

# Resilience amidst Challenges: An Exploration of Foreign Language Teaching Anxiety and Workload among Turkish EFL Instructors

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## Abstract

Foreign language teaching anxiety has received considerable attention in the field of educational psychology recently. This study delves into the interplay between workload and foreign language teaching anxiety (FLTA) among Turkish EFL instructors in English preparatory schools at foundation universities. The data presented in this article were derived from the first author's master's thesis and has been reanalysed for the purposes of this study. During the measurement of FLTA and workload, this study examines Turkish EFL instructors' resilience in relation to their workload and explores the role of resilience in shaping their levels of FLTA. This study uses a mixed-methods research design, and two instruments are employed to process the data collection: Foreign Language Teaching Anxiety Scale (FLTAS-final version) and Teacher Resilience Interview Questions (TRIQ). FLTAS has 26 and the TRIQ consists of 8 questions. All participants were Turkish EFL instructors working at English preparatory schools at foundation universities and participated in the study on a voluntary basis. In addition, 10 out of the 51 participants take part in the interview. Finally, this study presents the findings to provide betterments for Turkish EFL instructors' working environments. Setting improved situations for Turkish EFL instructors, this study endeavours to uncover problematic issues and underline some coping strategies and bring them to the attention of academic administrators and supervisors.

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## 1. Introduction

In contemporary world, teaching English has been at the centre of education. Undeniably, during the practicum process, we should focus on various parameters beyond just students. As we place English as a foreign language (EFL) instructors at the heart of this issue, will their classrooms experience a turmoil, blossoming, or remain merely inconsequential? These EFL instructors generally experience gruelling workloads, which can lead to or exacerbate, foreign language teaching anxiety (FLTA). It may be affected by their weekly working hours, office hours, institutional obligations, material design, lesson preparations, adaptability to technological improvements, their ability to improve their target language, student-centred tasks and bureaucratic challenges or workplace harassment. High levels of teaching anxiety can become a significant factor affecting teachers while lecturing in class (Küçükdoğan & Yıldız, 2024). In addition, Başaran and Erdem (2009) state that factors such as anxiety, lack of preparation, low self-confidence, and the influence of the subconscious negatively affect effective speaking. This is a significant concern in the field of foreign language teaching as well. Since EFL teachers are required to use the target language during lessons, they are particularly vulnerable to the negative impacts of these factors.

Furthermore, Öztaş Tüm (2015) underlines an anonymous anxious non-native English-speaking preservice teacher's word in his study that the teacher does not know how to produce the target language (English) in front of the students. They have concerns about being criticized by the learners for their English proficiency. In addition, Horwitz (1996) emphasizes that foreign language instructors are anticipated to possess a strong command of the target language. It can turn into another type of trigger for FLTA from the perspective of EFL lecturers. Moreover, resilience emerges as the most intriguing aspect at this point. This curiosity revolves around the extent to which EFL instructors are demonstrating resilience despite all these challenges. This study aims to investigate the relationship between FLTA and Turkish EFL instructors' workloads and their levels of resilience as a response to their workloads. To address the objectives of this study, we formulated the following research questions to guide the investigation of Turkish EFL instructors' resilience, workload, and FLTA levels:

- Is there a relationship between workload and FLTA among Turkish EFL instructors in English preparatory schools at foundation universities?
- Is there a relationship between perceived workload and resilience among EFL teachers?

### 1.1. Foreign Language Teaching Anxiety

Learning a foreign language has a variety of challenges from the perspective of students. However, education cannot be considered a one-way system. In this system, we have teacher and student reciprocity. Just as students encounter obstacles while learning a foreign language, teachers also face similar challenges when teaching it. Horwitz (1996) clearly points out that foreign language teachers are supposed to have a high level of language proficiency; nevertheless, learning includes a perpetual process. This belief makes them retain from providing their language comfortably even before their pupils since they believe that they cannot make mistakes.

Some studies with the similar topic (Dişli, 2020; Eren, 2020; İskender & Savaşçı, 2023; İpek, 2006; Öztaş Tüm, 2015) have been conducted on pre-service and/or in-service teachers. These studies concluded that foreign language teachers have similar matters: worrying about their skills, class management, student-based attitudes, making mistakes and using their native languages. However, there is currently a limited number of studies in the literature that investigate the relationship between foreign language teaching anxiety (FLTA) and workload. This study aims to address this gap by examining and measuring the relationship between workload and FLTA, and the potential relationship between resilience and perceived workload process on foreign language teaching among Turkish EFL instructors.

One of the few studies in this field is conducted by İskender and Savaşçı (2023). In their study, they carried out a mixed-method study with 94 in-service Turkish EFL teachers examined FLTA in relation to gender, experience, school type, and grade level. Data were collected via the Foreign Language Teaching Anxiety Scale (FLTAS) and a semi-structured interview. Their findings yielded that while overall anxiety levels were low, factors such as students' low engagement, weekly teaching load, and curriculum mismatch triggered anxiety. Significant differences were found based on gender, school type, and grade level, but not years of experience. Moreover, Liu and Wu (2021) conducted a research study with 151 Chinese university English teachers and examined teaching anxiety and foreign language anxiety (FLA) in relation to individual characteristics. The findings revealed that teaching anxiety stemmed from concerns about classroom instruction, research duties, promotion pressure, and lack of confidence, while FLA was mainly caused by fear of speaking English, negative evaluation, and low perceived language competence. Gender, age, educational background, English proficiency, and overseas experience significantly affected anxiety levels. Another study was carried out by Gannoun and Deris (2022) which

highlighted that FLTA is a complex and understudied phenomenon that can negatively affect teachers' professional identity, instructional behaviour, and students' language learning outcomes. It was emphasized that while foreign language anxiety among learners has been widely explored, research on FLTA remains limited, especially regarding EFL teachers. The review called for more empirical studies to better understand FLTA and its impact on various educational settings. In addition to that, İpek's qualitative study (2016), undertaken with 32 non-native EFL teachers revealed that foreign language teaching anxiety arises from five main sources: making mistakes, fear of failure, teaching specific language skills, using the native language in class, and addressing students with varying proficiency levels. While some of these causes are common to general teaching anxiety, others are specific to foreign language instruction. The findings suggest that FLTA is a distinct phenomenon that requires targeted support through teacher education and professional development.

## 1.2. Workload and Resilience

Nowadays, workload is a major factor shaping the professional lives of Turkish EFL instructors; however, the relationship between workload and teaching has not been studied enough yet. Beyond just teaching in the classroom, they must handle many different burdensome tasks while teaching between 15 and 25 hours per week. Some instructors take on additional responsibilities such as material design, exam preparation, or administrative duties. Meanwhile, most of them also pursue academic goals, such as writing research papers, completing doctoral studies, or earning useful educational certifications. Attending department meetings and being mindful of students' psychological well-being are also considered as a part of their role. Hence, the instructors' workload cannot be referred to as only their weekly lesson hours. This study aims to explore whether the factors listed above influence foreign language teaching anxiety and, if they do, to what extent. According to Şahan Özer's study (2019), the average annual professional workload of a teacher amounts to 690 hours. Of this total, only 5% is spent on non-teaching duties. Among these tasks, organizing meetings with parents stood out as the most time-consuming activity that contributes positively to teaching quality. In contrast, supervising duties at school were found to have a similarly high workload but a negative impact on instructional effectiveness. Furthermore, in his master's thesis, Karanfil (2019) found that public school English teachers experienced higher levels of emotional exhaustion compared to their colleagues working in private schools. Public school teachers identified student misbehaviours, working in

compulsory service regions, and dealing with unmotivated students as key challenges. Furthermore, Banal and Ortega-Dela Cruz (2022) found that private school teachers' performance was negatively affected by their heavy workloads. Also, Morgan and Craith (2015) found that primary school teachers felt distressed due to excessive tasks unrelated to student progress.

Additionally, Luthar et al. (2000, p. 543) describe resilience as "a 12 dynamic process encompassing positive adaptation within the context of significant diversity." According to Swarnalatha and Vasantham (2014), one of key factors influencing job satisfaction is workload and stress levels (as cited in Camadan et al., 2022). When we dig into the meaning of resilience, according to Masten et al. (1990), resilience is the ability, process, or result of effectively adjusting to challenging or threatening situations. As Daniilidou and Platsidou (2018) claim, resilience is first introduced by Holling (1973) to describe the ecosystem's ability to recover and restore itself following a natural disaster. As stated in D'angerio's PhD dissertation (2022), Block and Block (1980) define resilience as the capacity to flexibly modulate one's degree of ego control, either increasing or decreasing, depending on situational demands in the external environment. By taking these meanings into consideration, we can see that resilience has a key role in education. Namely, Banal and Ortega-Dela Cruz (2022) posit that teacher resilience is a critical determinant in the effective execution of professional responsibilities, shaping educators' capacity to fulfil their roles. This resilience, however, is contingent upon variables such as teaching workloads and student management demands. Their investigation focused on private school educators, analysing how pandemic-induced workload challenges influenced resilience during COVID-19. The results indicated that participants perceived their professional obligations as excessively burdensome, with adverse implications for both instructional performance and personal well-being. Moreover, Liu et al. (2020) state that there is limited research on how instructional and distributed leadership styles impact teachers' job satisfaction and self-efficacy.

Respondents emphasized that in addition to teaching in classroom, they had extra duties such as designing bulletin boards, participating in regulatory meetings, completing administrative paperwork, and supervising student-led initiatives, compounding their occupational strain. The bureaucratic system that makes them feel stuck is another perspective for resilience in the education system. Garofalo and Graziano (2023) cite that teachers who feel muted by bureaucratic obstacles may find inspiration in their colleagues who, with diplomacy, use their voice and resilience to address students' needs and close the gap between bureaucratic levels. This highlights the importance

of resilience in navigating the challenges educators face in their professional environments.

## **2. Method**

### **2.1. Research Design**

As Creswell and Plano Clark (2011) underline the mixed methods as a methodology is a combination of quantitative and qualitative research. Additionally, it provides deep understanding and verifying for the collected data. This study is designed with a mixed-methods analysis to comment on the possible correlation between FLTA and Turkish EFL instructors' workloads. This study employed an explanatory sequential mixed methods design. In the first phase, quantitative data were collected through a questionnaire measuring foreign language teaching anxiety (FLTA) using the scale developed by İpek (2006). In the second phase, qualitative data were collected through a semi-structured interview to explore the potential relationship between EFL instructors' resilience and workload-related demands.

Thereby, this study applies the way of Quan Qual sequence.

### **2.2. Population and Sample**

This study involved 51 Turkish EFL instructors working at English preparatory schools in various foundation universities, all of whom participated on a voluntary basis. For the qualitative phase, all 51 participants who completed the questionnaire first were invited to take part in the follow-up interviews. From those who expressed willingness, 10 instructors were selected using purposeful criterion sampling. The selection criteria included teaching at least 20 hours per week and/or administrative responsibilities. These criteria were applied to ensure that participants had substantial workload experience relevant to the focus of the study on workload-related anxiety and resilience. Prior to participation in both the questionnaire and the interview, all participants were provided with ethical assurances.

### **2.3. Data Collection Tools**

The questionnaire, Foreign Language Teaching Anxiety (final version-Turkish) was written and developed by İpek (2006). The questionnaire consists of 26 questions, designed as a 5-point Likert scale with the options of "Always", "Usually", "Sometimes", "Rarely", and "Never". The Foreign Language Teaching Anxiety Scale (FLTAS; İpek, 2006) has been previously validated in the Turkish context. Its high reliability and validity statistics

demonstrated by İpek in her doctorate thesis (2006), the Cronbach's Alpha coefficient was .91 in her study, indicating an acceptable level of internal consistency. There are five factors in this questionnaire: (1) Teaching a Particular Language Skill, (2) Worry about Target Language Performance, (3) Making Mistakes, (4) Being Compared to Fellow Teachers and (5) Using the Native Language. Table 1 presents the reliability coefficients of the FLTA scale. Tablo 1 is drawn by İskender and Savaşçı (2023) based on the data taken from the doctorate thesis of İpek (2006).

**Table 1. Reliability coefficients of FLTAS**

Factors	Cronbach's Alpha	n of Items
Anxiety in teaching a particular language skill	.87	7
Worry about target language performance	.81	8
Making mistakes	.72	6
Being compared to fellow teachers	.84	2
Using the native language	.34	3
<b>Overall</b>	<b>.91</b>	<b>26</b>

In the present study, the scale demonstrated acceptable internal consistency. Preliminary analyses were conducted to confirm the suitability of the data for correlational analyses. These analyses were performed to ensure the appropriate use of the instrument. In the present study, preliminary analyses were conducted to ensure the appropriate functioning of the scale within the current participant group. The distributional characteristics of the FLTAS scores indicated an approximately normal distribution ( $M = 47.43$ ,  $SD = 11.63$ ). Internal consistency was assessed using McDonald's omega, and the reliability coefficients for the subscales ranged from .75 to .83, with the exception of the subscale related to the use of the native language ( $\omega = .51$ ). Following the reliability assessment, confirmatory factor analysis (CFA) was conducted to verify the applicability of the established factor structure to the present sample. To preserve the structural integrity and originality of the instrument, the questionnaire was administered in its original version (Turkish).

The interview conducted for this study has 8 questions. The interview questions were developed by the researcher based on a review of the literature on teacher resilience and workload. The questions were designed to explore participants' perceptions and experiences rather than to function as a standardized measurement instrument; however, each interview question

has got “is deemed appropriate” by an expert psychologist in the department of psychology. Therefore, the interview protocol was conceptually grounded in previous studies and aligned with the qualitative nature of the research. While workload-related questions focused on external demands and role-related pressures, resilience-oriented questions explored teachers’ internal coping resources, adaptability, and perceived social support mechanisms. To prevent an increase in anxiety levels, the interviews were carried out in Turkish (see Appendix-1).

**Table 2. Semi-Structured Interview Questions and Thematic Focus Areas (English Version)**

Interview Questions	Focus Areas
1. Do you experience any kind of anxiety or nervousness while teaching English in a classroom atmosphere? (Öztürk, 2016)	General teaching anxiety level
1.1. If yes, why?	Sources of anxiety
1.2. If not, how?	Coping strategies
2. Can you easily find colleagues at your workplace who provide professional support?	Workplace social support
3. How do you feel when the tasks assigned to you at work are not directly related to student development?	Perceived task relevance
4. Do you think you can cope with negative emotions related to your profession?	Perceived coping capacity
4a. If yes, how?	Adaptive coping mechanisms
4b. If not, why?	Vulnerability factors
5. Do you think your workload has turned you into a more asocial person?	Social withdrawal related to workload
6. Do you think your workload is an obstacle to achieving your professional goals?	Perceived career barriers
7. Do you perceive workload-related intensity as a natural part of the profession?	Normalization of occupational stress
8. Does your workload affect your classroom energy and motivation to teach?	Classroom engagement

## 2.4. Data Collection Process

The processing of data collection commenced with the approval letter from the instrument designer. After receiving approval from the ethical committee at Istanbul Aydin University, we uploaded the questionnaire’s items to Google Forms. We then shared the link with the participants. For interview, Zoom links were sent to the selected participants, and each

session lasted between 15 and 30 minutes on average. Both instruments were conducted in Turkish.

## 2.5. Data Analysis

For data analysis, this study examined the results within an appropriate framework, employing both descriptive and inferential statistics. Specifically, confirmatory factor analysis was conducted for the questionnaire. The workload was examined using the Pearson Correlation Coefficient. Additionally, the Omega coefficient was used for this study over Cronbach's alpha for reliability measurement, as it is considered more robust against unidimensionality, providing more reliable results (Peters, 2014). Moreover, qualitative data was analysed through coding and thematic analysis within a descriptive framework.

## 2.6. Ethical Disclosure

### 2.6.1. Ethics Committee Approval

This research was conducted with the permission obtained by the Istanbul Aydin University Institute of Graduate Studies in Educational Sciences' decision dated 01/07/2024 and numbered E-88083623-020-122864.

### 2.6.2. Conflict of Interest

The authors declare that they have no conflict of interest.

### 2.6.3. Author Contribution

*1. Author:* Responsible for writing the introduction and methodology sections, designing the study, collecting and analysing the data, and obtaining research permissions.

*2. Author:* Provided academic supervision for the study and contributed expert guidance and academic support during the research and writing processes.

## 3. Results

The results for FLTA were obtained from the Foreign Language Teaching Anxiety Scale Turkish (final version, İpek, 2006). This investigation aimed to explore the potential correlation between foreign language teaching anxiety and the workload of Turkish EFL instructors in English preparatory schools at foundation universities.

### 3.1. Relationship between the Level of FLTA and Workload

We used the Pearson correlation coefficient to look at the link between the amount of work that Turkish EFL instructors must do at English preparatory schools and their overall level of anxiety about teaching a foreign language. The results are illustrated in Table 3. We chose this analysis to quantify the linear Turkish EFL association between two continuous variables: the self-reported workload metrics and the aggregated anxiety scores. The workload was operationalized through a composite measure of weekly teaching hours of Turkish EFL instructors, while their foreign language teaching anxiety was assessed using a validated 26-item Likert-scale questionnaire. The study targeted EFL instructors across different foundation universities in Turkey. The results are presented in Table 3.

*Table 3. Relationship between Workload and FLTA*

Workload		FLTA	
Workload	Pearson r	1	0,051
	p	—	0,725
	N	51	51
FLTA	Pearson r	0,051	1
	p	0,724	—
	N	51	51

Table 3 indicates no statistically significant relationship between workload and foreign language teaching anxiety ( $r = 0.051, p > 0.05$ ). These results yield that variations in teachers' working hours do not meaningfully correlate with their reported levels of foreign language teaching anxiety in this context.

### 3.2. Relationship between Perceived Workload and Resilience

The interview data were analysed thematically. In addition, the resulting theme, codes and frequency are presented in Table 4.

*Table 4. Interview Results: Theme, Codes and Frequency*

Theme	Codes	f
Perceived Workload and Teacher Resilience	Coping Strategies	8
	Workload's Effect on Teaching Quality	7
	Frustration with Non-Instructional Tasks	6
	Workload's Social Impact	4
	Teaching Anxiety Level	2

Five codes were identified under the theme of perceived workload and teacher resilience, reflecting how instructors describe their experiences of workload and show resilience.

#### *Code-1: Coping Strategies*

One stated:

*“Sometimes, I cannot have energy to speak up English. Well, what I do is just breathe.”* (GS)

*Participants emphasized passion for teaching and peer support as anxiety buffers. One noted:*

*“Loving my job helps me manage stress.”* (ÜA)

Another participant simply affirmed:

*“Yes, sharing feelings with colleagues or getting compliment from my managers works well.”* (SÖ).

#### *Code-2: Workload’s Effect on Teaching Quality*

Excessive administrative tasks diminished teaching motivation:

*“Paperwork and extra duties harm my teaching effectiveness.”* (SU)

Another tied workload to disillusionment:

*“My commitment to teaching can become a double-edged sword, particularly when students don’t visibly engage or acknowledge the effort. While their learning is ultimately what matters, the absence of feedback—coupled with an overwhelming workload—sometimes makes me doubt whether the energy I invest is truly meaningful. If I can’t see that my work is resonating, even when I know progress is happening, the grind starts to feel less worth-while.”* (AK)

#### *Code-3: Frustration with Non-Instructional Tasks*

Some non-instructional tasks assigned to teachers may stem from leadership practices shaped by administrative priorities.

Lecturers believed that non-teaching tasks are demoralizing. They stated that

*“These duties feel meaningless—our purpose is student-focused work.”* (ÜA)

Another added:

*“This work often leaves me feeling meaningless and drained because education should fundamentally prioritize students and teachers. I struggle to justify any task that doesn’t tangibly serve their growth or well-being. To me, schools should*

*eliminate any responsibilities that don't directly support students or empower educators—these extraneous demands feel illogical, only contributing to my stress and sense of disillusionment. When I'm forced to engage in work that lacks this focus, it fuels my anxiety and reinforces the emptiness I feel in those moments.”* (SU)

#### *Code-4: Workload's Social Impact*

Heavy workloads reduced social engagement. A lecturer explained:

*“Grading periods leave no time for hobbies or socializing.”* (SK)

Another linked student interactions to social withdrawal:

*“In a way, yes—partly because I engage with so many people, particularly students, and am deeply invested in their well-being. Outside of work, though, I withdraw and stay quiet in social settings, and I know this isn't healthy for me. Over time, I've observed a change in myself: I used to be far more outgoing. I'm certain this shift has undoubtedly influenced how I navigate relationships now.”* (SÖ)

#### *Code-5: Teaching Anxiety*

Another highlighted teaching-related anxiety:

*“My today anxiety is intense—often at an all-time high. While I don't feel it's necessary to discuss being in therapy, I will say that teaching amplifies my stress, largely because of my ongoing battle with time management. Though I've made progress, it still falls short of my expectations, fuelling my unease. Choosing teaching materials is another hurdle—even when reusing content from previous years, I feel pressured to refresh it. If I don't update the materials, doubts creep in: Are they engaging enough? Will the students grasp the concepts? Can I fit everything into the allotted time? Beyond work, my personal life is marked by restless nights; recently, I survived a full day on just two hours of sleep. I fixate on whether I'll execute lessons as envisioned, but despite my fears, things typically resolve themselves in the end—even when plans go sideways.”* (AK)

## **4. Discussion, Conclusion, and Recommendations**

This research aimed to assess the relationship between workload and FLTA among Turkish EFL instructors in English preparatory schools at foundation universities. In addition, the study explored whether there is an association between resilience and perceived workload.

Previous research has highlighted the demanding nature of teachers' workloads and their association with increased stress in educational contexts (Banal & Ortega-Dela Cruz, 2022; Morgan & Craith, 2015). Banal and

Ortega-Dela Cruz (2022) highlighted that private school educators' performance was suffering from their demanding workloads, which were described as exceptionally burdensome. Similarly, Morgan and Craith (2015) examined primary school teachers, and demonstrated that they faced considerable stress from administrative tasks unrelated to direct student growth. In the present study, no statistically significant relationship was identified between Turkish EFL instructors' workload and FLTA based on the quantitative findings. However, the qualitative interview data revealed that EFL instructors frequently associated their experiences of anxiety with workload-related demands, particularly non-instructional responsibilities.

Regarding the interview, two Turkish EFL instructors indicated that they had high levels of daily anxiety. They also highlighted that they could control their anxiety level with treatments. According to Horwitz (1996) notes, foreign language teachers are often expected to demonstrate a high level of proficiency in the target language, and it is one the main triggers for them to have foreign language teaching anxiety. However, this section is about in-class anxiety management, and all participants stated that they had no problem with handling their in-class anxiety levels. They highlighted that it was due to their self-esteem, since they believed that their educational backgrounds were solid, and they graduated from well-known national universities. These accounts suggest that resilience is closely associated with how instructors interpret and regulate anxiety in response to workload pressures. In this respect, resilience appeared to function as a coping resource rather than as a factor eliminating anxiety altogether.

Furthermore, participants reported that tasks unrelated to students' academic development were perceived as particularly burdensome. These responsibilities were often discussed in relation to feelings of emotional exhaustion; however, instructors also described drawing on their professional experience and self-confidence to maintain control over their in-class anxiety.

Although participants reported experiencing various negative emotions, eight instructors indicated that they had developed coping strategies to manage these feelings. Consistent with previous research emphasizing the role of personal boundary-setting in resilience (Cheung et al., 2024), participants described maintaining clear distinctions between their professional responsibilities and personal lives as an important way of regulating emotional strain. At this point, the Turkish EFL instructors stated that sharing their feelings, caring about their jobs, and drawing some boundaries between professional life and personal life kept them motivated and supported to overcome the negative feelings.

Furthermore, most participants perceived these negative feelings as temporary rather than permanent. While they reported maintaining social connections, several instructors described experiencing limited energy and emotional fatigue, which affected their willingness to socialize. Four participants stated that they felt less patient in their social interactions, attributing this experience to being cognitively and emotionally absorbed in their teaching responsibilities. These accounts suggest that resilience was associated with how instructors managed emotional spillover from workload and teaching-related anxiety into their personal lives.

Participants also described increased sensitivity to environmental noise, which they associated with heightened cognitive load and ongoing work-related concerns. In addition, instructors frequently linked their workload to perceptions of teaching quality, noting that administrative tasks and paperwork were mentally demanding and emotionally draining. Several participants reported feeling demotivated when thinking about non-instructional duties, which they associated with increased anxiety rather than with instructional challenges themselves.

Another recurring issue underlined by participants was a perceived lack of recognition. They described feeling undervalued, particularly in relation to limited student feedback and a sense of professional invisibility. These perceptions were often discussed alongside feelings of emotional strain; however, participants also emphasized drawing on their professional commitment and self-confidence to continue managing their responsibilities. This finding highlights how resilience was associated with instructors' efforts to sustain motivation despite workload-related challenges and teaching anxiety.

The FLTAS results indicate that no significant correlation exists between instructors' workloads and their FLTA levels. Interestingly, instructors frequently described exhibiting the relationship between resilience and their workloads, despite experiencing anxiety related to their teaching responsibilities. Many instructors reported concerns about managing lesson plans and performance in the target language, which were associated with their experiences of FLTA. Resilience was commonly reflected in instructors' adaptability to system changes and their reported confidence regarding making mistakes during lessons. Although some participants reported stress related to non-instructional tasks, most instructors described being able to cope with these challenges while maintaining their motivation. Despite high workloads, instructors often reported feeling supported by their peers and supervisors. In conclusion, resilience was closely associated with how

instructors managed their experiences of FLTA in the context of workload demands. While workloads were perceived as challenging, instructors frequently emphasized their ability to adapt and seek support as part of their professional experience. These findings are consistent with Li L and Lv L (2022), who reported positive associations between EFL teachers' emotion regulation, resilience, and professional success.

One notable limitation of this study stems from its relatively small sample size, consisting of 51 participants. This constraint limited the researchers' ability to establish a robust alignment between the proposed theoretical model and the empirical data collected. Since foreign language teaching anxiety is a complex construct, including negative feelings such as anxiety, it may affect a teacher's professional practices, identity, and students' capacity to learn a foreign language (Gannoun & Deris, 2023). Therefore, there might be a variety of reasons for not finding any correlations between FLTA and workload, or the observed differences may be related to limited statistical power, which commonly occurs in studies with smaller samples. This is because a reduced number of participants might make it more difficult to identify meaningful patterns or relationships within the dataset. Consequently, the current findings should be interpreted with caution, as the restricted sample size may have introduced variability or limited the detection of subtle effects that a larger, more representative sample could help clarify.

Based on the quantitative findings indicating no significant correlation between workload and FLTA, future research may benefit from including a larger and more diverse participant cohort. Expanding the sample size could provide greater statistical power and allow for a more detailed examination of indirect or mediating factors, such as resilience that may shape the relationship between workload and teaching anxiety. For instance, this study was conducted in foundation universities. Future research may include both state and foundation universities to enlarge the sample (Tekin & Demirkasimoğlu, 2023). Such an approach would help clarify whether the absence of a direct relationship is context-specific or influenced by sample-related limitations, thereby strengthening the interpretability of the findings.

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## Appendices

### APPENDIX-1

#### Turkish Version of EFL Resilience Interview Questions

1. İngilizceyi sınıf ortamında öğretirken herhangi bir kaygı ya da gerginlik yaşar misiniz? (Öztürk, 2016)	Genel öğretim kaygısı düzeyi
1.1. Eğer evet ise, neden?	
1.2. Eğer hayır ise, nasıl?	Başa çıkma stratejileri
2. İş yerinizde mesleki destek sağlayabilecek meslektaşlarınızı kolaylıkla bulabilir misiniz?	İş yeri sosyal desteği
3. İş yerinde size verilen görevler öğrenci gelişimiyle doğrudan ilişkili olmadığından nasıl hissedersiniz?	Algılanan görev uygunluğu
4. Mesleğinizle ilgili olumsuz duygularla başa çıkabildiğinizi düşünüyor musunuz?	Algılanan başa çıkma yeterliği
4a. Eğer evet ise, nasıl?	Uyumsal başa çıkma mekanizmaları
4b. Eğer hayır ise, neden?	Kırılınan faktörler
5. İş yükünüüzün sizi daha asosyal bir insana dönüştürdüğünü düşünüyor musunuz?	İş yüküne bağlı sosyal geri çekilme
6. İş yükünüüzün mesleki hedeflerinize ulaşmanızda bir engel oluşturduğunu düşünüyor musunuz?	Algılanan kariyer engelleri
7. İş yükü kaynaklı yoğunluğu, mesleğin doğal bir parçası olarak mı görüyorsunuz?	Mesleki stresin normalleştirilmesi
8. İş yükünüüz sınıf içindeki enerjinizi ve öğretme motivasyonunu etkiliyor mu?	Sınıf içi etkileşim ve öğretme motivasyonu

### APPENDIX- 2

#### Katılımcı Bilgilendirme Formu

Sayın Katılımcı, Bu anket ve görüşme soruları “Yabancı Dil Öğretme Kaygısı”nı ölçmek üzere tasarlanmıştır. Bu anketin ve görüşme sorularının temel amacı, vakıf üniversitelerinin hazırlık okulunda görev alan Türk öğretim görevlilerinin yabancı dil öğretimi kaygı düzeylerini değerlendirmektir. Toplanan veriler sadece akademik çalışma amacıyla kullanılacaktır. Kişisel bilgileriniz araştırma ile ilgisi olmayan kişilere açıklanmayacak ve bireysel değerlendirme yapılmayacaktır. Bu araştırmanın amaçlarına ulaşabilmesi için tüm soruların eksiksiz ve samimiyetle yanıtlanması araştırmanın hedefine ulaşması açısından emmamıştır. Katılımınız için şimdiden teşekkür ederiz.

