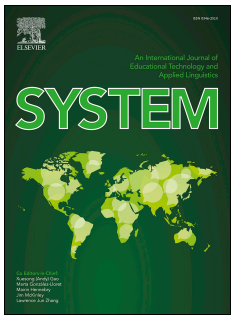
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Do Well-being and Resilience predict the Foreign Language Teaching Enjoyment of teachers of Italian?

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Abstract

The present quantitative study is part of the new wave of research into the psychology of language teachers and their emotions (Gkonou, Dewaele & King, 2020). It also answers the call for more studies on languages other than English (LOTEs) by considering feedback from 174 Italian as Foreign Language (FL) teachers based in Italy and abroad. The study investigated the relationship between two psychological factors, Well-being and Resilience and one novel emotional factor, namely Foreign Language Teaching Enjoyment (FLTE), adapted from previous studies on learners' Foreign Language Enjoyment. Correlations analyses followed by a multiple regression analysis showed that Resilience was the strongest predictor of FLTE, explaining 12.4% of variance, followed by Well-being which explains a further 3.9% of variance. The findings of the study are discussed in the light of previous studies. We suggest that happy and resilient teachers who enjoy their profession constitute the very basis of students' progress, as the positive emotional atmosphere they establish in the classroom is a pre-condition for linguistic and psychological growth. The new 9-item scale is recommended for future research on FLTE.

Keywords: foreign language teaching Enjoyment, Wellbeing, Resilience, languages other than English

1. Introduction

There is a consensus about the fact that positive emotions foster learning, and

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numerous studies have shown a relationship between positive emotions in students and a positive mindset of the teacher (Pekrun et al., 2002; Hagenauer et al., 2015). The field has recently witnessed an explosion of interest in the emotions of FL learners and teachers (Dewaele, 2020a). Researchers have also been answering the call for a Positive Language Education that allows students to develop their language skills as well their well-being, with the help of teachers who feel positive about themselves and their students (Budzińska & Majchrzak, 2021; Gkonou, Dewaele & King, 2020; Mercer & Gregersen, 2020). Many aspects of FL language teacher's psychology have only just begun to "emerge from the shadows" (Cuellar & Oxford, 2018, p. 53) and researchers are trying to identify the sources of variation in teacher emotions and the strategies deployed to regulate emotions (King, Dewaele & Gkonou, 2020). Interest has also grown in FL teachers' Well-being (Mercer & Gregersen, 2020; Oxford et al., 2018, Oxford, 2020) and Resilience (Hiver, 2018; Kostoulas & Lämmerer, 2020), which are indispensable for them to be able to create a positive classroom environment where learners can enjoy themselves and make good progress (Moskowitz & Dewaele, 2021; Dewaele & Li, to appear).

While we applaud the new studies on teachers' emotions, we feel it is also important to point out that they are almost always teachers of English as a Second or Foreign Language or CLIL teachers who typically use English as a tool in the teaching of a curricular subject with the aim of help the student to grow in the knowledge of both the language and that subject (see e.g. de Dios Martínez Agudo, 2018; De Costa et al., 2018; Mercer & Kostoulas, 2018). There is a danger that the findings may be generalized to teachers of **all** FLs. This would be a mistake because the unique status of English in the world may affect how both learners and teachers feel about the language (cf. De Smet et al., 2018, 2019).

The present study is the first to investigate the effect of Well-being and Resilience on the novel concept of Foreign Language Teaching Enjoyment (FLTE). The starting point was a new instrument based on the FLE scale for learners developed by Dewaele and MacIntyre (2014) and a short version of the scale which was developed by Botes, Dewaele, and Greiff (2021). The current study focuses specifically on the FLTE teachers who teach Italian as a FL.

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2. Literature review

2.1 Well-being and Resilience in Psychology

Tennant et al. (2007) explain that mental Well-being is a complex construct because it covers "both affect and psychological functioning with two distinct perspectives: - the hedonic perspective, which focuses on the subjective experience of happiness and life satisfaction, and the eudaimonic perspective, focusing on psychological functioning and self-realisation" (p. 2). Tennant et al. (2007) conceptualised Well-being as an interdisciplinary combination of both feeling and functioning aspects of mental Well-being. The feeling aspect reflects the view that Well-being is a state and varies according to the situation, while the functioning aspect is linked to the view that Well-being is a relatively stable psychological trait, that can drop as a consequence of external events or increase as a result of therapeutic interventions.

Subjective Well-being is a central concept in positive psychology and consists of three distinct but inter-related components: 1) frequent positive affect; 2) infrequent negative affect; and 3) cognitive evaluations of one's life satisfaction (Diener, 1984). Tov and Diener (2013) pointed out that there are probably some universal causes for Subjective well-being but that differences exist between cultures as well as in its causes and correlates, including socioeconomic status, age, autonomy, self-concepts and personality traits.

Well-being has been linked to psychological resilience, described as the "process by which people are able to bounce back from adversity" (Clough & Strycharczyk, 2015, p. 37). There are also diverging conceptualizations of Resilience: some consider it being innate other see it as a multidimensional, socially constructed and dynamic construct. Adopting the former perspective, Wagnild and Young (1993) defined Resilience as "a personality characteristic that moderates the negative effects of stress and promotes adaptation" (p. 165). The authors developed a 25-item Resilience scale that became widely used in quantitative research. An intermediate view is that Resilience is not so much a single value on a scale but rather a "positive adaptation in the context of significant adversity, emphasizing a developmental systems approach" (Masten et al., 2009, p. 117). Researchers who adopted a more emic view conceptualized Resilience as a

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highly dynamic process that develops and fluctuates according to environmental and situational factors. Resilience has also been combined with closely connected concepts such as emotion regulation (Troy & Mauss, 2011) and mental toughness (Clough & Strycharczyk, 2015). In this view, tough and resilient individuals can regulate their emotions and can deal with stress, pressure and challenge effectively, enabling them to stay and thrive in their profession. Whatever the conceptualization and epistemological choices, the main aim of research into Resilience is to find ways to strengthen resilience. This can happen through training courses emphasing the use of personal and contextual resources and the development of particular strategies (Mansfield et al., 2016).

The different conceptualizations of Well-being and Resilience are linked to different epistemological and methodological choices. They shape the research designs, the research questions and the choice of independent variables.

Researchers who consider Well-being and Resilience to be relatively stable psychological constructs typically adopt an etic perspective, i.e. an outsiders' perspective, and prefer quantitative methods based on questionnaire data from large samples of participants, which allow some degree of generalization. Their aim is to identify statistical relationships between independent and dependent variables. Positive psychologists have established that Well-being and positive emotions predict Resilience, arguing that the experience of positive emotions such as joy, contentment, interest fosters the acquisition of personal strengths and facilitate the development of trait Resilience establishing a virtuous cycle where Resilience, described as a psychological construct, helps people to experience more positive emotions that in return foster greater Resilience and Well-being in a never ending spiral (Fredrickson, 2009).

In contrast, researchers who see Well-being and Resilience as multidimensional, social constructs, opt for emic approaches using participants' perspectives as a starting point, collecting qualitative data through a limited number of case studies, which allow for in-depth understanding of the complexity of the phenomena including the influence of interacting contextual factors. Such an approach allowed Gu and Day (2007) to draw detailed portraits of three resilient teachers by probing their sense of efficacy, professional and personal identities in a variety of contexts over the course of their career.

Journal Pre-proof

2.2 Teachers' Well-being

There is a general consensus among education psychologists that teachers' Well-being and Resilience are central in their professional life as they prevent burn-out (Grayson & Alvarez, 2008; Morris & Feldman, 1996). Teachers with a higher level of Well-being perceive themselves as better teachers (Turner & Thielking, 2019) and their students have better academic outcomes (Day & Qing, 2009).

The divide between etic and emic perspectives in psychology is equally present in research on teachers, with a dominance of the latter perspective. We will include studies that used both approaches, acknowledging that each used their own unique conceptualisation and that direct comparisons are therefore impossible.

Adopting an etic perspective, Dewaele, Gkonou and Mercer (2018) investigated the role of Well-being, emotionality, self-control, and sociability - the four facets of Trait Emotional Intelligence- on self-reported classroom behavior, motivation and attitudes of 513 EFL teachers. The dependent variables included love of the English language, attitude toward lively students, the institution and classroom practices. Well-being that was found to be positively correlated with love for English, attitude toward the institution and students, creativity, and enjoyment of lively students. Moreover, a higher level of Well-being was found to be positively linked to the teachers' self-perceived pedagogical skills.

In follow-up study conducted on the same sample, Dewaele (2020b) investigated to what extent the four dimensions of Trait Emotional Intelligence were related to teachers' motivation dimensions (Intrinsic Motivation, Identified Regulation, Introjected Regulation**,** External Regulation, Amotivation). Results showed that Well-being was positively correlated with Intrinsic Motivation, Identified Regulation, and External Regulation, and negatively correlated with Amotivation. In other words, teachers with higher levels of Well-being were more motivated overall.

Using a mixed-methods design, Macintyre et al. (2019) combined both etic and emic approaches to investigate Well-being among language teachers. The authors analysed data from 47 EFL teachers using the experience sampling method. Participants were asked to answer a PERMA profiler questionnaire (Butler & Kern, 2016) to assess the level of Well-being, as well as a Big Five Personality

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questionnaire. A positive correlation was found between the total score for PERMA, Well-being and four out of five personality traits (Agreeableness, Conscientiousness, Emotional Stability, and Intellect); Extraversion was the only trait not correlated to Well-being. Participants of the study complained about their heavy workload, financial stress, and long hours which all threatened their Well-being. Interviews with six teachers, three enjoying a high level of Well-being and three reporting a very low level of Well-being, suggested that the relationships between stress, wellbeing, and health are highly complex. In a subsequent qualitative study, Gregersen et al. (2020) found that the way teachers experience stress and the impact it has on their Well-being may be moderated by other factors such as life event stressor, personal life and work conditions.

Adopting an emic, multiple case study approach, Talbot and Mercer (2018) investigated emotional Well-being and Emotional Regulation strategies of 12 university EFL teachers in Japan, Austria, and the United States. Using semi-structured interviews, they found out that, despite the geographical and cultural differences of teachers' setting, there were a lot of similarities in their narratives. All the teachers experienced joy in working with their students, and all felt grateful toward their workplace, family, colleagues. Workload and precariousness of their status were identified as causes of stress. Anxiety about competence in the language could lead to feelings of inadequacy. Teachers who were teaching their L1 worried about lacking explicit linguistic knowledge while teachers for whom the target language was a foreign language felt anxious about their proficiency. The authors concluded that "Teachers who enjoy high levels of well-being are likely to be successful teachers, more engaged with their language teaching practice, and better able to face challenges that occur along the way" (p. 427).

2.3 Teachers' Resilience

A number of studies have focused on the Resilience of teachers (see Hiver, 2018 for a review). Among the etic, quantitative studies that used Wagnild and Young's (1993) Resilience scale, Pretsch et al. (2012) found that Resilience was a stronger predictor of Well-being in 170 teachers than that the personality trait neuroticism. The authors thus argue that Resilience is more than a mere reflection of the absence of neuroticism (i.e. vulnerability to stress and anxiety). Similar patterns emerged in Brouskeli et al.'s (2018) study of 201 secondary school

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teachers. The authors found that Resilience was positively correlated with teachers' five dimensions of occupational well-being, though the effect sizes were small (r^2 ranging from .03 to .16).

Kostoulas and Lämmerer (2018) developed a model of Resilience in which they combined "trait" and "process" conceptualisations. Adopting a mixed-methods approach with a stronger focus on the emic dimension, Kostoulas and Lämmerer (2020) collected data from 94 pre-service FL teachers for the quantitative part of research that allowed them to select one lowly resilient and one highly resilient teacher. Interviews revealed that the former was apathetic and in denial about stress (an example of maladaptive adjustment), while the latter used inner resources such as calm and a humorous disposition to enjoy his teaching (adaptive adjustment). Gu and Day (2013) reject the view that teachers' Resilience is an innate personality trait, arguing that it simply is teachers' "everyday capacity to sustain their educational purposes and successfully manage the unavoidable uncertainties which are inherent in the practice of being a teacher" (Gu & Day, 2013, p. 22).

This brief literature review has revealed that despite a wide range of definitions of key concepts, and a wide variety of epistemological and methodological approaches, positive relationships have been found between teachers' Well-being and Resilience, which has implications for teachers' enjoyment in the classroom, and which, by extension, shapes learners' enjoyment.

2.4 Foreign Language Enjoyment

Inspired by Positive Psychology, Dewaele and MacIntyre (2014, 2016) developed a scale to measure learners' Foreign Language Enjoyment (FLE). They wanted to see whether it stood on the opposite end of the dimension of Foreign Language Classroom Anxiety (FLCA). They described FLE as "a complex emotion, capturing interacting dimension of challenge and perceived ability that reflect human drive for success in the face of difficult tasks" (Dewaele & MacIntyre, 2016, p. 216). A Principal Components Analysis revealed the independence of FLCA and FLE, which split in two separate sub-dimensions: Firstly, social FLE which reflects good relationships between the participant and his/her peers and teachers, a history of shared legends in the group and inclusive classroom laughter. Secondly, private enjoyment which refers to the satisfaction

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and pride at doing something difficult well and having fun in learning the FL (Dewaele & MacIntyre, 2016). The authors thus argued that FLE and FLCA are linked like learners' left and right feet, and that learners need to regulate both emotions to obtain an optimal balance. It turned out that FLE and FLCA were moderately negatively correlated but were clearly separate dimensions, influenced by different independent variables.

This finding was confirmed in later research that showed that FL teachers have a strong influence on learners' FLE but very little on their FLCA. In a study conducted on 189 secondary school students in two British schools, Dewaele et al. (2018) found that the attitude of learners toward their FL teachers explained a quarter of the variance in FLE but learners' FLCA was not linked to their attitude toward the teacher. Students' FLE was found to be teacher-specific in a subsample of 40 out of the original 189 British students (Dewaele & Dewaele, 2020). Students had two FL teachers for the same FL and while FLCA was constant with both teachers, the level of FLE was higher with the main teacher.

The strong effect of the teacher on FLE also emerged in Jiang and Dewaele's (2019) mixed methods study of 564 Chinese undergraduate EFL learners. FLE was predicted more strongly by teacher-related variables while FLCA was mostly predicted by learner-internal variables. Qualitative analysis of learners' emotional experiences also revealed that FLE was more likely to have been triggered by the teacher (attitude towards the teacher explained 40% of variance) while FLCA was more related to learners' perception of their social standing (explaining 26% of variance), with attitude towards the teacher explaining less than 1% of variance.

A further mixed methods study by Dewaele and MacIntyre (2019) from 750 FL learners around the world confirmed that FLE and FLCA are predicted by different types of independent variables. While FLE was mostly predicted by teacher-centred variables such as attitude towards the teacher and his/her friendliness (25% of variance) and to a lesser degree by learners' cultural empathy (4.5% of variance), FLCA was mostly predicted by learner-internal variables such as Emotional Stability (30% of variance). Qualitative analysis of episodes of intense FLE and FLCA showed that the teacher was reported as the typical trigger of FLE while FLCA episodes were linked to the self.

Pursuing the same line of research, Li, Huang and Li (2021) investigated

Journal Pre-proof

the effect of classroom environment (measured through seven factors: student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity) and Trait Emotional Intelligence on FLE and FLCA of 1718 Chinese secondary school students and 1295 university students studying English. The results showed that classroom environment was a stronger predictor of FLE than Trait Emotional Intelligence, and that, in contrast, FLA was more strongly predicted by trait emotional intelligence than by classroom environment, confirming previous research on the role of learner-internal and learner-external variables on FLE and FLCA (Dewaele & Dewaele, 2020).

The more global political and historical context also affects students' classroom emotions. De Smet et al. (2018, 2019) found that Francophone Belgian learners who studied English reported higher levels of motivation and scored higher on FLE and lower on FLCA than Francophone Belgian students of Dutch. In other words, English was perceived as a more useful, global and attractive language than Dutch which is associated with Flemish community in Belgium, with whom the political relationship is tense.

A recent meta-analysis by Botes, Dewaele and Greiff (2021b) of the relationships between FLE and four variables, namely, FLCA, willingness to communicate, academic achievement, and self-perceived FL proficiency in 30 studies (with 54 effect sizes) revealed a moderate negative correlation between FLE and FLCA (r = -.30, k = 25; N = 13421). A strong positive correlation emerged between FLE and willingness to communicate (r = .46; k = 8; N = 3304), a moderate positive correlation existed between FLE and academic achievement (r = .36, k = 13, N = 5008), and FLE and self-perceived FL proficiency (r = .30, k = 8; N = 4603). These positive relationships confirm the importance of FLE in FL learning.

The first study to have adapted the FLE scale (Dewaele & MacIntyre, 2014) for teachers is Mierzwa (2019). The author reported the Cronbach alpha of the scale but did not report the numbers of items in the new scale and did not include the scale in the appendix. She found that 89 Polish foreign language teachers of different languages reported a high level of enjoyment, and that gender, place of residence, years of experience in the profession, school type, and the specific FL they taught had no effect on teachers' enjoyment. Analysis of qualitative data showed that the teachers felt that their own dynamism and positive attitude caused

Journal Pre-proof

their students' FLE.

In conclusion, the recent research focusing on FLE has concentrated on learners rather than on teachers. There is an urgent need for data on the enjoyment of FL teachers themselves, collected with a psychometrically solid instrument, to understand what shapes their FLTE.

2.5 FL teachers' enthusiasm and positive emotional contagion

In a study that focused on learners' perception of their teacher's happiness and the effect it had on their own attitudes and motivation, Moskowitz and Dewaele (2021) analysed data collected from 129 EFL students from all over the world. The authors found that perceived teacher happiness was positively correlated with students' attitude and motivation. A more fine-grained analysis suggested that positive emotion contagion originating in the teacher needs more than fleeting moments of fun, but relies on learners' perception that their teacher experiences both personal and professional satisfaction. This boosts learners' level of engagement, their attitudes towards English and their motivation to master the language. The teacher's happiness can be inferred by a range of verbal and non-verbal cues, such as body language, smiling, variation in pitch and volume, combined with an ability to create a warm and inclusive atmosphere in the classroom.

A second study by Dewaele and Li (to appear) focused specially on the positive contagious effect of teacher enthusiasm on student emotions. Using a mixed-method approach the authors investigated the complex relationships between perceived teacher enthusiasm, FLE and boredom, and social-behavioral learning engagement among 2002 Chinese EFL learners. Small to large correlations emerged between perceived teacher enthusiasm, FLE, boredom, and engagement. FLE and boredom were also found to co-mediate the relationship between perceptions of teacher enthusiasm and student engagement in EFL classes. Interviews revealed that students' perceptions of teacher enthusiasm were closely linked to their attitude towards the teacher and even EFL in general. It confirmed the finding in M. and Author 2 (2021) that "students prefer happier teachers".

2.6 The dominance of English in current research

The literature review has highlighted the dominant focus on ESL or EFL

Journal Pre-proof

classes in current research. We argue that it is important to extend the research to FL teachers of Languages other than English (LOTEs) to avoid sweeping conclusions based on a single language (Audrin, 2020). One could argue that teaching a less popular FL in a school (cf. De Smet et al., 2018, 2019) might affect the popularity and the Well-being of the teacher. In fact, outside Italy, Italian is studied mainly as an additional language (after English) and it is chosen after Spanish, French and German (De Mauro et al., 2000), so in theory teachers might also experience more stress in having to constantly convince sceptical learners that the huge effort required to learn this less-than-global language is justified. In addition to that, FL teachers based in Italy mainly teach immigrant children and adults that often have faced the horrors of the Mediterranean migration route and who are victims of trauma. In other words, Italian FL teachers might need extra Resilience and Well-being to cope than ESL or EFL teachers for whom the usefulness of English would not be questioned by students.

To conclude, we argue that etic and emic approaches have their strengths and weaknesses and that both are perfectly legitimate. In the current study we will adopt the etic perspective as our aim is to establish statistical relationships between Well-being, Resilience and a new concept, Foreign Language Teacher Enjoyment (FLTE), based on the concept of FLE which was developed previously in mixed methods studies (Dewaele & MacIntyre, 2014, 2016). By focusing on FL teachers of Italian, the present study contributes to research on LOTEs.

3. Methodology

3.1 Research questions

RQ1. What are the levels of participants' Well-being, Resilience and FLTE, and to what extent are they linked to sociobiographical variables?
RQ2a. What is the relationship between Well-being, Resilience and FLTE?
RQ2b. How much unique variance do Well-being and Resilience explain in FLTE?

3.2 Procedures

After obtaining ethical approval from the authors' research institutions, participants were contacted via different online networks such as professional mailing lists, Facebook groups, and they were invited to participate in the study. The invitation

Journal Pre-proof

letter informed them about the generic purpose of the study and comprised a link to the anonymous online survey. Participants were asked to tick the consent box before starting the survey.

3.3 Participants

A total of 174 teachers of Italian participated in the study after seeing the call for participation on Facebook groups or receiving an invitation. The majority were female (*n* = 140; 80.5%). Age was between 26 and 72 (*Mean* = 45.6; *SD* = 13.4), 153 (87.9 %) were Italian first language users. Teaching experience ranged from 1 to 56 years (*Mean* = 14.9; *SD* = 12.5). Most participants lived and worked in Italy (87; 50%) followed by Turkey (20; 11.5%) and Germany (17; 9.8%). There were groups of fewer than 4 participants from Argentina, Albania, Algeria, Austria, Brazil, Czechia, China, Croatia, Estonia, France, Greece, Ireland, Mexico, Netherlands, Peru, Poland, Portugal, South Africa, Spain, Sweden, Switzerland, Togo, Ukraine, UK and USA (a total of 49 participants; 28%). One participant did not declare her residence. All the 87 teachers living in Italy had Italian as an L1; teachers living in Turkey had Italian L1 (*n* = 11) and Turkish L1 (*n* = 9); the teachers living in Germany were all Italian L1 users but one. Most teachers worked in private language schools (*n* = 64; 36.8%), followed by universities (*n* = 62; 35.6%), primary and secondary education (31; 17.8%) and finally Provincial Centres for Adult Education (CPIA) (16; 9.2%). Further demographic information is presented in Table 1.

Table 1

Demographic information on the participants

Age group	L1	Experience (in years)	Country of residence
20-29 (*n*=19)	Italian (*n*=153)	<4 (*n*=50)	Italy (*n*=87)
30-39 (*n*=41)	other (*n*=21)	5-9 (*n*=26)	Turkey (*n*=20)
40-49 (*n*=42)		10-14 (*n*=23)	Germany (*n*=17)
50-59 (*n*=42)		15-19 (*n*=12)	Other (*n*=49)
60+ (*n*=30)		20-29 (*n*=32)	
		30+ (*n*=28)	

3.4 Materials

Journal Pre-proof

The study was conducted using an online survey tool (Google forms). The questionnaire started with a demographic questionnaire (table 1) followed by 3 instruments to assess Well-being, Resilience, and Italian Foreign Language Teaching Enjoyment.

3.4.1 Well-being

To assess levels of Well-being participants were asked to complete the Italian validated version of the widely used short form of the Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) (Gremigni & Stewart-Brown, 2011). The original scale underwent rigorous psychometric testing, including validation with a representative population sample, content validity of items, confirmatory factor analysis that showed the scale measures a single construct, Cronbach's alpha to measure internal consistency and correlations between WEMWBS and other scales to establish criterion validity (Tennant et al., 2007). The authors aimed to capture "a wide conception of well-being, including affective-emotional aspects, cognitive-evaluative dimensions and psychological functioning" (p. 2). The Italian WEMWBS underwent similar testing and showed similarly good psychometric qualities, making it an "appropriate tool for monitoring mental well-being at a population level" (Gremigni & Stewart-Brown, 2011, p. 485). The permission to use this scale was granted by email by the copyright owner (https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using). The scale measures general levels of Well-being with 7 items posed as positive statements (see appendix). Participants were asked to rate how often they agree with the statement on a 5-points Likert response scale; with 1 indicating "never" and 5 indicating "always". Reliability statistics were satisfactory (see table 2). Average scores ranged from 2 to 5 (Mean = 3.58, SD = .61), with higher scores indicating higher positive mental Well-being.

3.4.2 Resilience

The Italian version of the 14-item Resilience Scale (Callegari et al., 2016) was used to assess levels of Resilience (see appendix)[1]. The original scale by Wagnild and Young (1993) underwent rigorous psychometric testing that showed strong internal consistency reliability, good construct validity established with factor analysis and solid concurrent validity with existing measures. The Italian Resilience Scale (Callegari et al., 2016) has equally strong psychometric properties with a good level of internal consistency, concurrent validity, verified by

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relationships with other scales and an acceptable test-retest reliability. The scale measures five core components of Resilience: 1) Meaning and purposeful life, 2) Perseverance, 3) Equanimity, 4) Self-reliance and 5) Existential aloneness. Participants were asked to rate how strongly they agree with the statement on a 7-point Likert response scale; with 1 indicating "strongly disagree" and 7 indicating "strongly agree". Reliability statistics were satisfactory (Dörnyei, 2010) (see table 2). Average scores ranged from .82 to 4.95 (*Mean* = 3.79, *SD* = .61) and higher score was associated with a higher level of Resilience.

3.4.3 Foreign Language Teaching Enjoyment (FLTE):

Participants were presented with a slightly adapted version of the 9-item short form of Foreign Language Enjoyment Scale (S-FLES) developed and validated by Botes, Dewaele and Greiff (2021a) (see appendix). The authors used Principal Component Analysis (PCA) that allowed them to identify three factors: 1) the role of the teacher in creating a positive environment in the FL classroom, 2) personal enjoyment of FL learning; and 3) social enjoyment of FL learning, i.e. social cohesion and solidarity with peers. Three items were selected per dimension, based on factor loadings, an ant colony optimisation algorithm and theoretical considerations. The new scale was independently tested via a confirmatory factor analysis. Validity and reliability of the S-FLES was calculated using Cronbach's alpha and McDonald's omega as well as the split-half reliability.

The adaptation for the present study consisted of changing the wording of three items for Teacher Appreciation so they reflected Student Appreciation instead[1] and the replacement of the item "I've learned interesting things" by an alternative item: "It's fun". Participants were asked to rate to what extent they agree with the statements in the questionnaire on a 5-point Likert scale; with 1 indicating "strongly disagree" and 5 indicating "strongly agree". All items were positively

[1] Our sample is too small to carry out the same full psychometric analysis of the FLTE scale, and it would also go beyond the scope of the present paper. We did assess content validity: four Italian FL teachers participated in a discussion about the items so that the questionnaire best measured the construct in focus. We pilot-tested the instrument with a small group of ten teachers, finding sufficient internal consistency (Cronbach alpha = 0.80).

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phrased. Scale analyses revealed high internal consistency (see table 2). Average scores ranged from 2.00 to 5 (*Mean* = 4.27, *SD* = .51) and higher scores were associated with higher FLTE.

Table 2

Reliability statistics for the dependent variables (Cronbach's alpha)

Variable	Cronbach's Alpha	Number of items
Well-being	0.832	7
Resilience	0.891	14
FLTE	0.857	9

3.5 Data analyses

Statistical analyses were conducted using SPSS 26. The calculation of a Q–Q plot (Figure 1) suggests that the FLTE scores follow a normal distribution reasonably well except for the extreme tail for FLTE. We thus opted for the more powerful parametric statistics. Tabachnick and Fidell (2001) suggest that the minimum sample size for any multiple regression should be 50 + 8 participants per every explanatory variable. The minimum size required for 6 explanatory variables is thus 98, well below our sample size of 174.

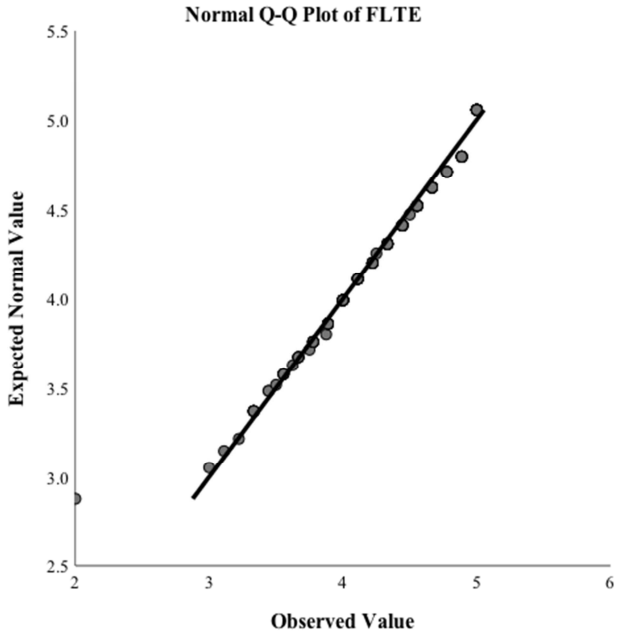


Fig. 1. Quantile-quantile (Q-Q) plot for distribution of FLTE scores

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4. Results

The first part of the first research question could be answered with descriptive statistics. Half of the participants had a Resilience score between 3.0 and 4.0 and 40% of the participants had a score between 4.0 and 5. Scores for Well-Being were similarly distributed, with 51% a score between 3 and 4, and 40% had a score between 4 and 5. Scores for FLTE were also positively skewed, with a third of participants having a score between 3 and 5 and close to two thirds having a score between 4 and 5. It thus seems that our participants were in majority happy, resilient teachers who enjoyed their profession.

Inferential statistics were used to answer the second part of the first research question on the potential effects of sociobiographical variables. An independent t-test revealed no effect of gender on Well-being (t = .60, p = ns) nor Resilience (t = 1.38, p = *ns*), and only a marginal effect on FLTE (t = 1.87, p = .064), with the 140 female participants scoring non-significantly higher than the 33 male participants (*Mean* = 4.31 versus *Mean* = 4.12). Secondly, after applying a Bonferroni correction for multiple testing (p < .016), no significant correlation emerged between age and Well-being (r = .171, p = .024, nor Resilience (r = .013, p = *ns*, nor FLTE (r = -.062, p = *ns*). Length of experience in the profession was significantly positively correlated with Well-being (r = .233, p < .002, but not with Resilience (r = .096, p = *ns*, nor FLTE (r = .074, p = ns). Next, a one way ANOVA revealed that the type of school where teachers were employed had no effect on their Well-being [F(3,169) = .72, p = *ns*, partial eta^2 = .013], but had a significant effect on Resilience [F(3,169) = 2.78, p < .043, partial eta^2 = .047] and FLTE [F(3,169) = 4.79, p < .003, partial eta^2 = .078], though the effect size is small (Plonsky & Oswald, 2014). Teachers in primary and secondary schools scored highest on Resilience (*Mean* = 3.97; *SD* = .46) followed by teachers in language schools (*Mean* = 3.87; *SD* = .62), in university (*Mean* = 3.66; *SD* = .65) and in CPIA (*Mean* = 3.61; *SD* = .58). The group of teachers that enjoyed their teaching most worked in CPIA (*Mean* = 4.53; *SD* = .43), followed by teachers in language schools (*Mean* = 4.40, *SD* = .44), in primary and secondary schools (*Mean* = 4.19; *SD* = .51) and in universities (*Mean* = 4.14; *SD* = .56).

A Pearson correlation analysis was used to investigate research question 2a, namely the relationship between Well-being, Resilience on the one hand, and

Italian FLTE on the other hand. A significant positive correlation emerged between FLTE and Well-being (r (174) = .329, p < .0001) and between FLTE and Resilience (r(174) = .352, p < .0001). In other words, participants with higher scores on Well-being and Resilience reported significantly higher levels of FLTE. This represents a small-to-medium effect size (Plonsky & Oswald, 2014).

To answer the research question 2b, a multiple regression analysis (enter method) was used to identify the strongest predictors of FLTE. Values for the variance inflation factor (VIF), which quantifies the multi-collinearity, was 1.22, well within the range recommended by Kutner et al. (2004). The Durbin-Watson value (1.83) and the VIF value (1.22) indicated no concern for autocorrelation nor multicollinearity, the normality and residual plots indicated linearity and homoscedasticity. A significant regression equation was found for FLTE, indicating that two variables predicted 15% of the variance (adjusted R^2 = 15.4, F(1,171) = 19.69, p < .0001). The strongest predictor was Resilience (explaining 12.4% of variance) followed by Well-being, explaining a further 3.9% of variance (table 3 and figures 2 and 3). The effect size can be described as small (Plonsky & Ghanbar, 2018).

Table 3. The effect of Well-being and Resilience on FLTE (multiple regression analysis)

	Unstandardized Coefficients		Standardized Coefficients	*t*	*p*
	B	SE	*Beta*		
Resilience	.220	.066	. 259	3.35	.001
Well-being	.186	.065	.219	2.84	.005

Dependent Variable: FLTE

Journal Pre-proof

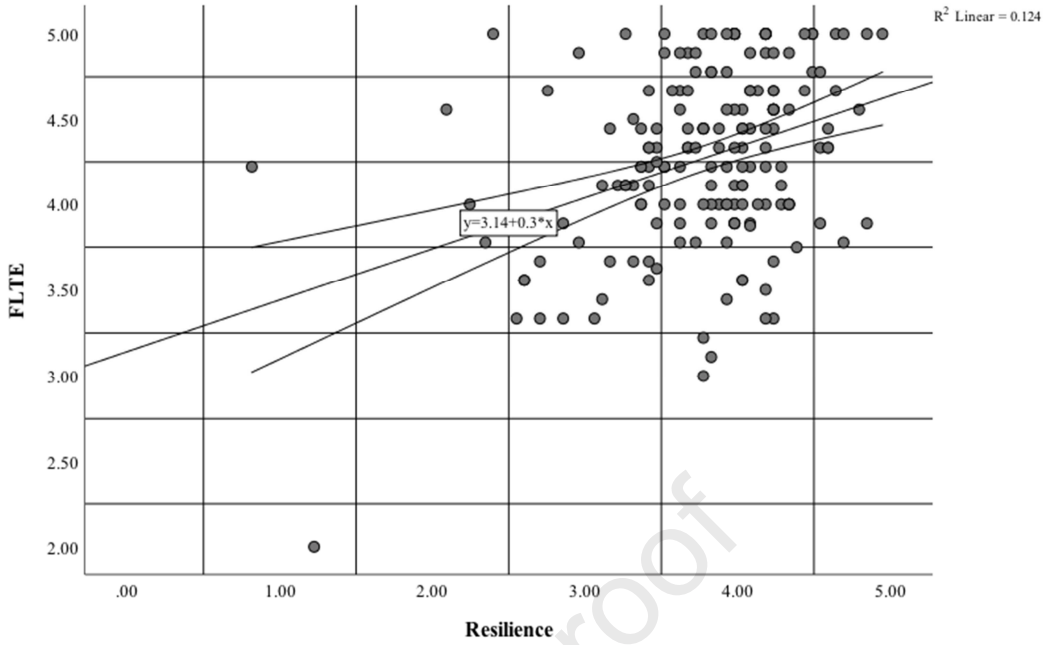


Fig. 2. The relationship between Resilience and FLTE (with 95% confidence interval)

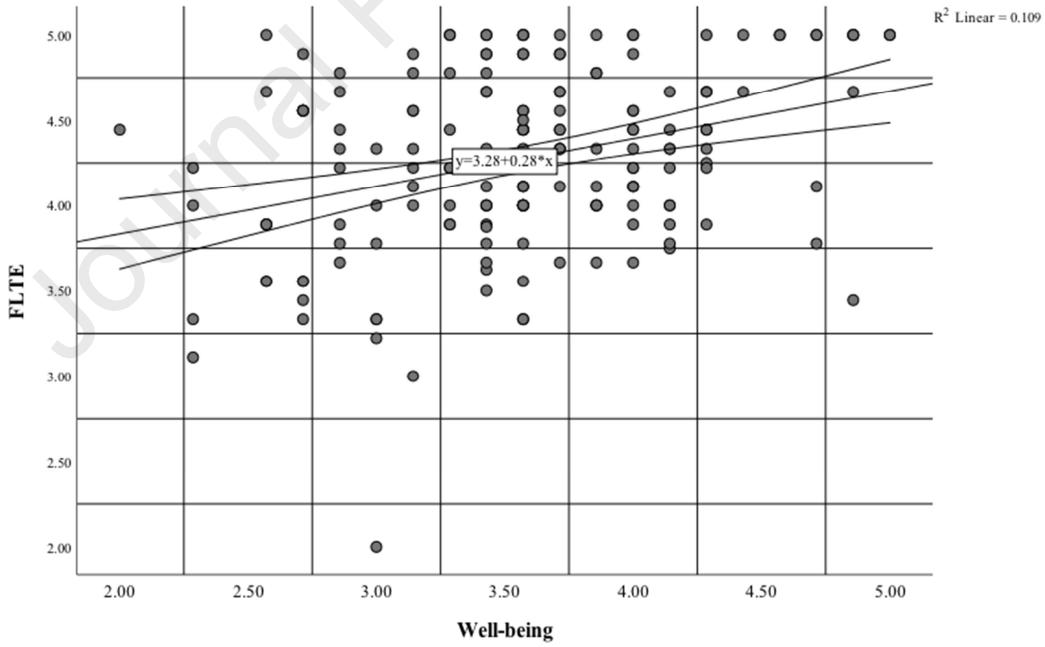


Fig. 3. The relationship between Well-being and FLTE (with 95% confidence interval)

5. Discussion

The current study focused on the relation between two psychological

Journal Pre-proof

Journal Pre-proof

dimensions, namely Well-being and Resilience, and a newly conceptualised positive emotion, Foreign Language Teaching Enjoyment, of teachers of Italian. The descriptive statistics of Well-being, Resilience and FLTE suggested that teachers who participated in the survey were happy in general, and reported a high level of Resilience and FLTE. The finding for FLTE is very similar to that of Mierzwa (2019) for Polish EFL teachers. Teachers' gender had no significant effect and age was only linked with higher levels of Well-being, as was length of experience in the profession. It is important to resist a causal interpretation here, as it is possible that teachers with lower levels of Well-being had dropped out of the profession early. The type of institution teachers worked in had a significant effect on their Resilience and FLTE.

A multiple regression analysis revealed that Resilience and Well-being are significant predictors of FLTE, jointly explaining 15% of the variance in FLTE. The effect size is small. The finding that Resilience and Well-being predict FLTE is novel but not surprising. The stronger effect of Resilience than of Well-being on FLTE suggests that feeling happy and functioning well are comparatively less important for enjoyment than not being vulnerable as a teacher. Resilience might serve as a shield to protect Well-being and boost teachers' FLTE. Previous studies have already demonstrated that Resilience is directly linked to higher level of Well-being and positive emotions (Brouskeli et al., 2018; Fredrickson, 2009; MacIntyre et al., 2019; Oxford, 2020; Pretsch et al., 2012). In previous studies based solely on EFL teachers and learners, Well-being in teachers (operationalised as a component of Trait Emotional Intelligence) was found to be positively correlated with positive feelings toward the subject (English), the institution, the students, the self-perception of their pedagogical skills and their motivation, all the components that contribute to make teaching an enjoyable experience (Dewaele et al., 2018).

Our study highlighted the relationships between Well-being, Resilience and Enjoyment and brought the focus on teachers of LOTEs. It strengthens the idea that it is crucial for teachers to be positive in the classroom, to emanate self-confidence and to display enthusiasm and optimism about the possibility for students to progress (Cuéllas & Oxford, 2018; Dewaele & Li, to appear; Moskowitz & Dewaele, 2021). A teacher with a sufficient level of Well-being will have enough psychological resources to deal with the sometimes challenging and dispiriting

Journal Pre-proof

aspects of the profession (King et al., 2020). The importance of happiness and Resilience is not only vital to the teachers themselves, but also to their students whose increased Enjoyment leads to better academic performance (Day & Qing, 2009; Turner & Thielking, 2019). Moskowitz and Dewaele (2021) pointed out that teachers who emanate happiness and clearly enjoy teaching strengthen their students' motivation and attitudes towards the FL.

The effect size of Well-being and Resilience on FLTE is small, suggesting that other factors play a role that were not included in the present research design. These could include institutional pressure and exaggerated workloads (Benesch, 2020), powerlessness, emotional and physical exhaustion (De Costa, Li & Rawal, 2020) and low income (Talbot & Mercer, 2018). Teachers involved in this study displayed a very high level of FLTE despite having classes with a high proportion of immigrants who had experienced traumatic journeys to Italy. It suggests that our participants loved their profession and experienced FLTE despite potential challenges. To further develop the metaphor of the teacher as an orchestra conductor (Dewaele, 2020a), we would argue that teachers, like conductors, inspire students and are also inspired by them. Gustavo Dudamel, the famous conductor of (among others) the Simón Bolívar Symphony Orchestra of Venezuela that consists of music students from poor socio-economic backgrounds, explained the unique position of the conductor: "he's not a ruler; he's more like an ally of the players. He is on hand to offer his thoughts, help them sound their best. Cooperation gets better results. (…) Music is supposed to feel good. Doesn't everyone do their best when they feel good?" (https://www.nytimes.com/2018/11/01/magazine/gustavo-dudamel-los-angeles-philharmonic.html).

Enjoyment is contagious and is psychologically beneficial for everybody (Audrin, 2020). Teachers experiencing high FLTE in their classrooms may transmit their joy to their students and also nurture everybody's Well-being and Resilience.

We have to acknowledge some limitations in this study. Snowball sampling means that teachers who responded to our call are probably more highly motivated, happy teachers with a strong interest in the topic covered by the questionnaire than the average –or unhappy- teacher, and we can therefore not claim that our findings apply to the whole population of Italian FL teachers. The second limitation resides in the choice of an exclusive etic and quantitative design. As a result, we could not

Journal Pre-proof

include participants' voices nor understand their unique experiences. We see the current study as a first step to establish statistical relationships between well-established psychological dimensions and a novel emotional dimension, namely FLTE. Future research could adopt mixed-methods designs to shed light on the lived experiences of FL teachers linking them to their scores on various dimensions.

Conclusion

The current study established that the Well-being and Resilience of Italian FL teachers predicted their FLTE. By adapting the Dewaele and MacIntyre's (2014) FLE scale that focused on FL **learners**, and more specifically the S-FLES developed by Botes et al. (2021a), to focus on **teachers'** Enjoyment, we provide the field with a new 9-item scale to measure a crucial aspect in FL teachers' life, their personal and social enjoyment in the classroom, coupled with their appreciation of students. Our findings complement previous studies on Well-being and Resilience of EFL/ESL teachers and extend it to FL teachers of LOTEs. By so doing, we widen the research basis allowing more solid general conclusions about FL teacher psychology and emotions.

To conclude, we hope that our findings can enlighten those in charge of FL education about the crucial importance of having happy and resilient teachers who enjoy the practice of teaching and can by extension inspire their learners, create a positive emotional atmosphere in the classroom that will benefit everybody linguistically and psychologically.

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Data statement

The data that support the findings of this study are available from the corresponding author, JMD, upon reasonable request.

CRediT authorship contribution statement

Anna Lia Proietti Ergün: Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Writing original draft, Writing

Journal Pre-proof

- review & editing. Jean-Marc Dewaele: Conceptualization, Data curation, Investigation, Methodology, Writing - original draft, Writing - review & editing.

Declaration of competing interest

None.

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Appendix

Warwick-Edinburgh Mental Well-being Scale (Italian version was used)

Below are some statements about feelings and thoughts. Please mark the number that best describes your experience of each over the last 2 weeks. (1= None of the time, 2= Rarely, 3= Some of the time, 4= often, 5= All of the time)

1. I've been feeling optimistic about the future
2. I've been feeling useful
3. I've been feeling relaxed
4. I've been dealing with problems well
5. I've been thinking clearly
6. I've been feeling close to other people
7. I've been able to make up my own mind about things

Resilience Scale (Italian version was used)

To what extent do you agree with the following statements? (1 = Strongly disagree, 2 = Somewhat disagree, 3=Disagree, 4 = Undecided, 5 = Somewhat agree 6 = Agree, 7= Strongly agree)

1. RS-14-01 I usually manage one way or another.
2. RS-14-02 I feel proud that I have accomplished things in life.
3. RS-14-03 I usually take things in stride.
4. RS-14-04 I am friends with myself.
5. RS-14-05 I feel that I can handle many things at a time.
6. RS-14-06 I am determined.

Journal Pre-proof

7. RS-14-07 I can get through difficult times because I have experienced difficulty before.
8. RS-14-08 Self-discipline is important.
9. RS-14-09 I keep interested in things.
10. RS-14-10 I can usually find something to laugh about.
11. RS-14-11 My belief in myself gets me through hard times.
12. RS-14-12 In an emergency, I am someone people can generally rely on.
13. RS-14-13 My life has meaning.
14. RS-14-14 When I am in a difficult situation, I can usually find my way out of it.

Foreign Language Teaching Enjoyment Scale (Italian version was used)

To what extent do you agree with the following statements? (1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly agree)

1. In class, I feel proud of my accomplishments
2. I enjoy it
3. It's fun
4. The students are stimulating
5. The students are friendly
6. The students are supportive
7. We have common 'legends', such as running jokes
8. We form a tight group
9. We laugh a lot

[1] The license to use this scale was purchased from the copyright owner (https://www.Resiliencecenter.com/products/Resilience-scales-and-tools-for-research/the-rs14/).