work engagement (Salanova et al., 2011). A review of the existing literature shows that no research has probed the role of FLTE in predicting teachers' work-related engagement. In addition, considering the importance of teacher resilience in EFL context and its influential role in predicting teacher engagement (Salmela-Aro et al., 2019), this variable is investigated in the current study. Finally, to the best of authors' knowledge, there is no single study that has investigated the potential impacts of both FLTE and teacher resilience on teacher engagement in an EFL context. Therefore, as an attempt to fill the identified lacuna in the literature, the current research examined the role of FLTE and teacher resilience as the potential correlates of Iranian EFL instructors' work engagement.

2.Literature Review

2.1Foreign Language Teaching Enjoyment

Introduced by Dewaele and MacIntyre (2014), a scale was developed to evaluate students' foreign language enjoyment (FLE). FLE is an overarching positive emotional concept felt by FL learners if their psychological requirements are satisfied in the classroom (Botes et al., 2021). Grounded in the broaden-and-build theory (Fredrickson, 2001), and the control-value theory of achievement emotions (Pekrun et al., 2002), FLE could result in improving positive attitudes toward the target language (Dewaele & Greiff, 2020) and enhancing language skills (Dewaele & Alfawzan, 2018). Moreover, several studies have indicated that FLE positively affects learners'

academic achievement (Wei et al., 2019), their motivation, (Zhang et al., 2020), and teachers' well-being (Noughabi et al., 2022). Empirical studies in the field of SLA have revealed that FLE has often been combined with anxiety (Jin & Zhang, 2018). Foreign language anxiety (FLA) can play a key role in the FL context and has been recognized as one of the powerful correlates of success or failure in L2 learning (MacIntyre, 1999). As an alluring combination of emotions (Dewaele & MacIntyre, 2016), a large number of investigations have been conducted to uncover the link between FLE and FLA (Pan & Zhang, 2021). Being the first of its kind, in a study conducted by Dewaele and MacIntyre (2014), it was revealed that the limited-studied positive emotion of FLE was a counterpart of the widely researched negative emotion of FLA. In addition, it was found that FLE could be affected by various factors such as self-perceived language proficiency, environmental variables, and cultural background, which highlights the fact that FLE is a socially constructed emotion (Li et al., 2018). The existing knowledge on the FLE has demonstrated that instructor constructs play a more vital role in students' level of FLE but very little in their FLA. Carrying out a piece of research on 189 British high school students, Dewaele et al. (2017) sought to explore to what extent teacher-related and learner-specific factors contributed to FL anxiety and enjoyment. The authors found that language proficiency levels had a more powerful impact on FL anxiety (Matsuda & Gobel, 2004) while enjoyment was more strongly affected by attitudes towards FL (Dewaele & Proietti Ergün, 2020). Supported by later research on FL enjoyment and anxiety (Jiang & Dewaele, 2019), it was revealed that teachers play a rather limited role in affecting learners' FLA, but greatly influence their FLE. Teacher-related variables, namely teachers' positive emotions have a favorable impact on FLE of learners (Khajavy et al., 2018). As Wang et al. (2021) maintained, teachers

exert a significant effect on building enjoyment in the foreign language education. Hence, it is of vital importance to evaluate teachers' emotions, particularly in the EFL context (Benesch, 2017). As Hargreaves (1998) noted, "emotions are at the heart of teaching" (p. 835). Teaching is an immensely emotion-provoking profession (Kelchtermans & Deketelaere, 2016), in which instructors experience a diverse range of positive and negative emotions during their teaching (Frenzel et al., 2016). Teachers experience various emotions in the classroom ranging from positive emotions including happiness, enjoyment, and eagerness to negative emotions, such as anxiety, anger, and frustration (Frenzel, 2014; Hosotani & Imai-Matsumura, 2011). Teachers' enjoyment as a key concept (Martin, 2006), has been proved to be the most dominant emotion for teachers (Frenzel et al., 2009; Khajavy et al., 2018), specifically for the EFL teachers (Heydarnejad et al., 2017). Subsequently, considering the fact that positive emotions of teachers is contagious and can be transmitted to their learners as well (Frenzel et al., 2018; Moskowitz & Dewaele, 2021), it is critical to examine the concept of FLTE to provide more insights on teacher psychological outcomes. Therefore, FLE of teachers has lately started to attract the attention of researches (e.g., Ergün & Dewaele, 2021; Mierzwa, 2019). In Italy, Ergün and Dewaele (2021) carried out a study on 174 EFL teachers in order to examine the link between well-being, resilience, and FLTE. The results showed that resilience and well-being positively predicted FLTE. Authors also maintained that FLTE has desirable outcomes for learners such as linguistic and psychological growth, engagement and positive attitudes towards the FL. By the same token, Mierzwa (2019) did a study to probe the level of FLE and FLTE experienced by EFL teachers, and to have an understanding of the factors contributing to enjoyment. The outcomes evinced that instructors witnessed a high degree of both FLE and FLTE.

Furthermore, it was revealed that FLE was more associated to learner and teacher-related factors than to the atmosphere in the classroom and peers' behaviors.

A review of the existing literature shows that there is a scarcity of studies examining the newly introduced concept of FLTE (e.g., Ergün & Dewaele, 2021; Mierzwa, 2019). Thus, as an attempt to fill this existing research gap, moreover, to expand on this line of research, we examined FLTE and its association with other factors, namely resilience and teacher engagement in the Iranian EFL context.

2.2 Teacher Resilience

The construct of resilience is broadly conceptualized by the interaction with events in the setting which is actuated in the face of difficulties. Furthermore, resilience is "a dynamic process encompassing positive adaptation within the context of significant adversity" (Luthar et al., 2000, p. 543). Education psychologists argue that resilience is the core concept of teachers' professional life, as it prevents burnout (Hong, 2012), and intention to quit (Smith & Ulvik, 2017). Ebersöhn (2014), carried out a study on 86 South African teachers to evaluate their resilience. The results indicated that instructors that do not give up from their jobs have the ability to adjust to the setbacks and difficulties signifying their psychological resilience (Drew & Sosnowski, 2019). Conceptualized as the capacity of staying devoted to the teaching profession (Brunetti, 2006), teacher resilience is the teachers' competence in getting accustomed to changing conditions and enhancing one's ability in the face of stress. Furthermore, Beltman (2015) characterized three terms of teacher resilience, namely capacity, process, and outcome. Capacity refers to the ability of teachers in employing existing facilities to overcome setbacks and adversities. Process is the situation in which teachers deal with environmental factors to apply certain techniques when facing

setbacks. Eventually, the term outcome pertains to a resilient teacher's ultimate performance which leads to dedication, satisfaction, academic improvement, and well-being in the teaching profession. As Mansfield et al. (2012) noted, potential risk factors including anxiety, uncertain control, classroom management, and lack of support, are frustrating challenges for teachers which can act as potential threats to the development of their resilience (Xie, 2021). However, individual resources such as self-efficacy (Bing et al., 2022; Daniilidou et al., 2020; Fathi & Derakhshan, 2019; Fathi & Saeedian, 2020), flexibility (Ebersöhn, 2014), perseverance as well as persistence, and teaching skills including using a variety of instructional practices (Tamah & Wirjawan, 2021), commitment (Tait, 2008), and professional reflection (Leroux & Théorêt, 2014) can contribute to teachers' resilience and may assist them in facing the challenges. Given the fact that resilient teachers are less likely to leave their profession (Smith & Ulvik, 2017), it has been found that teacher resilience has a negative relationship with burnout, eventually leading to teacher engagement (Salmela-Aro et al., 2019). Xie (2021) investigated the role of Chinese EFL teachers' emotion regulation and resilience in predicting their teaching engagement. The results revealed that there was a strong relationship between teacher resilience and teacher engagement. In a study in Nigeria, Ugwu and Amazue (2014) examined the potential role of psychological ownership, hope, and resilience in predicting work engagement of teachers. Adopting a cross-sectional survey design, their outcomes revealed that psychological ownership failed to predict work engagement of teachers whereas hope and resilience significantly predicted teacher engagement. In a similar attempt, Bakker et al. (2006) probed the significant role of resilience in school principals' engagement. The findings displayed that female principals with high resilience, self-efficacy, and optimism had the greatest level of work

engagement, demonstrating that resilience could predict their work engagement.

2.3 Teacher Engagement

Work engagement referred to as employees' interplay with their profession, is conceptualized by Schaufeli et al. (2002) as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (p. 74). Vigor stands for having greater degrees of energy, mental flexibility, the tendency to devote efforts to doing one’s work, perseverance during the work, and not being easily exhausted in confronting stress and setbacks. Dedication pertains to being immensely engaged in the job, and feeling a sense of significance, meaning, and enthusiasm. Ultimately, absorption relates to being entirely focused without feeling the passing of time (Bakker et al., 2008). In addition, work engagement is an affective force for intention to stay within a profession (Schaufeli & Salanova, 2007). Engagement is a process of three interconnected phases: interest, motivation, and engagement (Renninger et al., 2018). As developed in relation to environment, interest can be activated by a situation, person, information, or a challenge which may later evolve into a long-lasting interest and a desire to learn more about the event (Renninger et al., 2018). Signified by expectancy-value theory (Dever, 2016; Wigfield & Eccles, 2000), motivation aids teachers in evaluating the challenges and the values of the work with regard to their own capacities to be competent in the job. Maslach and Leiter (2008) claimed that the construct of burnout is the exact opposite of engagement which is defined as a persistent type of work-related stress and involves cynicism and decreased enthusiasm at one’s work. Following the common interest in mainstream psychology in the last century, scholars were more interested in investigating the negative psychological constructs (Lomas & Ivtzan, 2016). However, consistent with the recent change of orientation from

negative to positive psychology (Snyder & Lopez, 2001), particularly in the field of EFL (Wang et al., 2021), the attention of researchers has turned to the more positive work-related concepts, namely teacher work engagement (Greenier et al., 2021). Derived from work engagement, teacher engagement is a construct which has often been connected to professional development of teachers, their expertise, and the relationship they have with learners (Li et al., 2019). In a study carried out by Klassen et al (2013), it was demonstrated that to understand the psychological processes of effective teaching, it is crucial to understand teacher engagement. Meanwhile, teachers' emotions play a key role in providing insights on teacher engagement (Mérida-López et al., 2017), and their burnout (Atmaca et al., 2020). As Schutz and Zembylas (2009) maintained in their study, emotions may increase our insight of why instructors leave and what factors can improve their continuation in teaching. Burić and Macuka (2018) noted that positive emotions can facilitate work engagement among teachers. FLE is a positive achievement emotion (Li et al., 2021) which can lead to positive consequences in L2 context including engagement (Li, 2020). As argued by Ertürk (2013), enjoyment is a pivotal actor in motivating teachers to continue their work. Enjoyment is an evident indicator of emotional engagement of teachers (Kim et al., 2015). Buric and Macuka (2018) investigated the potential link between teachers' work engagement and their emotions. Their results demonstrated that teachers experiencing positive emotions tended to be more involved in their work while those experiencing negative emotions were less engaged in their work. It was also revealed that a high level of self-efficacy was associated with less negative and more positive emotions of teachers, and a high teacher engagement. In a similar vein, in a cross-cultural study, Noughabi et al. (2022) examined the role of teachers' FLTE in predicting and influencing engagement and well-being of EFL teachers in the context of Iran and China.

The outcomes showed that EFL instructors' FLTE positively influenced their engagement and well-being in both contexts.

Given the studies reviewed above, the present research is necessary owing to several gaps in the extant body of literature. First, in spite of the fact that a number of studies have explored teacher engagement and its antecedents, teacher engagement of EFL teachers has received scant scholarly attention across different contexts, notably in the context of Iran. Second, FLTE as a positive emotion seems to be in its infancy in the field and it requires more exploration. Last but not least, although the concepts of teacher resilience and FLTE have been separately investigated in predicting teacher engagement (e.g., Xi, 2021; Noughabi et al., 2022), till date, almost no study has simultaneously examined the role of teacher resilience and FLTE in predicting teachers' work engagement.

3. Method

3.1 Participants

The sample who took part in this research comprised 296 EFL instructors from both genders (134 males and 162 females) who were selected from various language institutes in Tehran, Iran. The sampling method was convenience sampling based on which more available and willing participants were selected. The participants served as part-time or full-time teachers, teaching English at different language institutions. Their age ranged from 19 to 51 with their teaching experience varying from 1 to 29 years of experience. The participation in this study was voluntary and based on teachers' willingness. Most teachers had previously attended teacher training courses.

3.2 Instruments

3.2.1 Foreign language teaching enjoyment scale

In order to assess teaching enjoyment of the respondents, the *Foreign Language Teaching Enjoyment (FLTE) Scale*, designed by Ergün and Dewaele (2021), was administered to the EFL instructors who partook in this study. This questionnaire is a 9-item self-report scale which evaluates three sub-scales including: Personal Enjoyment (PE), Student Appreciation (SA), and Social Enjoyment (SE). The respondents were requested to demonstrate their level of agreement with each item on a 5-point Likert response scale ranging from 1 (*never*) to 5 (*always*).

3.2.2 Teacher resilience scale

EFL teachers' resilience was assessed using the abridged version of *Connor-Davidson Resilience Scale (CD-RISC)*; Campbell-Sills & Stein, 2007) which comprises 10 items. The original scale contained 25 items which was designed by Connor and Davidson (2003) and measured multiple dimensions of resilience. Each item of this scale is measured on a Likert-type rating scale, with its answers varying from 1 (*not true at all*) to 5 (*true nearly all the time*).

3.2.3 Teacher engagement scale

EFL teachers' level of work engagement was measured using the questionnaire developed by Schaufeli et al. (2002). This 17-item scale measures three components: *Vigor (VI)* (6 items), *Dedication (DE)* (5 items), and *Absorption (AB)* (6 items). Every statement is assessed on a 7-point Likert scale, ranging from 0 (*never*) to 6 (*always*).

3.3 Procedure

Initially, a demographic questionnaire was given to the participants. Afterwards, a battery of questionnaires including the previously validated

self-report scales of the constructs under research were distributed among the participants. When the participants' informed consent was obtained, the scales were administered to the participants in both printed and electronic versions (created through Google Docs forms). The respondents were asked to complete the questionnaires very carefully and they were informed that there was no deadline for questionnaire completion. Also, they were notified that confidentiality would be ensured.

3.4 Data Analysis

The data analysis was carried out using SPSS 22 and AMOS software. First, confirmatory factor analyses (CFA) was run to confirm the construct validity of the used scales. Then, structural equation modelling (SEM) was performed to test the structural interconnections in the suggested model. Initially, data screening was conducted to examine missing values, outliers, and normality of the data. Univariate and multivariate outliers were examined employing standard scores and Mahalanobis D^2 , respectively (Kline, 2011). The Expectation– Maximization algorithm was employed to address the missing data. Moreover, kurtosis and skewness values were used to normality of the data. After doing these preliminary analyses, some non-normal and outlier values were identified and deleted, resulting in 289 valid cases for CFA and SEM analyses. Several fit indices were used for model assessment. The indices included: Chi-square divided by degree of freedom (χ^2/df), Comparative Fit Index (CFI), Tucker–Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA). The criteria for satisfactory model included: CFI and TLI $\geq .90$, and RMSEA $\leq .08$ (Kline, 2011).

4. Results

As explained above, the validity of the used questionnaires was verified by testing the measurement models of the latent constructs. The results of CFA showed good fit to the data (see Table 1). Also, the reliability

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coefficients, as measured by Cronbach's Alpha formula, were all acceptable, showing the internal consistency of the used scales (see Table 1). After that, descriptive statistics and correlation coefficients were calculated for the variables (see Table 2).

After confirming the measurement models, SEM was used to test the suggested model using AMOS 21. The maximum likelihood estimation and variance-covariance matrices were used as the input. The SEM results demonstrated that the fit indices were acceptable, verifying the hypothesized relations of the suggested model (see Figure 1). In order to have more vivid interpretations regarding the strengths of the associations, effect size (ES) (Cohen's f^2) was also calculated (Table 3).

Table 1
Measurement Model of the Latent Constructs

	χ^2	df	χ^2/df	CFI	TLI	RMSEA	α
FLTE	138.54	73	1.89	.97	.96	.04	.86
Resilience	18.39	10	1.83	.98	.97	.03	.83
Teaching Engagement	235.16	118	1.99	.94	.93	.05	.78

Table 2
Descriptive Statistics and Correlations

	<i>M (SD)</i>	1	2	3
(1) FLTE	3.56 (.88)	1.00		
(2) Resilience	3.90 (.78)	.31**	1.00	
(3) Teaching Engagement	3.08 (.92)	.59**	.36**	1.00

* $p < .05$. ** $p < .01$.

Table 3
Standardized Parameter Estimates for the Structural Model

	R^2	f^2
(1) Resilience	.16	.02
(2) FLTE	.27	.36

As shown in Figure 1, FLTE was the stronger predictor of teaching engagement ($\beta = .52$, $R^2 = .27$, $f^2 = .36$, large effect size). Also, teacher resilience had a substantial impact on teacher work engagement ($\beta = .29$, $R^2 = .08$, $f^2 = .08$, small effect size). Moreover, FLTE was found to have a small influence on teacher resilience ($\beta = .16$, $R^2 = .02$, $f^2 = .02$, small effect size).

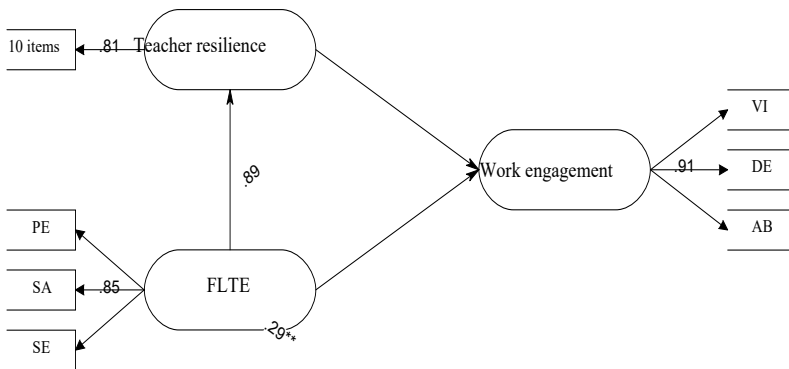


Figure 1. The Model of Teacher Resilience, FLTE, and Teaching Engagement * $p < .05$. *** $p < .001$.

5. Discussion

The aim of this research was to test a model of teaching engagement based on teacher resilience and FLTE among EFL teachers in Iran. Notable findings were identified by the results of SEM analysis. First, it was displayed that teacher resilience was a substantial predictive variable of teaching engagement. This result is consistent with previous research (e.g.,

Salmela-Aro et al., 2019; Ugwu & Amazue, 2014; van Wingerden & Poell, 2019; Xie, 2021), highlighting the key role of teacher resilience in affecting teaching engagement. This result supports the empirical research of van der Schoor (2015) who verified the relationships between teacher resilience and teacher engagement, implying that teachers with high resilience are more engaged in their teaching work. The predictability of teaching engagement through teacher resilience partially justifies the study of Fathi and Saedian (2020), who demonstrated that resilience of EFL instructors can remarkably be conducive to their heightened academic involvement.

Furthermore, this outcome is consistent with the previous studies of Brunetti (2006) and Howard and Johnson (2004), which have evidenced the link between instructor resilience and engagement. This link can be explained by the fact that those instructors who can effectively handle usual setbacks and difficulties of teaching are likely to experience satisfaction from their profession, which can lead to teaching engagement (Polat & İskender, 2018). Moreover, as Fathi and Saedian (2020) noted, the ability to successfully adapt with challenging and tough circumstances is what encourages teachers and enables them to get more involved in the instruction. Following Tait's (2008) conceptualization of resilience, we argue that teacher resilience can decrease teachers' dissatisfaction and frustration of their profession, which in turn enhances their teaching commitment and teaching engagement. Due to the similarity between resilience and buoyancy, this finding is partially in accordance with the findings of some previous studies (e.g., Collie et al., 2020; Huang, 2022), which have demonstrated that teacher buoyancy is a significant predictor of teacher engagement. In addition, given that burnout is recognized as the opposing counterpart of work engagement, the finding aligns with the prior research (Daniilidou et al., 2020; de Vera García & Gambarte, 2019; Hong, 2012;), which displayed that there is an inverse

interconnection between teacher resilience and burnout. As Liu et al. (2021) maintained, the resilience of instructors has a significant negative predictive effect on their burnout, as resilience reduces vulnerability to burnout. Furthermore, given the fact that adaptability is a part of resilience (Folke et al., 2010), the finding might be also justified in terms of teacher adaptability. It is conceptualized as the extent to which individuals are able to be flexible and adjust to changing factors and conditions to effectively deal with inconvenience at work, which can lead to further work engagement (Collie & Martin, 2017). As demonstrated by Collie et al. (2018), teacher adaptability is inversely correlated with work disengagement, which strengthens the idea that instructors with greater level of adaptability will be more engaged in their work.

The second intriguing finding of SEM results was that FLTE of significantly influenced teaching engagement of EFL teachers. This outcome is in agreement with the study of Noughabi et al. (2022) who found that FLTE can positively predict the engagement of EFL teachers, corroborating the fact that a high level of FLTE will promote teaching engagement. Emotions of teachers, namely positive emotions (i.e., FLTE) have a direct relationship with teacher engagement (Frondozo et al., 2020; Greenier et al., 2021; Mérida-López et al., 2017). As a result, this finding is in line with Kim et al. (2015) who reported the interconnections between positive emotions, and engagement, documenting enjoyment as a significant indicator of emotional engagement of teachers. As demonstrated by Noughabi et al. (2022), the enjoyment of FL teachers can enable them to be happier, more engaged, and more effective in the instruction which will prevent their burnout. The substantial effect of FLTE on work engagement reinforces the notion that it is vital for educators to experience pleasant emotions in the learning to be motivated and continue their teaching work (Burić & Macuka,

2018). This result can also be justified in the light of the study of Ertürk (2013) which points out that enjoyment plays a key role in motivating teachers to continue their work. Likewise, Frondoza et al. (2020) found that teachers having a growth mindset regarding their instructional capacity experienced further enjoyment, which in turn improved their teaching involvement. In other words, if educators feel a sense of enjoyment in the instruction, they are more engaged in the teaching profession (Kim et al., 2015). Considering the fact that burnout is the opposite of work engagement, this finding is partially supported by the study of Ding et al. (2019), who indicated that there is an inverse association between teaching enjoyment and teacher burnout. Similarly, Roohani and Dayeri (2019) reported that EFL teachers with the low level of burnout might experience feelings of teaching enjoyment and interest while teaching English.

6. Conclusions

The findings of this research indicated that both teacher resilience and FLTE significantly impacted EFL teachers' work engagement. These outcomes lend further support to the importance of PP and teacher emotions in EFL contexts. As far as practical implications of the current study are concerned, the results might provide some implications for EFL scholars and teacher educators. Due to the importance of teacher attrition and its avoidance (Goldhaber & Cowan, 2014), empirical investigations on factors contributing to teacher engagement must gain further attention in pre-service instructor education programs. Furthermore, given that teaching engagement has a direct association with teachers' well-being, teacher self-efficacy, and students' engagement as well as their academic achievement (Cardwell, 2011; Klassen et al., 2012; Skaalvik & Skaalvik, 2014; Skaalvik & Skaalvik, 2019), the pre-service teacher preparation programs should adopt the necessary imperatives to enhance the work engagement of teachers. A bulk of

literature has emphasized the call for investigation of teacher resilience and FLTE as they have a significant share of variance in influencing teachers' performance and academic achievement (e.g., Beltman et al., 2011; Ergün & Dewaele, 2021; Karabiyik, 2020; Mierzwa, 2019). In addition, considering the pivotal roles of resilience and FLTE in affecting teacher engagement, the core aim of teacher educators and policy makers should be enhancing EFL teachers' resilience and FLTE so they can enjoy the teaching process and navigate the existing difficulties and setbacks. Hence, the findings of the study will, both theoretically and pedagogically, shed further light on the solutions and alternatives in order to increase resilience and enjoyment of EFL teachers by encouraging EFL officials.

Despite the contribution of the present research to the teacher education in EFL context, there are some limitations which need to be admitted. First, this study was quantitative in nature; therefore, it is offered that future researchers employ mixed methods designs in order to present a more detailed and holistic view of the association among the variables. Also, the transferability of the outcomes will be boosted if bigger samples of EFL teachers from various contexts are recruited as the participants. Additionally, given the importance of teacher engagement, the role of other emotion variables as the antecedents of teacher engagement in EFL contexts should be explored.

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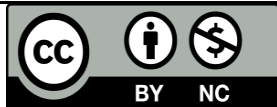
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