

T.R.
BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



**EXPLORING THE NEXUS BETWEEN EFL INSTRUCTORS'
SELF-EFFICACY BELIEFS AND PROFESSIONAL
RESILIENCE IN HYBRID LANGUAGE EDUCATION
CONTEXTS: A QUALITATIVE CASE STUDY**

MASTER OF ARTS

DAMLA TANRIVERDİ

ACADEMIC SUPERVISOR

Assoc. Prof. Dr. ANIL Ş. RAKICIOĞLU-SÖYLEMEZ

BOLU, JUNE-2024

APPROVAL OF THE THESIS

EXPLORING THE NEXUS BETWEEN EFL INSTRUCTORS' SELF-EFFICACY BELIEFS AND PROFESSIONAL RESILIENCE IN HYBRID LANGUAGE EDUCATION CONTEXTS: A QUALITATIVE CASE STUDY was submitted by **Damla TANRIVERDİ** and defended before the Examining Committee Members listed below. This was done in partial fulfillment of the requirements for the degree of **Master of Arts** in the **Department of Foreign Language Education**, at the **Institute of Graduate Studies, Bolu Abant İzzet Baysal University**, on **25.06.2024**.

Examining Committee Members

Signature

Member
Prof. Dr. Selami Aydın
İstanbul Medeniyet University

.....

Member
Assoc. Prof. Dr. Sedat Akayoğlu
Bolu Abant İzzet Baysal University

.....

Supervisor
Assoc. Prof. Dr. Anıl Ş. Rakıcıoğlu-Söylemez
Bolu Abant İzzet Baysal University

.....

Prof. Dr. İbrahim KÜRTÜL
Director of the Institute of Graduate Studies

ETHICAL DECLARATION

In this thesis, prepared in strict adherence to the Thesis Writing Rules of the Institute of Graduates Studies at Bolu Abant İzzet Baysal University, I hereby declare the following;

- All data, information, and documents presented in this thesis were obtained following academic and ethical standards,
- All data, documents, assessments, and results were presented in accordance with scientific, ethical, and moral rules,
- All sources utilized in this thesis have been appropriately cited,
- No alteration was made to the data used,
- The study presented in this thesis is original,

I further declare that I accept the forfeiture of all my rights should any contradiction to these statements arise.

The similarity rate, as determined by the Turnitin program—a plagiarism detection software—is within the limits approved by the University Senate.

Ethical permission for this study was granted by the Research Ethics Committee of Bolu Abant İzzet Baysal University with approval number 2021/497.

Damla TANRIVERDİ

ABSTRACT

EXPLORING THE NEXUS BETWEEN EFL INSTRUCTORS' SELF-EFFICACY BELIEFS AND PROFESSIONAL RESILIENCE IN HYBRID LANGUAGE EDUCATION CONTEXTS: A QUALITATIVE CASE STUDY

MASTER OF ARTS

DAMLA TANRIVERDİ

BOLU ABANT İZZET BAYSAL UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

(SUPERVISOR: ASSOC. PROF. DR. ANIL Ş. RAKCIOĞLU-SÖYLEMEZ)

BOLU, JUNE 2024

XIII + 217

The purpose of this study is to examine the connection between self-efficacy and resilience of the in-service English as a Foreign Language (EFL) instructors working at a state university located in the northwest of Türkiye and to explore their coping mechanisms in the face of the problems and difficulties they experienced in the process of teaching English as a foreign language in a hybrid environment. For this purpose, a qualitative case study was selected as the research method, and 12 EFL instructors were included in the study through the convenience sampling method because of the restrictions during the COVID-19 pandemic. The data collection instruments included demographic data forms, online weekly reflective journals, and online semi-structured focus group interviews. The data analysis was carried out through MAXQDA 2024, a qualitative data analysis software. After the data analysis, the data was categorized into main themes and sub-themes based on the existing literature. The findings of the study indicated that there are various teacher-centric and contextual-instructional dynamics affecting the self-efficacy and resilience of in-service EFL instructors, and there exists a connection between these two constructs. Additionally, it was seen that the EFL instructors have developed different coping strategies against the difficulties and troubles experienced while teaching a foreign language in a hybrid environment. As a result, significant implications for foreign language education are presented in the light of the results obtained.

KEYWORDS: In-service EFL instructors, self-efficacy, resilience, hybrid language education, coping strategies

ÖZET

**HİBRİT DİL EĞİTİMİ BAĞLAMLARINDA İNGİLİZCE ÖĞRETİM
GÖREVLİLERİNİN ÖZ-YETERLİK İNANÇLARI İLE MESLEKİ
DAYANIKLILIKLARI ARASINDAKİ BAĞLANTİYİ ARAŞTIRMAK:
NİTELİKSEL BİR VAKA ÇALIŞMASI
YÜKSEK LİSANS TEZİ
DAMLA TANRIVERDİ
BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI
(TEZ DANIŞMANI: DOÇ. DR. ANIL Ş. RAKICIOĞLU-SÖYLEMEZ)
BOLU, HAZİRAN- 2024
XIII + 217**

Bu çalışmanın amacı, Türkiye'nin kuzeybatısında yer alan bir devlet üniversitesinde görev yapan yabancı dil olarak İngilizce (EFL) öğreten hizmet içi İngilizce öğretim görevlilerinin öz-yeterlikleri ile dayanıklılıkları arasındaki bağlantıyı incelemek ve hibrit bir ortamda yabancı dil öğretirken karşılaştıkları sorunlar ve zorluklarla başa çıkma mekanizmalarını araştırmaktır. Bu amaçla, araştırma yöntemi olarak nitel bir vaka çalışması seçilmiş ve COVID-19 salgını sırasındaki kısıtlamalar nedeniyle kolayda örnekleme yöntemiyle seçilen 12 İngilizce öğretim görevlisi çalışmaya dahil edilmiştir. Veri toplama araçları; demografik veri formlarını, çevrimiçi haftalık yansıtıcı günlükleri ve çevrimiçi yarı yapılandırılmış odak grup görüşmelerini içermektedir. Veri analizi, nitel bir veri analiz yazılımı olan MAXQDA 2024 aracılığıyla gerçekleştirilmiştir. Veri analizinin ardından veriler mevcut literatüre dayalı olarak ana temalara ve alt temalara ayrılmıştır. Araştırmanın bulguları, hizmet içi İngilizce öğretim görevlilerinin öz-yeterlik inançlarını ve dayanıklılıklarını etkileyen çeşitli öğretmen merkezli ve bağlamsal-öğretimsel dinamiklerin olduğunu ve bu iki yapı arasında bir bağlantı olduğunu göstermiştir. Ayrıca yabancı dil öğretim görevlilerinin hibrit bir ortamda yabancı dil öğretirken yaşadıkları zorluklara ve sıkıntılara karşı farklı baş etme stratejileri geliştirdikleri görülmüştür. Sonuç olarak, elde edilen bulgular ışığında yabancı dil eğitimine yönelik önemli çıkarımlar ortaya konulmuştur.

ANAHTAR KELİMELELER: Hizmet içi İngilizce öğretim görevlileri, öz-yeterlik, dayanıklılık, hibrit dil eğitimi, başa etme stratejileri

TABLE OF CONTENTS

	Page
APPROVAL OF THE THESIS	iii
ETHICAL DECLARATION.....	iv
ABSTRACT	Hata! Yer işareti tanımlanmamış.
ÖZET	vi
TABLE OF CONTENTS	vii
LIST OF FIGURES.....	x
LIST OF TABLES.....	xii
LIST OF ABBREVIATIONS AND SYMBOLS.....	xiii
1. CHAPTER 1: INTRODUCTION	Hata! Yer işareti tanımlanmamış.
1.1 Overview of the Chapter.....	1
1.2. Background of the Study	1
1.3 Statement of the Problem.....	6
1.4 Purpose of the Study	8
1.5 Significance of the Study.....	8
1.6 Limitations of the Study	11
1.7 Definitions of the Terms	11
2. CHAPTER 2: LITERATURE REVIEW	13
2.1 Overview of the Chapter.....	13
2.2. Theoretical Framework: Complex Dynamic Systems Theory (CDST)...	13
2.3 Self-Efficacy Beliefs	15
2.3.1 Teachers' Self-Efficacy Beliefs.....	19
2.3.2 Language Teachers' Self-Efficacy Beliefs	21
2.4. Resilience and Its Dynamics.....	28
2.4.1 Teachers' Resilience	30
2.4.2 Language Teachers' Resilience	35
2.5 The Relationship Between Teachers' Self-Efficacy and Resilience	40
2.6 Language Teachers' Coping Strategies	43
3. CHAPTER 3: METHODOLOGY	48
3.1 Overview of the Chapter.....	48
3.2 Research Methodology and Questions	48
3.3 Research Design	48
3.4 Setting.....	49
3.5 Participants	50
3.6 Data Collection Instruments and Procedures	53
3.6.1 Demographic Data Form	55
3.6.2 Online Weekly Reflective Journals	55
3.6.3 Online Semi-Structured Focus Group Interviews.....	56
3.7 Data Analysis Procedures.....	57
3.8 Data Triangulation and Trustworthiness of the Study	60

3.8.1 The Researcher's Role	61
3.8.2 Peer Debriefing	62
3.8.3 Inter-Coding and Inter-Rating	62
3.9 Conclusion	63
4. CHAPTER 4: FINDINGS	64
4.1 Overview of the Chapter	64
4.2. Factors Affecting In-Service EFL Instructors' Self-Efficacy	66
4.2.1 Factors Affecting In-Service EFL Instructors' Efficacy in Classroom Management	66
4.2.1.1 Teacher-Centric Dynamics	67
4.2.1.2 Contextual-Instructional Dynamics	68
4.2.2 Factors Affecting In-Service EFL Instructors' Efficacy in Instructional Strategies	72
4.2.2.1 Teacher-Centric Dynamics	73
4.2.2.2 Contextual-Instructional Dynamics	81
4.2.3 Factors Affecting In-Service EFL Instructors' Efficacy in Student Engagement	86
4.2.3.1 Teacher-Centric Dynamics	87
4.2.3.2 Contextual-Instructional Dynamics	90
4.2.4 Factors Affecting In-Service EFL Instructors' Digital Efficacy	92
4.2.4.1 Difficulty in Online Student Engagement	93
4.2.4.2 Technical Problems and Limitations	95
4.2.4.3 Difficulty in Online Classroom Management	98
4.2.4.4 Difficulty in Online Instructional Strategies	99
4.3 Factors Affecting In-Service EFL Instructors' Resilience	100
4.3.1 Teacher-Centric Dynamics	102
4.3.2 Contextual-Instructional Dynamics	111
4.4 Coping Strategies	117
4.4.1 Interpersonal Coping Strategies	118
4.4.2 Instructional Coping Strategies	123
4.5 Summary of the Findings	125
5. DISCUSSION	127
5.1 Overview of the Chapter	127
5.2 Discussion of the Study	127
5.2.1 The Interrelation Between EFL Instructors' Self-Efficacy and Resilience Within a Hybrid Language Education Context	129
5.2.1.1 Teacher-Centric Demographics Affecting EFL Instructors' Efficacy and Resilience	130
5.2.1.2 Contextual-Instructional Demographics Affecting EFL Instructors' Self-Efficacy and Resilience	140
5.2.2 The Role of EFL Instructors' Coping Mechanisms Within a Hybrid Language Education Context	150
5.2.2.1 Interpersonal Coping Strategies	150
5.2.2.2 Instructional Coping Strategies	154
6. CHAPTER 6: CONCLUSION AND IMPLICATIONS	160
6.1 Overview of the Chapter	160
6.2 Conclusion	160
6.3 Implications for Foreign Language Teacher Education Context	163
6.4 Recommendations for Further Studies	168

7. REFERENCES	171
8. APPENDICES.....	199
Appendix 1 Consent Form.....	199
Appendix 2 The Teacher Self-Efficacy Scale Short Form (Karaoğlu, 2019) and Permission to Use the Teacher Self-Efficacy Scale Short Form (Karaoğlu, 2019).....	201
Appendix 3 The Connor-Davidson Resilience Scale Short Form (Kaya & Odacı, 2021) and Permission to Use the Connor-Davidson Resilience Scale Short Form (Kaya & Odacı, 2021).....	203
Appendix 4 Weekly Reflective Journal Questions	205
Appendix 5 Demographic Data Form.....	206
Appendix 6 Semi-Structured Focus Group Interview Questions	207
Appendix 7 A Screenshot of the Google Classroom Page for Weekly Reflective Journals	208
Appendix 8 Focus Group Interview Groups and Participants	209
Appendix 9 A Sample of Focus Group Interview Transcription with Code Samples.....	210
Appendix 10 A Screenshot of Qualitative Analysis on MAXQDA 24	216
Appendix 11 Focus Group Interview Protocol	217

LIST OF FIGURES

	<u>Page</u>
Figure 2.1 Bandura's triadic reciprocal model (1986).	16
Figure 2.2 Worsley's resilience doughnut model (2006).....	30
Figure 2.3 The four-dimensional framework of teacher resilience (Mansfield et al., 2012)	34
Figure 4.1 The interrelation between EFL instructors' self-efficacy and resilience, and coping strategies in a hybrid landscape	158



LIST OF TABLES

	<u>Page</u>
Table 3.1 Demographic information of the participants	52
Table 3.2 Timeline of data collection.....	54
Table 3.3 The number of words written in weekly reflective journals by each participant.....	59
Table 4.1 Themes, codes, frequencies, and percentages for the EFL instructors' efficacy and resilience-related factors and coping strategies.....	65
Table 4.2 Sub-themes, frequencies, and percentages for the EFL instructors' efficacy in classroom management	67
Table 4.3 Sub-themes, frequencies, and percentages for the EFL instructors' efficacy in instructional strategies.....	73
Table 4.4 Sub-themes, frequencies, and percentages for the EFL instructors' efficacy in student engagement	87
Table 4.5 Sub-themes, frequencies, and percentages for the EFL instructors' digital efficacy.....	92
Table 4.6 Sub-themes, frequencies, and percentages for the EFL instructors' resilience.....	101
Table 4.7 Sub-themes, frequencies, and percentages for the EFL instructors' coping strategies.....	117

LIST OF ABBREVIATIONS AND SYMBOLS

CD-RISC	: Connor-Davidson Resilience Scale
CDST	: Complex Dynamic Systems Theory
CEU	: Council of European Union
COVID-19	: Coronavirus Disease of 2019
CoHE	: Council of Higher Education
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
IERR	: International Education Recruitment and Retention
MoNE	: Ministry of National Education
OECD	: The Organisation for Economic Co-operation and Development
SCT	: Social Cognitive Theory
SLT	: Social Learning Theory
TSE	: Teacher Self-Efficacy
TSES	: Teacher Self-Efficacy Scale
UNESCO	: United Nations Educational, Scientific, and Cultural Organization

ACKNOWLEDGEMENTS

And after a very difficult and long process, I have come to the end of the road. Although I have a hard time believing this, I am very happy to have completed the process successfully.

First of all, I would like to extend my utmost appreciation to my supervisor, Assoc. Prof. Dr. Anıl Ş. Rakıcioğlu-Söylemez, for her invaluable guidance, advice, constructive criticism, unwavering encouragement, and profound insights provided during the course of this research. She gave me all support in completing this challenging journey. I feel so indebted to her. I'm sure it wouldn't be enough to thank her for believing in me more than I did when I lost faith in myself, for holding my hand and lifting me up even when I was at my lowest, and for always making me feel that there was a huge mountain behind me with her hand on my shoulder. Thank you very much, my dear teacher. You have been more than an advisor, a guide, and a torch on my path. Your presence is a gift to my life.

Additionally, I wish to extend my thanks to the distinguished members of my committee, Prof. Dr. Selami Aydın and Assoc. Prof. Dr. Sedat Akayoğlu, for their constructive feedback, thoughtful recommendations, and significant remarks.

Besides, I would like to thank my beloved mother for always keeping me in her prayers and supporting me as much as she could in my journey of becoming myself. My dear mother, I love you very much, and being able to see the happiness in your eyes when I completed my thesis process is priceless. I'm so glad and lucky to have you.

I would also like to thank all my close friends who have supported me throughout this stressful and challenging process.

Finally, I am grateful to the Turkish Scientific and Research Council (TUBITAK) for providing financial support through the 2210-A Scholarship for Graduate Students Program during my graduate studies.

CHAPTER 1: INTRODUCTION

1.1 Overview of the Chapter

The main purpose of this study is to unearth whether there is any interconnection among tertiary-level in-service English as a Foreign Language (henceforth EFL) instructors' self-efficacy beliefs and resilience feelings. In addition, the study aimed to scrutinize EFL instructors' coping strategies to handle the hybrid foreign language education problems and difficulties. Here, the introduction covers the background of the study, the statement of the problem, the purpose of the study, the research questions, the significance of the study, the limitations of the study, and the definitions of critical terms, respectively.

1.2 Background of the Study

The English language plays a crucial and strategic role in today's globalized world because of three primary interrelated reasons for the growing demand for learning the language, as stated in the Teacher Professional Development Report (Cambridge Assessment English Perspectives 2018): 'education, employment, and social mobility.' That is why, also depending on the fact that "the quality of teaching is the most critical factor that contributes to changes in student learning" (Cambridge Assessment English Perspectives, 2018, p. 9), it is not possible to talk about the quality of an education system if its teachers are not professionally-qualified enough (UNESCO, 2014). Furthermore, the majority of society emphasizes 'the teacher quality' as the only factor that has the most crucial role in student success (OECD, 2011); for the very reason, it lays a lot of burden on English language teachers, particularly, EFL teachers, to meet this massive demand and thus the importance of effective and successful teacher education comes into prominence in foreign language education field. To accomplish this objective, EFL teachers must be given a great deal of support and assistance in terms of their professional development, which is an essential part of their profession and retention.

Even though teachers are expected to meet the requirements of their formal education before moving into real professional life, they undergo their actual professional development, mainly in the workplace context, just after they graduate. As Flores (2004) stated, schools are referred to as the primary workplace for

especially new teachers while developing their content knowledge and teaching skills on the way to being a real teacher because they will get familiarized with real schools and classrooms, interact with real students, have chance to merge theory they were taught during their training with practice in the actual classes. On the other hand, despite professional development, teachers may not always fulfill what is expected of them in the school curriculum. Relevant to this issue, Buehl and Beck (2014) stated that teachers' beliefs determine their practices in their classrooms. In other words, the learning outcomes of a curriculum can be different from what teachers teach because of the impact of their perceptions on their actions. This can be a good reason for the conflict between what the teachers believe and what they are expected to do in their classrooms. For this reason, in-service English as a Foreign Language (EFL) teachers' workplace professional learning is likely to be influenced by their beliefs about teaching and learning, which points out the urgent need to research some fundamental sides of teaching (e.g., teachers' self-efficacy and resilience) (Daniilidou et al., 2020; Li, 2023; Mansfield et al., 2016; Razmjoo & Ayoobian, 2019).

The construct of self-efficacy has been defined as “an individual's judgment of his or her capacity to organize and execute the courses of action required to attain designated types of performances” (Bandura, 1997, p. 391). As one of the significant factors continually related to successful teaching and learning outcomes (Gibson & Dembo, 1984; Ashton & Webb, 1986; Woolfolk-Hoy & Spero, 2005; Tschannen-Moran & Woolfolk-Hoy, 2001), teacher efficacy is described as the belief in a teacher's own “capabilities to organize and execute courses of action required to accomplish a specific teaching task in a particular context” (Tschannen-Moran et al., 1998, p. 233). It is suggested that there is a strong relationship between teachers' professional development and their self-efficacy (Yoo, 2016; Gümüş & Bellibaş, 2023). Furthermore, a positive correlation was discovered between EFL instructors' sense of efficacy and teaching styles. In that sense, Kaygısız et al. (2018) suggested that foreign language instructors who have low self-efficacy are more likely to employ teacher-directed teaching techniques like lecture or textbook reading, whereas those with high self-efficacy are more likely to use open-ended, inquiry-based, student-directed teaching strategies. What is more, teachers with

high self-efficacy are open to new ideas, utilize and adopt new methods to meet students' needs, are well-prepared and structured in their lessons, effectively address student errors, and show perseverance in difficult situations (Tschannen-Moran et al., 1998), and engage every student by employing appropriate and collaborative instructional techniques (Woodcock et al., 2022).

On the other hand, foreign language instructors often feel anxious when teaching in the classroom as they are also in the process of learning the language themselves (Aydın & Ustuk, 2020), and the high anxiety levels of teachers negatively influence the teaching process (Yakut & Aydın, 2022). Therefore, it was stated that self-efficacy is associated with Foreign Language Teaching Anxiety (FLTA) (Aydın, 2016), which may stem from the fact that high self-efficacy enables teachers to feel competent in foreign language teaching skills and thereby helps decrease their foreign language teaching anxiety levels or vice versa. More importantly, it was indicated that highly efficacious teachers have less tendency to feel burnout and attrition (e.g., Chang, 2022; Friedman, 2003; Mardani et al., 2015; Skaalvik & Skaalvik, 2010; Swanson, 2010, 2010b, 2012), and have higher job satisfaction (Woolfolk-Hoy & Spero, 2005; Savaş et al., 2014). Furthermore, high teacher efficacy makes teachers have a greater degree of commitment to the profession, spend more time on their students' learning, put more effort into organizing and planning the classroom, and teach more passionately (Cheung, 2008), all of which may give rise to the connection between teachers' self-efficacy beliefs and resilience.

In addition to the sense of efficacy beliefs, resilience is another fundamental construct, defined as a personal trait and ability to cope with, come through, and adapt to adverse situations like traumas, stress, and tragedies (Connor & Davidson, 2003). More specifically, teacher resilience refers to a teacher's ability to quickly and effectively recover strengths or spirit in the midst of challenges, closely linked to a strong sense of vocation, self-efficacy, and motivation to educate, which are essential qualities in fostering success in all areas of students' lives (Gu & Day, 2007). As for the EFL teachers, considering that English language teachers' reactions to failure, in other words, their resilience is expected to be inter-related with other individual factors such as self-efficacy, it would not be unreasonable to

discuss the interrelated nature of these constructs in a workplace professional learning context since teachers' resilience plays a significant role in keeping them away from stress, tension, or burnout (Diasti, 2021), predicts Foreign Language Teaching Enjoyment (FLTE) (Proietti-Ergün & Dewaele, 2021), and interrelates with positive perceptions of professional identity (Pearce & Morrison, 2011). The importance of teaching effectiveness and job satisfaction has also been mentioned in recent teacher resilience-related literature (Bobek, 2002; Gu & Day, 2007).

Bandura (1994) stated that “self-efficacy beliefs determine how people feel, think, motivate themselves, and behave” (p. 2). Similarly, Diasti (2021) stated that teachers can act according to their beliefs and assumptions when they encounter difficulties. These may show that teachers' beliefs about their teaching abilities (self-efficacy) and resilience feelings they depend on in case of adversity may have a pivotal role throughout their entire foreign language education process. Some studies in literature can be associated with this situation. For instance, Brooks and Goldstein (2008) stated that teachers with high self-efficacy tend to positively approach fear of failure and humiliation in their classrooms, help their students be motivated, and take risks to learn. Regarding this, Bandura (1986) stated that people with high self-efficacy consider problems as challenges, not threats, and can manage difficulties flexibly. This may be a good example of the idea that English language teachers' self-efficacy can help them feel more competent and, thus, resilient enough to overcome problems. For this reason, based on their crucial influence on teachers' drive, deeds, and ability to bounce back from setbacks (Connor & Davidson, 2003; Gu & Day, 2007) and self-efficacy beliefs, it would not be wrong to say that there may be a connection between the levels of self-efficacy and resilience of EFL teachers.

In light of recent developments, particularly the global pandemic's impact on education, there has been a growing recognition of the need to prioritize teachers' well-being (e.g., Johnson & Coleman, 2023; MacIntyre et al., 2020; Walter & Fox, 2021). Furthermore, studies addressing post-COVID educational impacts have underscored the critical role of teachers' resilience, teacher efficacy, and overall psychological health in maintaining teaching effectiveness, occupational and psychological well-being, and job satisfaction (e.g., Bartosiewicz et al., 2022; Çam,

2023; Chen, 2024; Hascher et al., 2021; Xiyun et al., 2022). As evidenced by numerous studies, the correlation between teacher efficacy and burnout (e.g., Chang, 2022; Friedman, 2003; Mardani et al., 2015; Savaş et al., 2014; Skaalvik & Skaalvik, 2010), and teacher resilience and burnout (e.g., Howard & Johnson, 2004; Stewart & Reinders, 2024; Tait, 2008) highlights the urgency of addressing teachers' emotional and attitudinal exhaustion, especially in the face of unprecedented challenges posed by the pandemic. As Diasti (2021) suggests, teachers' resilience plays a pivotal role in navigating the complexities of foreign language education. In addition, the concept of self-efficacy, as elucidated by Bandura (1986), emphasizes the importance of perceiving challenges as manageable and surmountable, a mindset crucial for teachers to effectively cope with the uncertainties and disruptions similar to the teaching-related experiences brought by the pandemic (e.g., Carroll & Constantinou, 2023; González et al., 2023).

Due to the pandemic, education had to be provided online at first. After a while, when moving to the new normal, a more flexible environment was adopted and some institutions started to provide hybrid education. Hybrid education refers to a teaching model that incorporates technology into the instructional delivery and brings together students in a traditional classroom setting with those participating online (Ulla & Perales, 2022). In that way, the model seeks to minimize the number of participants in various activities by shifting a portion of individuals to online participation from their own homes (Triyason et al., 2020). However, the transition to online instruction amid the COVID-19 pandemic occurred abruptly, leaving teachers with limited time to revise their instructional materials, evaluations, and supplementary learning tools, which subsequently led to various challenges (Ulla & Perales, 2022). Furthermore, the teachers had minimal awareness of the essential prerequisites for hybrid education (Al Ajmi, 2022). Accordingly, all these conditions posed a detrimental impact on teachers' efficacy beliefs and resilience in hybrid education environments (Crompton et al., 2023; Pressley & Ha, 2021).

However, teachers with high self-efficacy and resilience are better equipped to foster positive learning environments, motivate students, confidently navigate classroom challenges, and experience success in teaching (Brooks & Goldstein,

2008; Tait, 2008). For that reason, a compelling rationale exists for investigating the interplay between self-efficacy levels and resilience among English as a Foreign Language (EFL) teachers. Furthermore, by understanding and addressing the factors that bolster teachers' sense of efficacy and resilience, educational institutions can better support their staff in overcoming adversities and delivering quality instruction in the post-COVID educational landscape (Adi Badiozaman et al., 2024; Dimitriou & Panaoura, 2024; Pressley et al., 2024; Yang & Du, 2024). This is because the present study aims to explore the interrelationship between these two constructs concerning EFL instructors' professional learning and teaching experiences in a hybrid foreign language teaching context during/after COVID-19.

1.3 Statement of the Problem

According to the English Proficiency Index study conducted by EF (Education First) in 2023, Türkiye ranked 63th out of 113 countries and 33rd out of 34 among European countries. Furthermore, a thorough investigation into the state of English language instruction at the higher education level in Türkiye was started in collaboration with the British Council, the Ministry of National Education (MoNE), and the Economic Policy Research Foundation of Türkiye (TEPAV) in November 2015. The study involved leadership teams, faculty members, and students. In this study, which was carried out in 38 state universities, the relevant literature stated that using English as the primary language of instruction and preparatory education would not yield the desired results. This report also explained that English instructors do not have enough say in the language teaching process. Likewise, another study conducted by Karcı-Aktaş and Gündoğdu (2020) showed that the desired goal could not be achieved in the preparatory classes and English instructors were not sufficiently included in the decision-making process. Also, according to Haznedar (2010), decisions directly impact foreign language teachers, yet they are excluded from the decision-making processes. This group faces challenges in finding their rightful position within the system, proving this situation. Nevertheless, this reported failure in English education is mostly attributed to English teachers (British Council & TEPAV, 2015), and English language instructors are often criticized for this reason (Öztürk & Aydın, 2019). However, as

stated in the studies, the thinking mechanisms of foreign language instructors in these processes are not given as much importance as necessary.

What is more, teaching is a high-demanding job, which can result in tremendous load and stress. Likewise, Kyriacou (2001) pointed out that teaching is one of the most stressful professions. For that reason, according to an international report by Utah Leading through Effective, Actionable and Dynamic Education (ULEAD) (May 2019), nearly four out of ten teachers give up teaching and leave the profession at the very beginning of it. Teaching was even stated as the top profession for burnout in the USA and more than half (55 percent) of female teachers and almost half (44 percent) of males intend to leave the profession earlier because of the COVID-19 pandemic, according to a 2022 Gallup Poll (The USA National Education Association). A range of studies have also explored the impact of the COVID-19 pandemic on teacher burnout. For instance, some scholars (e.g., Adi Badiozaman et al., 2024; Gutentag & Asterhan, 2022) found that the sudden shift to online teaching during the pandemic led to high levels of burnout among teachers. This may be partly because of the increasing anxiety teachers feel in case of rapid advancements in the integration of technology into education (Liu et al., 2014) since effective integration of technology into language education is dependent on teachers' readiness and acceptance of technology (Yakut & Aydın, 2022) and this also puts a lot of responsibility on them and causes various challenges.

Considering all these situations, it is a must to bring up these issues all around the world because teachers' behaviors are not independent of their ideas and beliefs, and accordingly it is necessary to examine certain building blocks to provide a higher quality foreign language education, for teachers to be professionally satisfied, work enthusiastically, and continue their profession in an effective and productive way. Therefore, there is a pressing need to explore and address these factors to ensure a conducive environment for teachers to thrive. With this objective in mind, the present study aims to examine the relationship between English as a Foreign Language (EFL) instructors' self-efficacy and resilience within the context of a foreign language school situated within a state university in Türkiye's northwest Black Sea region.

1.4 Purpose of the Study

The purpose of this study is two-fold. Firstly, it aims to examine how tertiary-level EFL instructors' self-efficacy and resilience feelings interrelate. Secondly, the study is carried out to determine the way how these EFL instructors working in a tertiary-level foreign language school evaluate their coping strategies connected to their self-efficacy and resilience within a hybrid language education environment. For this purpose, the research questions are presented below:

RQ1: In what ways do EFL instructors at a tertiary-level foreign language school perceive their self-efficacy and resilience within a hybrid language education context?

RQ2: How do EFL instructors at a tertiary-level foreign language school describe their coping strategies related to self-efficacy and resilience based on their professional experiences within a hybrid language education context?

In summary, this study adopts a dual focus, aiming to unravel the intricate relationship between tertiary-level EFL instructors' self-efficacy and resilience while delving into their coping strategies within a hybrid foreign language education context at the tertiary level. By addressing the research questions outlined above, this investigation provides valuable insights into the perceptions and experiences of EFL instructors navigating the complexities of contemporary language education. Through this inquiry, the study aims to contribute to the existing literature on teacher well-being and instructional effectiveness, thereby offering practical implications for enhancing the professional development and support mechanisms for EFL instructors in similar educational settings.

1.5 Significance of the Study

The more significance part of studies related to language education is composed of the ones on learners; however, the language teachers' role in this process has been mostly ignored and there is a lack of research on foreign language teachers in the literature (Mercer, 2018). Even though a great deal of emphasis is put on the importance of teachers in teaching and learning process (Holmes, 2005) and similarly some studies (e.g., Day & Qing, 2009; Frenzel & Stephens, 2013; Frenzel et al., 2018) state that there is a strong connection between teachers and learners' feelings, which means that teachers' emotions or beliefs can be contagious

and influence the learners emotionally or vice versa, the literature is still in its infancy in terms of language teachers. Despite the fact that TSE, or teacher self-efficacy beliefs, are acknowledged as a critical element of effective teaching and learning, it appears that not enough research has been done on this concept in the field of teaching languages (Hoang, 2018). In addition, conducting a systematic review on the state of English as a foreign language (EFL) TSE research published between the years 2002 and 2017, Hoang (2018) pointed out the dominance of quantitative methods and thus emphasized the need to utilize more qualitative research methods to determine other teacher self-efficacy-related factors. Also, in contrast to the different contexts, in-service teachers have been ignored in Türkiye as the majority of the studies have been carried out with pre-service teachers (e.g., Atay, 2007; Cabaroğlu, 2014; Koçoğlu, 2011; Rakıcıoğlu-Söylemez, 2012). Referring to this gap in the literature, the current study adopted a qualitative approach to provide a better understanding of the in-service EFL teachers' self-efficacy beliefs.

Although teaching is a highly exacting job, not only internal but also external endless pressures are always on teachers and higher rates of teacher attritions exist all around the world (Swanson, 2012), there are some justifications showing that some teachers manage to sustain their passion for their job and commitment to helping others learn (Day & Gu, 2010; OECD, 2005). The literature also demonstrates that a highly committed teacher's students have a higher tendency to succeed academically than those whose teacher cannot maintain job commitment (Day et al., 2007). Furthermore, teacher stress and attrition rates are higher among novice teachers, but focusing only on the novice teachers rather than the experienced ones can cause a more severe problem depending on the fact that the experienced teachers may continue to teach for the purpose of survival, not to better the educational quality no matter how deteriorated their perseverance and persistence are (Gu & Day, 2013). However, the scholars seem to have ignored the experienced or in-service teachers (Gu & Day, 2013). Therefore, the resilience of experienced and in-service teachers is an important 'quality retention' issue (Day & Gu, 2010; Gu & Day, 2013; Gu & Li, 2013), and a lot more research is necessary to investigate the in-service EFL teachers' resilience. Besides, the majority of

research on teacher resilience has been quantitative and survey-based, except for a small number of qualitative studies (Kostoulas & Lämmerer, 2018; Stewart & Reinders, 2024), which signifies the need for further qualitative studies in the related area. So, a qualitative research method was adopted in the current study.

Taking all these into account, to understand the instructors' professional decision-making processes and thereby create a better language education atmosphere, this study aims to examine foreign language teachers' personal traits like their self-efficacy beliefs and resilience within hybrid language education. In parallel with this situation, this study will shed light on both in-service EFL instructors' and teachers' self-efficacy beliefs and resilience in hybrid language teaching contexts and also provide a notable contribution to the related literature. In addition, previous studies were conducted to scrutinize each concept in a piecemeal form. Besides, to the best of the researcher's knowledge, there is no study available on the relationship between the self-efficacy and resilience of in-service English instructors working in a foreign language school affiliated with a state university. Furthermore, there is a scarcity regarding EFL teachers' resilience during COVID-19 (Alhawsawi et al., 2022) and in-service EFL instructors' digital efficacy (Okkan & Aydın, 2022). To that end, this study will be the first and pioneering one to fill the gap in the related literature, shed light on, and thereby help understand the interwoven relationship between teachers' self-efficacy and resilience in hybrid language education contexts.

Furthermore, the results of this research will provide the curriculum administrators of foreign language education departments with useful information about the existence and the potential effects of the teachers' characteristics on their teaching practice. Besides, it is thought that the data to be obtained from this current study will guide future research on training teacher candidates and teachers who are more professionally resilient and have higher self-efficacy in foreign language teaching to provide healthier and more efficient foreign language education circumstances according to the necessities of the age. Finally, the findings from this study are also intended to contribute to teachers' professional development in the long run.

1.6 Limitations of the Study

Despite the significance of the study for the literature on foreign language teacher education, it has some potential limitations. However, these limitations are addressed to avoid similar problems in future studies (Creswell, 2014). This study was designed as a case study to understand the interrelationship between the terms of self-efficacy and resilience of in-service English as a Foreign Language (EFL) instructors in the northwest of Türkiye. Firstly, the sample consisted of only 12 EFL teachers working at a state university in the Black Sea Region in Türkiye. However, the purpose here is not to generalize the results to the whole EFL instructors or teachers' population but to help an in-depth understanding of the connection between the efficacy and resilience traits of foreign language teachers and instructors. The second limitation concerns the time constraints with respect to the data gathered. The participants were requested to take weekly reflective journals only for 5 weeks during the Spring Term of the 2021-2022 Academic Year. For that reason, there is a need for future longitudinal studies to collect more detailed and comprehensive data to analyze and answer the research questions. Nonetheless, according to Creswell (2007), qualitative studies are successful research models because they analyze the realistic context and enable the investigator to establish an in-depth analysis of a group of participants in this specific context. That is why qualitative studies enable the researchers to comprehend deeply and provide a complete view of an issue in question.

1.7 Definition of the Terms

Self-efficacy: Bandura (1997) defined the term as an individual's "judgment of his or her capacity to organize and execute the courses of action required to attain designated types of performances" (p.391).

Teacher Efficacy: The term is described as a teacher's belief in his/her own "capabilities to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 233).

Resilience: The term refers to a person's ability to manage, overcome, and adjust to difficult situations such as trauma, stress, and tragedy (Connor & Davidson, 2003).

Teacher resilience: The term refers to a teacher's ability to quickly and effectively recover strength or spirit in the midst of challenges, closely linked to a strong sense of vocation, self-efficacy, and motivation to educate, which are essential qualities in fostering success in all areas of students' lives (Gu & Day, 2007).

Hybrid Teaching: The term is defined as “an approach to teaching that not only integrates technology in the teaching process but also combines students who are inside a physical classroom and students from online” (Ulla & Perales, 2022, p. 2).

Teacher attrition: The term refers to “qualified teachers’ leaving the profession for reasons other than having reached the age of retirement” (Kelchtermans, 2017, p. 962).

Teacher retention: It refers to “keeping teachers in teaching” (Kelchtermans, 2017, p. 962).

Teacher burnout: Teacher burnout is when educators feel physically, emotionally, and mentally exhausted, leading to decreased job satisfaction and performance. Some reasons for teacher burnout are excessive time demands, poor relationships, overcrowded classrooms, lack of resources, isolation, concerns about violence, uncertainty in role expectations, limited career opportunities, and lack of support (Cunningham, 1983).

CHAPTER 2: LITERATURE REVIEW

2.1 Overview of the Chapter

The purpose of a literature review is to present and summarize the most recent studies and data on a subject (Creswell, 2007) and to provide a framework to connect recently conducted studies to the previous ones (Randolph, 2009). This literature review aims to identify the research that has been done so far in terms of in-service EFL instructors' self-efficacy and resilience feelings and the relevance among these concepts, thereby pointing out the limited scope of related studies conducted in the area so far. The following areas of published research are explored and examined in this overview of the literature: theoretical framework: Complex Dynamic Systems Theory (henceforth CDST), self-efficacy beliefs, teachers' self-efficacy beliefs, language teachers' self-efficacy beliefs, resilience, teachers' resilience, language teachers' resilience, the relationship between teachers' self-efficacy and resilience, and language teachers' coping strategies.

2.2 Theoretical Framework: Complex Dynamic Systems Theory (CDST)

In the 1990s, Complex Dynamic Systems Theory was introduced to the field of second language acquisition (de Bot et al., 2007) and was known by various names: Chaos/Complexity Theory (CT), as termed by Larsen-Freeman (1997); Emergentism, according to Ellis and Larsen-Freeman (2006); Dynamic Systems Theory (DST), as identified by de Bot, Lowie, and Verspoor (2007); and Complexity Theory, as defined by Larsen-Freeman and Cameron (2008). However, these approaches have many similarities (Lowie, 2012). With the belief that systems are made up of several, interconnected components, each of which is also a system (Sulis et al., 2021), this 'complexity' approach portrays the world's multifaceted reality across various fields (Mahmoodzadeh & Gkonou, 2015) in a holistic approach that considers the interaction of various elements relevant to specific situations, rather than focusing solely on the relationship between well-defined variables (Dörnyei et al., 2014).

In relevance to Complex Dynamic Systems Theory, as one of the pioneers of CDST, Larsen-Freeman (2012) explains three fundamental properties: (1) Change/dynamism is the key issue as the main aim of CDST is to explain how the interacting pieces of a complex system produce the system's aggregate behavior

while also interacting with its surroundings; (2) Complex systems develop through their interactions rather than being based on a single element or agent; and (3) The environment in which complex systems operate is part of a complex system. In other words, context is all important (p. 208).

To put it differently, relational thinking is a must for comprehending a complex system, as opposed to knowing each member or component of the system separately, and it also demands a grasp of how relationships evolve since one component of a complex system may ascend while another descending (Larsen-Freeman, 2019b). For that reason, as a transdisciplinary approach adopted in a range of disciplines like biology and physics since the 1960s (Lowie, 2012) and second language education since 1990s (de Bot et al., 2007), CDST applies a relational, ecological perspective (Larsen-Freeman, 2019a) to these individual components of the system depending on the idea that a relational system is an integrated whole with essential features that cannot be reduced to their individual pieces (Larsen-Freeman, 2019a). Furthermore, CDST suggests that understanding one aspect of a complex system requires considering its interaction with others, within and outside the system (Larsen-Freeman, 2019a).

CDST has become more prevalent in second and foreign language education-related literature to denote phenomena that cannot be easily divided or explained by a single factor and display erratic but not random behavior (Kostoulas & Mercer, 2018). To date, several studies have been conducted by referring to the logic of CDST to investigate such research areas as prospective language teachers' well-beings and practicum experiences, language learner agency, first language attrition, and second language motivation (e.g., Dörnyei et al., 2014; Larsen-Freeman, 2019; Opitz, 2019; Sulis et al., 2021; Yeşiloğlu, 2023). However, based on that core principles of CDST and also the fact that "Languages are both taught and learned by people - human beings with hopes and fears, strengths and limitations, goals and frustrations" (MacIntyre et al., 2019, p. 262), this study aimed to understand the multifaceted and dynamic connection between in-service English as a Foreign Language instructors' sense of efficacy beliefs and resilience through the lens of Complex Dynamic Systems Theory (Larsen-Freeman & Cameron, 2008) to provide new insights and deepen the current understandings of the interrelated nature of

these constructs. Besides, this current study will contribute to the foreign language education literature by being the first study that paves the way to examine the concepts of EFL instructors' self-efficacy and resilience together within the CDST framework rather than in a piecemeal form.

To explain these concepts in terms of dynamism and interconnectedness principles of CDST, Beltman et al. (2011) stated that "multiple individual and contextual factors work together in complex, dynamic ways to shape the resilience of individual teachers in a developmental or cyclical way" (p. 189), and self-efficacy is denoted as one of these factors by many scholars (see 2. 5. The Relationship between Teachers' Self-Efficacy and Resilience), as also presented in Worsley's Resilience Doughnut Model (2006) (see 2. 4. Resilience), and the Four-Dimensional Framework of Teacher Resilience (Mansfield et al., 2012) (see 2. 4. 1. Teacher Resilience). In parallel to these, Stewart and Reinders (2024) explained that teacher efficacy is a dynamic construct. One's self-efficacy is also affected by behavioral, environmental, and personal factors interacting dynamically, as shown by Bandura's Triadic Reciprocal Causation Model (1986), according to Pajares (2002). The combination of these factors has a substantial influence on an individual's cognitive behavior, ultimately fostering the development of their self-efficacy. Additionally, as for the complexity side of CDST, foreign language education can be regarded as a complex system in itself as it is open to a wide range of personal, professional, and contextual influences by nature, e.g., teachers' self-efficacy and resilience, which are also susceptible to numerous personal, environmental, contextual, and professional factors. Lastly, in terms of self-regulation, it can be asserted that it is a must for foreign language instructors as teachers to adapt to what is happening around them, which means that they are not just reactive to their environments. Still, they may also actively modify them by exercising agency over their environments (Larsen-Freeman, 2019a).

2.3 Self-Efficacy Beliefs

Bandura (1997) defined self-efficacy as "beliefs in one's capacity to organize and execute the courses of action required to produce given attainments" (p. 3). However, it is crucial to explain how self-efficacy appeared to get a better understanding of the concept, though. Bandura developed the idea of self-efficacy

in the 1960s, dating back to the Social Learning Theory (henceforth SLT) influenced by the movement of behaviorism that gives more importance to the role of biological variables in human adaptation and behavior change, and disregards the effects of context and society in that sense (Rakıcıoğlu-Söylemez, 2012). However, in 1986, focusing on the role of cognition in social interaction and also learning, Bandura preferred to direct to the cognitive factors and came up with the Social Cognitive Theory (henceforth SCT) depending on the idea that SLT is infertile in terms of explaining human behaviors through external factors (Bandura, 1977, 1989, 1997), and human behaviors are needed to be addressed on the basis of internal factors such as self-efficacy beliefs. According to Bandura (2002), the development of SLT into the SCT formed a basis for self-efficacy.

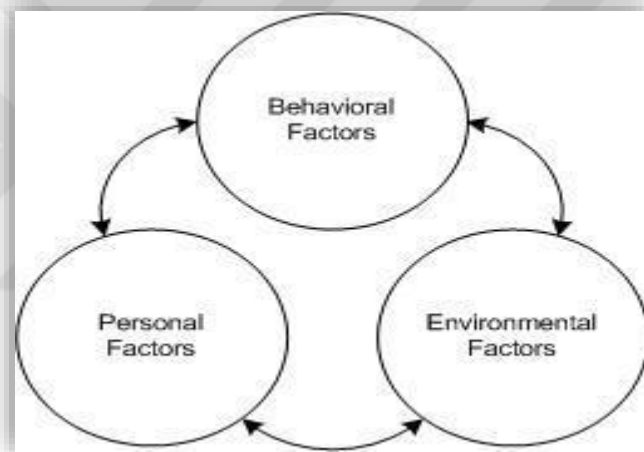


Figure 2.1 Bandura's triadic reciprocal causation model (1986)

Behaviorism, which was mainly criticized due to the fact that it restricts human behavior to stimuli and reinforcement mechanisms, is expanded upon by SCT. However, according to Bandura (2002), efficacy beliefs extend beyond assessments of one's own talents in the context of Social Cognitive Theory. Not only does SCT acknowledge the impact of environmental circumstances on behavior, but it also considers people's cognitive processes and their ability to self-discipline based on the knowledge they gain from their experiences (Mehmood, 2019). This means that there is a dynamic interplay among personal, behavioral, and environmental factors (Pajares, 2002), and these are all interrelated, which is

also demonstrated in Bandura's Triadic Reciprocal Causation Model (1986) above (see Figure 2.1). Together, these elements have a significant impact on one's cognitive behavior by fostering the growth of self-efficacy, and thus, self-efficacy has a notable effect on the way people approach difficulties, goals, and tasks as well (Bandura, 1986).

According to Bandura (1977, 1997), people interpret information about their talents to generate ideas about their efficacy. Based on Bandura's (1994, 1997) Social Cognitive Theory, self-efficacy can be developed by four main sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional factors. All these items are explained as follows:

Mastery Experiences: Bandura (1994, 1997) proposed that mastery experiences are the most dependable measures of an individual's efficacy among the four sources. This is because they are genuine proof of a person's ability to gather the necessary resources to achieve their goals. Consequently, they often have the biggest impact on the growth of self-efficacy. Similarly, Britner and Pajares (2006) suggested that humans participate in tasks and activities, analyze the outcomes, utilize these analyses to form beliefs about their capacity to participate in other tasks or activities, and behave accordingly. They also noted that confidence is typically increased by experiences perceived as successful and decreased by experiences perceived as failures. Therefore, a stronger sense of self-efficacy may be developed by overcoming obstacles as opposed to achieving goals easily.

Vicarious Experiences: People develop their self-efficacy belief by observing and modeling other people's successes and failures with whom they can relate. They use this information to assess their own chances of succeeding at the same or related tasks (Bandura, 1994; Mehmood, 2019; Britner & Pajares, 2006). Although mastery experiences are a stronger source of information for building self-efficacy beliefs, people who lack prior experience or are unsure of their own skills are more susceptible to vicarious experiences (Usher & Pajares, 2008). Furthermore, Bandura highlights the importance of the degree of similarity between the model and the individual. This means that if a person has a higher similarity with the social model, the social model will have a stronger effect on that person's self-efficacy development.

Verbal/Social Persuasion: Verbal/social persuasion involves receiving verbal support and motivation from individuals such as family members, friends, and teachers who have some form of relationship with the person (Mehmood, 2019). People are inherently social creatures and are often swayed by the opinions and feedback of others, particularly when they are reassured of their capabilities to overcome challenges in challenging tasks (Graham, 2022). Individuals who receive verbal and social encouragement are more likely to put forth more effort and persist in their efforts compared to those who doubt their abilities and focus on their shortcomings when facing challenges (Bandura, 1994). However, critical evaluations can undermine an individual's self-efficacy more easily than that they can be reinforced by supportive feedback (Britner & Pajares, 2006).

Emotional and Physiological States: An individual's self-efficacy beliefs can be influenced by various emotional and physiological conditions such as anxiety, stress, fatigue, and mood; however, the intensity of these reactions is not as important as the way the individual perceives and interprets these states. This perception plays a crucial role in the development of self-efficacy, as stated by Bandura (1994). Additionally, Britner and Pajares (2006) suggest that individuals differ in the importance they place on internal states and their tendency to associate these states with positive or negative events. The level of self-efficacy, the difficulty of the task, and past experiences in similar situations also impact how physiological and affective states are interpreted and their contribution to self-efficacy. Bandura (1997) further explains that individuals tend to perform their best when their physiological arousal is moderate, indicating a curvilinear correlation between physiological arousal and self-efficacy (Usher & Pajares, 2008).

Building on Bandura's foundational work, it is evident that self-efficacy plays a crucial role in educational settings, particularly among teachers. According to Bandura (1977, 1997), individuals form perceptions of their capabilities based on interpretations of their skills, leading to beliefs about their efficacy. In the context of teaching, these beliefs, termed teachers' self-efficacy beliefs, are shaped by the same four sources identified by Bandura (1994, 1997) in his Social Cognitive Theory (i.e., mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states). Understanding how these factors contribute to

teachers' self-efficacy is essential, as these beliefs significantly influence their teaching behaviors, strategies, and ultimately, their effectiveness and reflection in the classroom.

2.3.1 Teachers' Self-Efficacy Beliefs

Teacher self-efficacy has been described by many researchers so far. For instance, Ashton and Webb (1986) defined teaching efficacy as a teacher's belief about her/his capacity to support students' learning. According to Tschannen-Moran et al. (1998), teacher efficacy refers to “the teacher's belief in his or her capability to organize and execute courses of action required to accomplish a specific task in a particular context” (p. 233). In a similar vein, a recent definition for language teachers' efficacy has been given by Wyatt (2018b) as “language teachers' beliefs in their abilities to support learning in various task-, domain-, and context-specific cognitive, metacognitive, affective, and social ways” (p. 93). As can be seen, there is no single definition for the term, which shows that it is a comprehensive concept.

There has been various research carried out to date indicating a direct correlation between teachers' self-efficacy beliefs and student-related factors such as students' motivation and achievement (Rashidi & Moghadam, 2014; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk-Hoy, 2001; Zee & Koomen, 2016), learners' satisfaction (Rashidi & Moghadam, 2014; Prifti, 2022), higher student engagement and learning outcomes (Henson, 2001). It also has to do with how effective teachers do their jobs in the classroom as well, which means that it influences how enthusiastic they are, what goals they establish, and how much effort they put into teaching (Tschannen-Moran et al., 1998). Tschannen-Moran et al. (1998) discovered that educators who possess a strong sense of self-efficacy exhibit greater openness towards novel concepts and instructional methods. Additionally, they demonstrate enhanced abilities in planning and organizing, exhibit a constructive approach when addressing student errors, and display increased resilience when confronted with challenges. Furthermore, teachers' perseverance and resilience in the face of adversity are influenced by their self-efficacy beliefs when things do not go as planned (Tschannen-Moran et al., 1998). Besides, teachers with higher efficacy tend to work with challenging students for more extended periods of time (Gibson & Dembo, 1984) and to be less harsh on

students when they make mistakes (Ashton & Webb, 1986). A higher sense of efficacy helps teachers be more committed to and enthusiastic about teaching (Allinder, 1994; Coladarci, 1992; Evans & Tribble, 1986), and increases the likelihood of staying in the classroom, in other words, retention in the workforce (Beltman et al., 2011; Hong, 2010; Klassen & Chiu, 2011; Pfitzner-Eden, 2016; Skaalvik & Skaalvik, 2010; Wang et al., 2015). Taking all these into consideration, it would not be wrong to say that the construct of teachers' self-efficacy has attracted a lot of attention for more than four decades since Bandura (1977) introduced the idea of self-efficacy to Social Cognitive Theory and had a significant impact on research on the development of teacher self-efficacy scales (Henson, 2001). Accordingly, many different instruments have appeared so far: the Rand Measure (Armor et al., 1976), the Teacher Efficacy Scale (Gibson & Dembo, 1984), and the Teacher Self-Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001) are some of them. Among them, however, the Teacher Self-Efficacy Scale- TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) is the most well-known and addressed scale utilized in literature so far.

Focalizing Bandura's (1997) teacher efficacy scale, Tschannen-Moran and Woolfolk-Hoy (2001) conducted three studies and developed a 52-item Likert scale with nine points. Later, the scale was decreased to 32 and finally to 18 items in the first two studies; afterward, in the third phase, 18 more items were added to the scale. Consequently, two scale versions (the short form with 12 items and the long form with 24 items) have been developed. Three elements emerged from all three studies: student engagement, instructional methodologies, and classroom management (Tschannen-Moran & Woolfolk-Hoy, 2001). In other words, the evaluation of teachers' self-efficacy involves assessing their ability to manage classroom disruptions, utilize diverse instructional strategies for enhancing teaching and learning, and engage students effectively to boost their confidence in academic performance.

Despite all the attention paid to the concept, however, there has been no consensus come to by the literature-related scholars on the way to measure teacher self-efficacy due to the culture (Cheung, 2008), context, and also domain-specific nature of the teaching profession (Akbari & Tavassoli, 2014). Thus, the TSES has

been constantly criticized, mainly by the ones related to foreign language teachers' efficacy. As an example, from the Chinese context, Cheung (2008) criticized most self-efficacy scales as they are based on Western culture, and therefore focused on the context and culture specificity of teacher efficacy, and developed another scale to investigate Chinese teachers' efficacy in particular. Similarly, Akbari and Tavassoli (2014) criticized the existing instruments as too general in terms of their subject and context, and therefore they developed an ELT-specific instrument. However, the TSES Scale, which was developed by Tschannen-Moran and Woolfolk-Hoy (2001), was utilized in the current study. This particular model has been found to be the most effective one thus far, as noted by (Salas-Rodríguez et al., 2021), and it is worth mentioning that the majority of quantitative language teacher self-efficacy instruments are still conceptually problematic, according to Klassen et al. (2011). As such, exploring the beliefs of language teachers regarding their efficacy is crucial to understanding and improving their professional practice.

2.3.2 Language Teachers' Self-Efficacy Beliefs

Kyriacou (2001) identified teaching as one of the most stressful professions globally, highlighting the pressures inherent in this career. This stress is particularly acute for foreign language teachers working in monolingual contexts, as Mehmood (2019) notes, where the challenge of teaching a target language can significantly increase their burden. Such environments necessitate high self-efficacy levels among language teachers to perform effectively. However, despite their crucial role, the self-efficacy beliefs of foreign language teachers have long been overlooked in academic research. It was not until 2005 (Wheatley, 2005) that studies began to address this gap within foreign language teaching contexts (Wyatt, 2018b). Echoing this sentiment, Rakıcıoğlu-Söylemez (2012) emphasized the need for EFL-related research to devote more attention to understanding and supporting the efficacy of foreign language teachers.

The intricate relationship between teacher self-efficacy and its variables might be challenging to comprehend although that teacher self-efficacy is essential for an efficient teaching and learning process (Karim et al., 2021). A teacher's self-efficacy may vary depending on such factors as social background, cognitive behavior, intrinsic and extrinsic motivation, level of competence and knowledge,

working environment, learners' motivation and accomplishments (Mehmood, 2019). Some other studies have, in addition, found that EFL teachers' self-efficacy can be influenced by their language proficiency (Shim, 2001; Thompson & Woodman, 2019), content knowledge, contextual and cultural differences, school climate and culture, and workload (Thompson & Woodman, 2019), job satisfaction and school stress, peer relationships (Shim, 2001), and some personal qualities like ability to overcome difficulties and creative thinking, and the willingness to help others develop (Pearman et al., 2021). In this regard, using the shortened version of the Teachers' Sense of Efficacy Scale developed by Tschannen-Moran & Woolfolk-Hoy (2001), Chacón (2005) conducted a study on self-efficacy beliefs of one hundred Venezuelan middle school EFL teachers to examine the connection between teachers' self-reported English proficiency and their efficacy beliefs. The study concluded a positive relation between EFL teachers' self-reported English proficiency and teachers' sense of efficacy beliefs. Similarly, Eslami and Fatahi (2008) conducted another study with Iranian high school English teachers. They discovered significant relationships between the English proficiency level of the Iranian EFL teachers and their sense of self-efficacy beliefs for student engagement, instructional strategies, and classroom management.

Akbari and Tavassoli (2014) developed a self-efficacy instrument specifically for English Language Teaching (ELT) as the available instruments were not domain-specific and did not reflect the unique nature of teaching a foreign language. Teaching a foreign language using the same language makes it much more challenging than other subjects. To achieve their aim, the researchers created a 32-item ELT Context-Specific Teacher Efficacy Instrument, including a scenario-based approach. They conducted classroom observations and interviews with 13 students, 18 teachers, and 4 ELT experts to develop the instrument. Some components of the instrument are efficacy in classroom management, remedial action, efficacy in skill and proficiency adjustments, efficacy in social adaptation, efficacy in classroom assessment, and materials selection.

Likewise, Hoang (2018) conducted the first systematic review of the research on EFL teacher self-efficacy between 2002 and 2017. The researcher revealed the infancy of EFL self-efficacy-related literature by analyzing the studies related to

the aspects of the context, sample, purpose, methodology, and results. The majority of the studies were quantitative and included in-service teachers. Most of them investigated what factors affected TSE, teacher behaviors, and emotions. Türkiye was also included in the review, and in contrast to the results of the other countries, prospective teachers were the major participant group in Turkish studies, which is also one of the reasons for conducting the present study. What is more, no other research has examined the self-efficacy and resilience of Turkish EFL instructors to date. Of the reviewed studies, Zehir-Topkaya and Yavuz (2011) focused on the relationship between teacher efficacy and democratic values; Göker (2006) investigated if there is any correlation between student teachers' self-efficacy and peer coaching; Cabaroglu (2014), on the other hand, conducted action research to see if there happens any significant increase in pre-service teachers' efficacy levels at the end of the action research.

Another review by Wyatt (2018b), focusing on efficacy in foreign language teaching in general, not just the EFL context, studied 115 field-related studies, and detected some gaps. For example, there was no study before 2005 (Wheatley, 2005), even in second language teaching, although English is one of the most dominant languages in the world. Besides, 20 studies were found in the Turkish EFL context; however, the majority of these were seen to have focused on prospective teachers (n=14), as also seen in Hoang's (2018) study mentioned in the previous paragraph, and the least preferred research method was qualitative. Moreover, 68 out of 95 studies employed either short or long form of TSES, and others developed their domain-specific surveys. Nevertheless, they were considered to be too domain-specific because of a lack of task specificity and imprecise items. Also, it was pointed to such real-life problems as teaching in very large classes, a lack of materials, and the interrelations between teachers' efficacy, and their language and literacy skills.

To detect the relationship between EFL student teachers' self-efficacy and their perceived English proficiency, and how their school experience developed their self-efficacy, Hoang and Wyatt (2021) carried out an investigation. In addition to the adapted 15 items from TSES and 12 other context and domain-specific ones developed by the researchers, they interviewed 2 mentors and 3 lecturers. As for

language proficiency, 13 other items from Chacón (2005) were added to the questionnaires. The findings revealed that there is a significant correlation between the teachers' perceptions of their English level, especially speaking skills, and self-efficacy. Also, student teachers' school experience was the most significant factor in self-efficacy in classroom management and student engagement. On the other hand, with regard to context- and domain-specific aspects, their self-efficacy had a limited tendency to develop through the teaching practicum.

In Türkiye, Atay (2007) examined how Turkish EFL student teachers' efficacy beliefs changed throughout their school experience, concentrated on potential contributing factors, and gathered data using the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001). As a result, it was indicated that while classroom management and student engagement efficacy scores increased at the end of the school experience, the efficacy scores for instructional strategies decreased at a statistically significant level. Additionally, it was discovered that these student teachers' self-efficacy during the teaching practice was influenced by their knowledge of their own teaching competency, their views about teaching and learning, their cooperative teachers' practices, and the cooperating school. In a related study, Rakıcıoğlu-Söylemez (2012) examined the evolution of student teachers' efficacy beliefs throughout their teaching practicum and concluded that the practicum itself did not significantly influence the development of their efficacy. Instead, factors such as the teaching context, the presence of mentoring, and the nature of the teaching practice were pivotal in shaping these beliefs.

As for in-service EFL teachers, Bümen (2009) studied the effect of a one-year professional development (PD) program on a private primary school EFL teachers' self-efficacy and concluded a positive and significant influence the PD program had on them and their teaching knowledge and skills. Including 105 in-service and 75 prospective teachers in their study, Dolgun and Caner (2018) examined how different or similar these teachers' efficacy beliefs are and found no significant difference between the variables. Also, compared to the prospective ones, the efficacy beliefs of in-service teachers in instructional strategies were higher whereas prospective teachers felt more efficacious in student engagement. In the same year, Çankaya (2018) did similar research intending to explore if some

demographics (e.g., gender, experience, teaching level) make any difference between in- and pre-service teachers. Having a PhD positively correlated with in-service teachers' efficacy while experience negatively correlated with efficacy beliefs, which may mean that being experienced may not always bring higher self-efficacy (Tschannen-Moran & Woolfolk-Hoy, 2007) in contrast to the research by Yoldaş (2019) that concluded experienced teachers had significantly higher efficacy in terms of classroom management. Yılmaz's study (2011), with a different goal, studied primary and high school EFL teachers' perceptions of self-efficacy, foreign language levels, and the strategies they employ in classes. The results made it clear that EFL teachers feel more efficacious when they are more proficient in all four fundamental language skills, and they feel highly efficacious in instructional strategies. The purpose of another study by Kaygısız et al. (2018) was to discover if there exists any correlation between teachers' efficacy and teaching methods. Utilizing the ELT-Context Specific Teacher Efficacy Instrument developed by Akbari and Tavassoli (2014) and adapted to Turkish by Kaygısız (2018) and the Language Teaching Method Scale (Eslami & Fatahi, 2008) adapted by Solar-Şekerci (2011), the researchers found a positive, significant connection between the variables. While student-centered teaching methods were mostly employed by the teachers with higher efficacy, the teachers with lower efficacy preferred teacher-centered ones.

Despite the studies conducted so far, a very limited number of researchers investigated in-service EFL instructors' self-efficacy beliefs (Hoca & Tavit, 2024). There is almost no more than a handful of studies investigating tertiary-level EFL instructors' self-efficacy. The studies by Solar-Şekerci (2011) and Can and Daloğlu (2021) are two of them. The former discovered that English instructors felt the highest efficacy in classroom management. Besides, experience, perceived language level, and competence were found as the predictors of teacher efficacy. The latter one found similar results to the former. The results showed a higher self-efficacy in classroom management as well as instructional strategies, and a significantly positive connection between teachers' efficacy and language level, and teachers' efficacy and experience. In addition, Taşçı (2019) discovered a connection between tertiary-level EFL instructors' motivation views and self-

efficacy beliefs. Furthermore, Taşer (2015) conducted additional research to explore the predictors of Turkish EFL instructors' self-efficacy beliefs at the tertiary level and indicated that teaching experience and the working environment were identified as significant predictors of instructors' efficacy beliefs. The study also found that in-service training becomes significant when combined with an effective working environment and administrative support, indicating that a combination of these factors may contribute to enhancing instructors' self-efficacy beliefs. In a quantitative research on Turkish EFL instructors in a preparatory school, İpek et al. (2018) investigated if there exists a correlation between reported professional stress, self-efficacy beliefs, and individual characteristics. The findings revealed no significant relationship between teacher self-efficacy and occupational stress. The study also focused on the influence of administrative policies and the teaching environment on teachers' stress levels, emphasizing the context-specific character of stress and self-efficacy in instructors.

The effectiveness of academic undertakings, particularly in online learning, is greatly dependent on the self-efficacy of teachers, which refers to their internal confidence in their abilities (Hidayah et al., 2023). Especially, upon the heels of the COVID-19 pandemic and the lockdowns during which the whole world has had to head for online or hybrid education to continue the education process, online or hybrid education has brought various challenges to educators due to the extraordinariness of this situation. Hereupon, teachers needed to acquire the digital skills necessary to adapt to the changing circumstances during the pandemic (Salas-Serrano, 2022) since education has transcended the confines of the classroom, with online learning becoming the standard as a result of the pandemic and its accompanying requirements (Hodges et al., 2020). Nevertheless, because incorporating technology in the classroom requires a shift from traditional teaching methods to a more constructivist approach, which means that the familiar and comfortable teacher-centered teaching approach must be abandoned, and it causes the integration process to instill fear and breed negativity among teachers due to the level of flexibility and uncertainty involved, teachers may struggle to adapt to sudden and significant changes in their teaching styles and this may lead to a negative perception of the computer integration process over time (Okkan & Aydın,

2022). In that respect, Yakut and Aydın (2022) suggested that EFL instructors may experience feelings of anxiety during the online instructional process, often stemming from a perceived lack of confidence in their technological pedagogical content knowledge (TPACK) skills within the realm of EFL education. Additionally, they may encounter challenges when incorporating technology into the classroom settings as a result of their concerns regarding their limited understanding of technology and TPACK skills. This situation actually raises the issue of foreign language instructors' belief in their ability to adapt technology to the foreign language teaching environment, namely their digital efficacy.

Given the notion that the effectiveness of teachers significantly influences students' language acquisition and the evolving educational system necessitates teachers to embrace new roles, it becomes irrational to anticipate successful educational procedures and outcomes without adequately qualified teachers (Béteille & Evans, 2021). Within this scope, Kundu (2020) did a document analysis to explore the role of self-efficacy in online education and consequently propose a framework to improve self-efficacy both in teachers and students. The findings of the study came up with three essential components of self-efficacy in online learning environments: role modeling, verbal persuasion, and self-mastery. The researcher emphasized the importance of verbal persuasion in enhancing online teaching. This can be achieved through various means, such as providing regular feedback from the school administration, promoting teacher-teacher interaction, giving teachers a clear understanding of what and how to teach, and offering suitable mentoring and peer support. Additionally, teachers can benefit from role modeling by showcasing successful stories of online teaching, having access to a variety of online teaching applications like Zoom, and improving self-mastery through perseverance and resilience. Teachers can also benefit from practicing more, receiving training opportunities, and expressing their ideas freely, while receiving active feedback. However, to make all these issues take place influentially, some other factors such as support services and infrastructure, institutional vision, students' ownership of computers, their social background, and family income are required to be taken into account as all of them affect online education and therefore self-efficacy of teachers in some way.

Kavanoz et al. (2015) focused on pre-service EFL teachers' efficacy levels in terms of web pedagogical knowledge, and no significant difference was found in the perceived usefulness of computers and the internet in terms of gender whereas Topkaya (2010) suggested a positive correlation between the teachers' self-efficacy and computer efficacy perceptions. Realizing the role of digital competency, especially during the pandemic, Erdin and Uzun (2022) examined state and private school English teachers' perceptions of their technology proficiency and teaching practice using technology. Collecting data via the Technology Proficiency Self-Assessment Questionnaire for the 21st Century Learning (TPSA-C21; Christensen & Knezek, 2017) from 273 subjects, they indicated that except for the context where they work and the duration they spend online, no other factors (age, gender, experience, and the level they teach at) played a role in their perceived technology proficiency. By the same token, according to Bandura (1997), rapidly developing technological instruments may necessitate unique and constantly changing forms of teacher self-efficacy when it comes to the educational use of technology. Therefore, teachers are expected to develop their efficacy in teaching during online or hybrid education, namely their digital efficacy, which is one of the factors to be investigated within the current study.

Despite the challenging psychological aspects, such as emotional exhaustion, which can diminish job satisfaction and lead to burnout (Skaalvik & Skaalvik, 2011), there is a critical need to explore further the relationships between self-efficacy and factors that enhance teachers' well-being, job satisfaction, and retention in the profession. Zee and Koomen (2016) specifically recommend investigating these connections. Notably, resilience emerges as a key factor in this context, representing a crucial element of the present study. The subsequent section will provide a detailed discussion on the concept of resilience, focusing particularly on teachers' resilience and, more specifically, the resilience of language teachers, to deepen the understanding of its impact and significance in the educational domain.

2.4 Resilience and Its Dynamics

Resilience has attracted a great deal of attention and has been defined by many scholars so far. For instance, Campbell-Sills and Stein (2007) defined resilience as

the ability to thrive despite adversity. According to Masten (2001), resilience is the capacity to withstand and recover from experiences of psychological adversity or to maintain effective functioning despite adverse circumstances. Nevertheless, it was asserted that one's capacity to be resilient may not always necessarily blossom due to the complex nature of the concept and the dependability of the personal and contextual factors' influence upon each other (Gu, 2014; Hiver, 2018), which demonstrates the context-bound and dynamic nature of resilience.

Resilience-related research dates back to 1970s and '80s psychology studies about mental illness and behavioral problems (e.g., Garmezy, 1983; Rutter et al., 1976). VanBreda (2001) asserted that these studies started with the investigation of children with great capacity to be invulnerable against deplorable childhood conditions. To shed light on this issue, Connor and Davidson (2003) studied a group of samples including psychiatric patients and clinical trials to see what makes some people perseverant despite others being vulnerable to adverse conditions and developed a 25-item Likert-type scale, the Connor-Davidson Resilience Scale (CD-RISC). They realized that inner strength, namely resilience, helped them stand out against the trials and tribulations they faced in their childhood. The CD-RISC consists of five components: (1) personal competence, high standards, and persistence; (2) faith in one's instincts, tolerance of unpleasant emotions, and stress-enhancing effects; (3) positive acceptance of change and secure connections; (4) control, and (5) spiritual influences. However, after a while, realizing some validity-related problems in the CD-RISC scale, Campbell-Sills and Stein (2007) produced a 10-item version of that scale to measure resilience more effectively.

Resilience, at first, was considered an innate quality of an individual, but later, since 2000, it has been seen as a dynamic developmental process interacting with psychological and social variables in a given environment that helps the individual successfully resolve or adapt to risks and threats (Beltman et al., 2011; Cicchetti, 2010). This means that the individual is an active one in a personally, socially, and professionally dynamic interplay with his/her environment through balancing between protective and risk factors during the development of his/her resilience (Luthar et al., 2000). To show these relationships and to indicate external and internal sources of resilience, Worsley (2006) proposed the 'Resilience Doughnut

Model'. As can be seen in Figure 2.2 below, the inner part of the circle consists of internal sources of 'self-awareness of the resources (I have), self-efficacy (I can), and self-esteem (I am)'; in the outer part of the circle, there are seven external resources: skill, family and identity, parent, education, peer, community and money. According to Worsley (2010), all these factors interact with each other while an individual develops resilience. The presence of these dynamic connections serves as evidence for the multifaceted characteristic of resilience, signifying that resilience is a continuous individual attribute that effectively handles accessible resources when confronted with challenges.

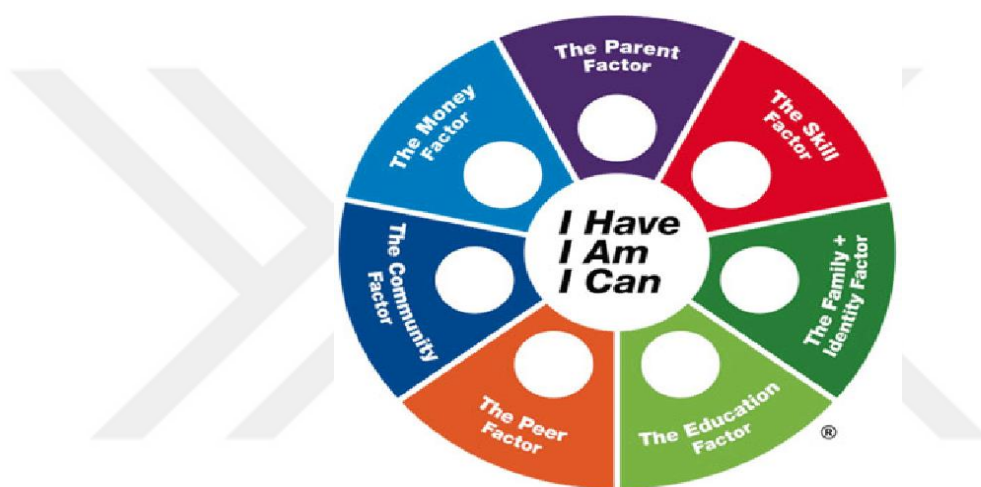


Figure 2.2 Worsley's resilience doughnut model (2006)

The importance of resilience has been the focal point for a few decades (e.g., Fleming & Ledogar, 2008; Goldstein & Brooks, 2013; Rutter, 2012; Vella & Pai, 2019). Still and all, as for educational issues, taking ever-increasing teacher attrition rates all around the world (Hong, 2012; OECD, 2021) into consideration, teachers' resilience needs to be focused more than ever. Nonetheless, this research domain has often been overlooked. Consistent with the objectives of the current study, the construct of teacher resilience, with a particular focus on language teacher resilience, will be thoroughly examined and discussed in the subsequent section.

2.4.1 Teachers' Resilience

Kyriacou (2001) identified ten main stress reasons concerning the teaching profession: students' motivation and discipline problems, time pressures and workload, the necessity to cope with innovations and changes, being evaluated by

others, dealings with colleagues, self-esteem and status issues, administrative issues, role conflict and ambiguity and poor working conditions. Taking into account all of these, some scholars (Mercer, 2020; Sikma, 2021) asserted that teaching is one of the most difficult and strenuous professions globally due to its cognitive, emotional, and service-oriented characteristics. Since it is also an emotion-driven job as teachers bring their feelings, emotions, values, and beliefs into their classrooms and act upon them (Frenzel et al., 2018; Li, 2012; Zheng, 2009), caring for their well-being and inner states is of utmost significance in all educational contexts (Greenier et al., 2021).

As a necessary skill for teacher retention (Doney, 2013), teacher resilience is defined as the ability to adjust to a variety of situations and to increase a teacher's competence in the face of difficulties (Bobek, 2002). Gibbs and Miller (2014) pointed to the crucial role of teachers' psychological invulnerability in sustaining their professional effectiveness, long-term job commitment, and their ability to adapt and survive in the face of adversity. From Cohen et al.'s (2011) point of view, resilience, as a meta construct (Zhang, 2021), has an ever-changing nature affected by various psychological, biological, and environmental factors as well as individual, familial, and social environments of which the individual is a member. Moreover, Gu (2018) identified three characteristics of teacher resilience. Firstly, he stated that it is context-specific as school culture can breed or impede teachers' capacity for learning and development. Secondly, it is role-specific because it is closely related to teachers' vocational commitment. Finally, Gu & Day (2013) said that teacher resilience is more than 'bouncing back' and it is the capacity to maintain "equilibrium and a sense of commitment and agency in the everyday worlds in which they teach" (p. 26), in other words, everyday resilience.

Teachers are always asked to work diversely and extensively, and their workloads have increased, purportedly threatening their sense of autonomy. (Gu & Day, 2013). Therefore, "to teach, and to teach at one's best over time, has always required resilience" (Gu & Day, 2013, p. 22). To date, there have been various studies justifying the pivotal role of teacher resilience in decreasing stress and burnout, and increasing job satisfaction, enjoyment, well-being, motivation, self-efficacy, and retention (Brunetti, 2006; Doney, 2013; Richards et al., 2016) as well

as student motivation, engagement, and success (Li et al., 2019a). Despite all these, social and emotional aspects of teaching have been mostly ignored and put on the back burner in spite of the emphasis on improving teachers' pedagogical skills and students' success rates (Wang, 2021), and little study has been conducted on how teachers' resilience might be developed, maintained, or degraded over time when they experience varied conditions in their job and personal lives (Hargreaves & Fullan, 1998). Even if a teacher is an expert in his/her field, that teacher will possibly feel stress and burnout, and in the very end, it may cause the teacher to give up teaching provided s/he cannot cope with stress and challenges effectively and decisively. For this very reason, investigating how teachers develop resilience and what affects this process must be focused and highlighted, which is the main purpose of the current study.

On the other hand, research on teacher retention usually focuses on the factors that impact teachers' decision to leave the profession (Gu & Day, 2013). What is required is a better knowledge of the attributes that enable the majority of teachers to maintain their motivation, dedication, and, as a result, success in the classroom (Gu & Day, 2013). For example, understanding how working conditions affect teachers' capacity to balance work and life during their careers might help uncover elements that influence their resilience and contribute to understanding the causes of variances in 'quality retention' (Day et al., 2007), which accordingly helps promote teachers' adaptation capacity to the ever-changing needs of the globalized world.

As a part of a two-year-long project named "Variation in Teachers' Work, Lives, and Effectiveness (VITAE)", Gu and Day (2007) conducted research by collecting data via interviews with teachers, school managers, and students. The study aimed to examine the factors that affect teachers' effectiveness. The findings indicated that three aspects of a teacher's life have an impact on job commitment and sustaining it. These are personal life outside of the classroom, situated life in the classroom, and professional life (i.e. job-related values and beliefs, the relationship between these, and the education system and policies). In addition, they presented some positive factors that increase resiliency, e.g., collegial support, students' behavior, teacher-student relationship, school leadership, getting

promoted, job satisfaction, good working conditions, and self-efficacy. On the other hand, the negative ones are lack of administrative and collegial support, student behavior, personal relationships, lack of work-life balance, workload, more work at home, education system, and target-driven culture. For instance, recognition by the management can be said to positively affect teachers' self-efficacy. That study also signifies the dynamic interaction of teacher resilience with social, personal, and professional contexts in which the teacher lives and works. That is to say teacher resilience is a result of individual and professional characteristics, as well as personal values, and it is also shaped by social factors. (Gu & Day, 2007). As can be seen, the resilience of a teacher has multiple sides and an ever-changing nature, and it is influenced by external and internal protective and risk factors.

A qualitative study by Howard and Johnson (2004), scrutinizing what teachers depend on to survive under rough working conditions in Australia, demonstrated such positive factors as a sense of agency, collegial support and leadership, pride in achievements and competence in areas of personal importance, and concluded that teachers can achieve to stay invulnerable, be prepared for and easily adapt to the changing educational systems, as well. In a similar vein, Doney's (2013) two-year qualitative case study examined four novice science teachers to discover how their resilience capacity developed and the connection between this capacity and their decision to continue teaching. As a result, it was seen that resilience may help an individual teacher's problem-solving skills, sustain his/her self-efficacy, and hence positively affect teacher retention.

Mansfield et al. (2012) started a two-year project named 'Keeping Cool' to illuminate what makes an individual teacher resilient and thus develop a resiliency framework for teaching curriculum. This project included mainly pre-service teachers (n=317) and novice teachers (n=161). Separate online and paper questionnaires were created for each group. The study utilized 16 individual interviews and conducted a comprehensive literature review. Additionally, feedback from teacher trainers was collected as one of the primary methods for data collection. The study demonstrated that self-efficacy is vital for being resilient in teaching. Also, it pointed to the significance of teachers' content knowledge and competence, which means that helping teachers become self-efficacious and

resilient requires a high level of teaching skills and knowledge as well as subject matter knowledge. Moreover, the Teacher Resilience Framework was developed as one of the main contributions of that project. The framework is given in the Figure 2.3 as follows:

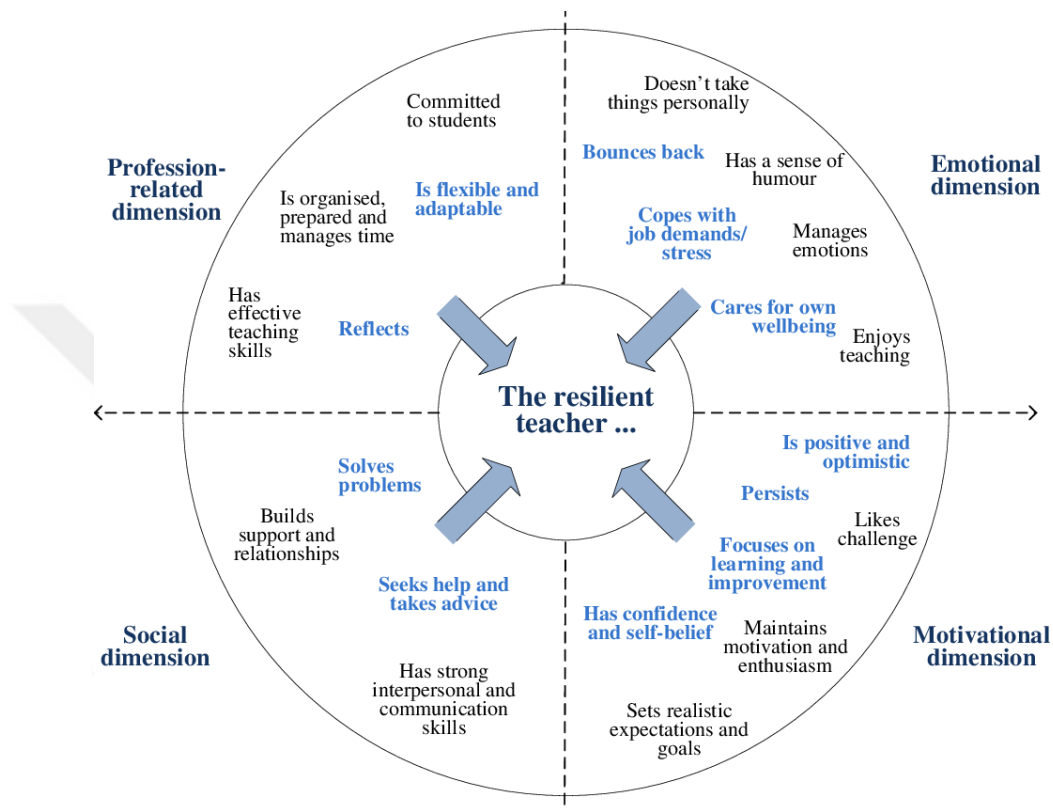


Figure 2.3 The four-dimensional framework of teacher resilience (Mansfield et al., 2012)

As seen above, there are four dimensions: professional, social, emotional, and motivational. To begin with, the professional aspect of the teacher's resilience consists of teaching competence and skills, organization, preparation, classroom management, facilitating effective learning, flexibility and adaptability. The social aspect is related to asking others for assistance, interpersonal skills, the ability to take advice from others, and professional and personal support networks. As for the emotional side, personal attributes like self-beliefs and confidence, not taking things personally, the sense of humor, the ability to bounce back, and emotion regulation. Finally, problem-solving skills, perseverance, realistic expectations and

goals, and a focus on self-improvement and optimism are the factors included in the motivational dimension.

Consequently, resilience is a need for everyone, but it is a crucial need for teachers owing to the demanding nature of teaching especially in this century with a variety of problems like resource and equipment limitations, training-related deficits, government policies and ill workplace conditions (Parveen et al., 2021). Therefore, resilience studies have brought a new perspective to the area that shifted the focus from what's going on wrong to what's going on right (Howard & Johnson, 2004). For that matter, it was understood that their resiliency must be improved by all other stakeholders to keep teachers in the profession and increase their well-being since a teacher is the lead actor of the classroom who underpins the effective education system abreast of changes and challenges in the world. Along these lines, Tait (2008) asserted that finding what enables teachers to teach despite difficulties may be helpful in augmenting teacher retention, one of which is teacher resilience. Thus, understanding and fostering these resilience factors in language teachers can significantly contribute to their ability to remain in the profession and effectively manage the specific demands of the contextual language education experiences.

2.4.2 Language Teachers' Resilience

Compared to other professions, ESL/EFL teachers' jobs never finish even after school since they have to prepare effective assignments and tasks for students, give feedback to them constantly, and evaluate and assess their students' development process (Zhang, 2021). In the EFL context, teachers might feel stressed since they may have inadequate language competence (Mousavi, 2007). EFL instructors are believed to be fluent in English; however, unlike native English teachers, they may face a variety of language issues such as fluency, pronunciation, or grammar (Diasti, 2021). Therefore, they feel higher pressure owing to the problems caused by different issues like (inter)cultural disparities, and instructional challenges along with linguistic difficulties (King & Ng, 2018). As one of the most emotionally draining aspects of education, foreign language instruction should get special attention (Valieva, 2016), and it is more likely for EFL teachers to be susceptible to burnout, unlike other teaching branches in so far as they have to get through possible cultural and emotional obstacles concerning language education

(Penington & Ho, 1992). For that reason, developing the EFL teachers' resilience capacity would be a must to help increase the teacher retention rate (Zhang, 2021), and enhance foreign language education in a healthier and stronger atmosphere in the end.

Despite all the aforementioned facts, the research on language teacher resilience is still toddling. However, it is known that teacher resilience has another major role: developing a positive learning environment for students (Zhang, 2023); as teachers are the hub of a classroom, their resilience can be defining, and if teachers do not possess resilience, then it is unrealistic to expect students to do so and there is a good chance that inadequately planned language instruction will weaken or hasten the weakening of students' resilience (Hiver & Sánchez-Solarte, 2021). Therefore, it is a must for teachers to be resilient. According to Hiver (2018), language teacher resilience may contribute to understanding how language teachers are able to manage and sustain their passion, enthusiasm, and commitment to making a difference in the language classroom (p. 18). Besides, the researcher criticized the existing literature about the limited number of attempts to discuss this construct thoroughly, and he added that these studies have mostly included either pre-service or novice teachers (e.g., Ledger, 2021; Mansfield et al., 2018; Mansfield et al., 2020; Weatherby-Fell et al., 2021; Yada et al., 2021) rather than the experienced peers. Relevant studies highlight a significant gap in the existing literature on teacher resilience, noting that the majority of studies have predominantly focused on pre-service or novice teachers rather than their more experienced counterparts, who are the subjects of the current study. This observation underscores the need for a broader exploration of how resilience manifests and evolves over the course of a teaching career. The following sections will introduce several studies that have delved into this area, examining the resilience of teachers at various stages of their professional experiences. These studies aim to provide a more comprehensive understanding of the factors that contribute to sustaining long-term resilience in the teaching profession, particularly among seasoned educators who face different challenges than those at the beginning of their careers.

To begin with, Partovi and Tafazoli (2016) conducted a quantitative study to explore the potential relationship between self-regulation and resilience among EFL high school teachers. Their research, which included 80 in-service EFL teachers and their 200 students, found that teachers who demonstrated self-regulation abilities were perceived as resilient by their students. Building on this line of inquiry, Entesari et al. (2020) delved into the resilience differences between novice and experienced Iranian EFL teachers in a private school setting. Utilizing the Connor-Davidson Resilience Scale (CD-RISC), interviews, and narratives provided by the teachers, they identified significant differences in resilience levels, with experienced teachers displaying greater resilience compared to their novice counterparts. The study further suggested that experience equips teachers with a robust array of strategies for coping with adversity. Additionally, it was found that experienced teachers enhance their resilience through various means, including feedback from colleagues and students, consulting reference books on language education, and employing personal resources such as problem-solving, critical thinking skills, and creativity. In contrast, novice teachers tended to rely primarily on social resources. This juxtaposition highlights the complex interplay of factors that contribute to building resilience in teaching professionals, underscoring the importance of both personal and social resources in this developmental process.

Another quantitative study (Stavraki & Karagianni, 2020) explored 169 EFL teachers' resilience capacity and the connection between resilience and teachers' demographic, occupational, and school/class characteristics, and found no significant relationship between the variables. For instance, no difference was reported between public and private school teachers' resilience levels. Ayoobian and Rashidi (2021) made another attempt to discover if reflection skills help Iranian EFL teachers' resilience, and the findings of the study highlighted the importance of self-reflection in promoting teacher resilience. Similarly, it was stated that self-reflection enables educators to evaluate their methods, test out various strategies, and contemplate their teaching approaches (Griffin, 1999; Peixoto et al., 2018).

Looking at the issue from a different perspective, Ungar (2013) claimed that the development of a cross-cultural resilience measure is not possible at all because it is context-dependent and the majority of resilience instruments represent

individualistic interpretations of overcoming adversity based on Western theories (Kaya et al., 2024). Within that context, Shirazizadeh and Abbaszadeh (2023) aimed to develop an instrument specific to the resilience of English as a Foreign Language teachers. In the beginning, 14 Iranian EFL teachers participated in semi-structured qualitative interviews. A sample of 224 ELT teachers was used to validate the English Language Teacher Resilience Instrument, and finally, a 35-item instrument was developed focusing on EFL teachers' internal motivations, social skills, emotional management, pedagogical skills, and contextual support. Nevertheless, no new information was discovered beyond what previous studies had found, which made it difficult to simply assert that teaching English differs from broad teacher resilience. However, questioning the efficacy of the Resilience Scale for Adults (RSA; Friborg et al., 2003) and the Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) in comprehensively assessing both internal and external protective factors of resilience, Daniilidou and Platsidou (2018) embarked on developing a new instrument. This initiative led to the creation of the Teachers Resilience Scale (TRS), specifically tailored for EFL teachers. The TRS, comprising 25 items, incorporates elements from both the CD-RISC and RSA, aiming to provide a more holistic evaluation of resilience factors relevant to the teaching context. They tested the psychometric qualities of the TRS on an additional sample of Greek teachers, and the results were found satisfactory. In brief, all these results may give rise to the fact that teacher resilience can develop differently depending on the context.

Using a cross-cultural lens based on the idea that Chinese and Iranian EFL teachers share similar cultural views, outlooks, values, and orientations, Wang et al. (2022) carried out a qualitative study to examine the challenges of resilience development among these teachers. The findings indicated four considerable types of challenges both Iranian and Chinese teachers experienced. These were person-related factors like students' lack of motivation and engagement, student misbehavior, poor income, insufficient appreciation for instructors' efforts, insufficient teaching expertise; context-related factors like inadequate funding, inadequate facilities, strict rules and regulations imposed by university management, lack of teacher autonomy; system-related factor such as out-of-date,

decontextualized, product-focused, administrator-designed curricula; and process-related factors, e.g., heavy workload, family responsibilities, extended class periods, and financial concerns.

Teaching has already been regarded as having the highest levels of stress in comparison to other professions (Coombe et al., 2020) because teachers' responsibilities are getting more and more intensified day by day, and they are expected to adapt to increasing pressures and ongoing innovations under deteriorating conditions (Hargreaves, 1995, 2000, 2003), like the situation where the entire education world was forced to do online education due to the COVID-19 pandemic. The COVID-19 pandemic has caused significant disruptions to teachers' professional lives (Chen, 2024). Teachers have had to learn some digital teaching knowledge and skills, in other words, they needed to acquire digital teaching skills. This situation revealed the issue of the digital resilience of educators as well, including tertiary-level EFL instructors. In that sense, for instance, Salas-Serrano (2022) examined EFL teachers' experiences in seven different colleges during the pandemic and found four categories (i.e., realization, reinvention, reflection, and resilience) in terms of the teachers' resilience development. Nevertheless, the emotional side of teaching has not received enough attention, particularly in the circumstances of the pandemic.

Resilience is important not only for novice teachers but for all teachers including in-service EFL instructors, as it can improve their teacher efficacy and job satisfaction and enable teachers to adapt to constant changes in educational systems (Bobek, 2002; Gu & Day, 2007). Nevertheless, EFL teachers' resilience-related studies are very rare in the literature (Entesari et al., 2020; Liu & Chu, 2022), particularly when it comes to in-service EFL instructors in higher education. Most studies have been conducted to investigate the resilience of pre-service or novice teachers (Diasi, 2020; Kim & Kim, 2024; Kostoulas & Lämmerer, 2018; Serdar-Tülüce, 2018; Yada et al., 2021). In Turkish EFL teaching context, although there is a wide range of studies focusing on EFL teachers/instructors' burnout levels and sources (e.g., Ceylan & Mohammadzadeh, 2016; Erdağ & Tavil, 2021; Hişmanoğlu & Ersan, 2016; Özkanal & Arkan, 2010), in-service EFL instructors' resilience has been neglected by the researchers so far even though it is referred to as a

prerequisite factor for keeping teachers in the profession and thereby decreasing teacher burnout. To date, there appears to be a notable gap in the literature regarding the resilience and self-efficacy of prep school EFL instructors at the tertiary level within a hybrid teaching context in Türkiye. This absence of focused research on such a pivotal topic underscores an urgent need for comprehensive studies that can provide insights into the unique challenges and opportunities faced by EFL instructors in these environments. Consequently, this research endeavors to pioneer investigations in this area, potentially guiding future academic inquiries and interventions aimed at enhancing teacher efficacy and resilience in similar language education settings.

2.5 The Relationship Between Teachers' Self-Efficacy and Resilience

According to Schwarzer & Warner (2013), resilience is one's ability to cope with difficult circumstances and requires one's exposure to stresses or unpleasant events, whereas self-efficacy beliefs boost one's desire to pursue tough goals but can exist even without having difficult experiences. However, the connection between these two constructs has been expressed by not only resilience but also self-efficacy researchers. For instance, Connor and Davidson (2003) considered self-efficacy as one of the resilient individuals' characteristics. Likewise, in Oxford's EMPHATICS model (2016b), she defines self-efficacy as an aspect contributing to resilience. It means that one's resilience is positively influenced by his or her sense of self-efficacy when things go wrong (Gibson & Dembo, 1984). Hiver & Sánchez-Solarte (2021) also stated that building positive self-perceptions and self-efficacy is one way to intentionally develop resilience. As can be seen, Bandura's (1977) theory that teachers' self-efficacy beliefs are related to the effort they put into teaching, the goals they set, their persistence when things do not go as planned, and their resilience in the face of setbacks is supported by an increasing body of empirical evidence in the literature (Tschannen-Moran et al., 1998).

Effective teaching is facilitated by teachers with high levels of self-efficacy, and self-efficacious educators are committed to achieving the objectives they set for themselves and persevere in doing so (Mehmood, 2019). High self-efficacy teachers are highly-determined and persistent in the face of challenges that could impede their ability to teach effectively and accordingly, when dealing with slow

learners, they don't give up easily; instead, they put more of their attention on the pupils who fall behind in their learning (Mehmood, 2019). Milner (2002), similarly, asserted that teacher self-efficacy and resilience go hand in hand with each other depending on the fact that the more a teacher believes in his or her ability to make a difference in his or her students' lives, the longer s/he will be persistent upon difficulties about the classroom. According to Gu and Li (2013), investigating how Chinese primary and secondary school teachers (n=568) stay resilient and what helps them here, some agents like teacher efficacy, job satisfaction, and vocational commitment were referred to as highly associated with teacher resilience. Similarly, Gu and Day (2007) stressed the importance of self-efficacy in being a resilient teacher and that the development of teacher efficacy consistently interacts with the growth of their resiliency. It is said that resilient teachers have high self-efficacy in addition to positive self-perceptions and optimism, as Mansfield et al. (2016) stated. Along these lines, Mehmood (2019) asserted that one quality that allows instructors to be more adaptable in solving issues in the classroom is self-efficacy. He meant that self-efficacious teachers are more willing to use novel approaches and strategies to deal with challenging circumstances. Instructors who possess this quality are more inclined to cope with unmotivated pupils and exhibit persistence in the face of setbacks and failures. Therefore, they have higher resilience. In short, teachers' resilience is closely linked to their sense of efficacy beliefs (Bobek, 2002; Howard & Johnson, 2004; Tait, 1998).

Resilient teachers can effectively deal with challenges in and out of the classroom, have strong coping skills, and work enthusiastically and satisfactorily (Gu & Day, 2007; Howard & Johnson, 2004; Tait, 2008). This connection can be explained by the fact that higher self-efficacy enables teachers to see difficulties as challenges, not threats, and thereby, they spend effort on solving them. On the other hand, lower self-efficacy can prevent teachers from coping with problems and make them feel helpless. Consequently, if teachers cannot survive in the face of difficulties, it may cause them to leave teaching in the end (Evans & Tribble, 1986; Tait, 2008). Therefore, it can be suggested that self-efficacy has a pivotal role in enhancing and sustaining teacher resilience.

Furthermore, adopting the Doughnut Resilience Framework (Worsley, 2006) to investigate which personal and contextual aspects of college teachers' lives help them to be resilient, Parveen et al. (2021) detected skill, family and identity, and education factors as the strongest external predictors, and self-efficacy as the strongest internal one. In addition, believing that teachers' resilience should be considered a type of teacher efficacy, with a unique specificity that indicates the capacity to bounce back from challenges is a distinct form of efficacy, Morgan (2011) examined the factors predicting teacher resilience and self-efficacy and concluded that they are affected by different factors. Commitment to teaching was found to be the only significant predictor of teacher efficacy while commitment, social support, and mastery orientation, except for school support were those of teacher resilience. Resilience is derived from the dynamic interplay between risk and protective factors, leading to its manifestation (Beltman et al., 2011). Self-efficacy, as one of the major protective factors (Day, 2008; Gu & Day, 2007, 2013; Parveen et al., 2021), may also both affect and be affected by resilience.

Zhi and Derakhshan (2024) conducted a study with a group of university EFL instructors to investigate how self-efficacy beliefs affect the relationship between resilience, emotion regulation, and psychological well-being. The study suggests that the self-efficacy beliefs of Chinese EFL instructors may impact their resilience, emotion regulation, and psychological well-being. This is because teachers' self-efficacy beliefs relate to their ability to manage tasks associated with their profession (Caprara et al., 2006). To investigate the links between prospective teachers' psychological resilience, teacher self-efficacy beliefs, and attitudes toward the teaching profession, Kavgacı (2022) found that psychological resilience had a beneficial influence on teacher efficacy and that psychological resilience enhances the teachers' attitudes toward the teaching profession both directly and indirectly via increasing their self-efficacy. Additionally, Razmjoo and Ayoobian (2019) examined the relationship between the two concepts, found a statistically significant relationship between the self-efficacy and resilience of Iranian English teachers working in private language institutions, and discovered the highest correlation between instructional strategies and resilience, and a statistically significant and positive correlation between EFL teachers' self-efficacy in student engagement and

resilience. However, they demonstrated the weakest correlation between resilience and classroom management among Iranian English teachers. This shows that the endurance capacity of foreign language instructors enables these instructors to work more effectively and efficiently in their educational lives. In other words, it positively reflects on their professional competence in many aspects. Taking all these studies into account, it would not be wrong to assert the existence of a relationship between foreign language instructors' self-efficacy and resilience, on which the present study is based on.

2.6 Language Teachers' Coping Strategies

As a global health crisis, the repercussions of the COVID-19 pandemic reached further than just the potential for physical injury, leading to significant psychological effects (Nang et al., 2022). Likewise, Aperribai and colleagues (2020) conducted research on the effects of lockdown measures on the mental well-being of teachers, revealing elevated rates of depression attributed to heightened work demands and the stress associated with transitioning to virtual instruction. Identically, a study (Kaur et al., 2023) indicated that hybrid education has significantly impacted teachers, leading to heightened levels of anxiety, mental distress, severe fatigue, feelings of despair, stress, a looming fear of burnout, and ultimately, thoughts of resignation, and teachers have also expressed particular apprehension regarding their health in relation to the pandemic. Moreover, the online instruction of English failed to produce the desired results as a result of educational issues like inadequate preparation, organization, emergency educational protocols, and teachers' lack of technological and pedagogical expertise (Erarslan, 2021). Considering all these conditions, the importance of EFL teachers' coping strategies emerges, serving as a protective mechanism for both their self-efficacy and resilience in hybrid education contexts.

Coping is described as the act of employing different strategies or techniques to manage a stressor (MacIntyre et al., 2020). Coping strategies are individualized behavioral tactics utilized to manage and alleviate psychological stress induced by various threats (Petrakova et al., 2021). As Nang et al. (2022) asserted, teachers facing challenging and stressful situations must establish coping strategies to uphold a sense of equilibrium in their personal and professional lives. Furthermore,

it was suggested that educators who used coping strategies were found to have higher levels of job satisfaction (Shoulders et al., 2021). Although it is important for teachers to understand their coping mechanisms that can be employed in online settings (Nazari et al., 2022), limited research has been undertaken on the coping strategies of EFL teachers during the pandemic (Kanik & Hadizadeh, 2022). For that reason, the current study also investigated EFL instructors' coping strategies in the face of adversities they face in a hybrid language education context.

According to MacIntyre, Gregersen, and Mercer (2020), teaching is a challenging profession; however, language teachers face additional challenges regarding their language proficiency, managing students' emotional anxieties, dealing with varying levels of proficiency in student groups, threats to personal identity, incorporating intercultural aspects into instruction, and dealing with unstable working conditions. On top of that, they stated that the COVID-19 pandemic has made the situation even worse introducing new challenges such as worries about health, adjustments to remote education, uncertainties about job security and career prospects, increased family responsibilities, workload, and loss of control over work. Based on these problems, in 2020, the researchers conducted a comprehensive study involving 634 language teachers from different countries to identify how they cope with all these issues and found two types of coping strategies: approach strategies and avoidant strategies. The former involves acknowledging stressors and attempting to eliminate them while the latter is associated with behaviors such as denial or substance use. The study also revealed that language teachers predominantly preferred approach type coping strategies, such as acceptance, advanced planning, re-framing, taking active steps to address the situation, and using work or other activities as a distraction.

Nazari et al. (2022) conducted a study involving 296 English as a Foreign Language (EFL) instructors to examine two coping strategies (approach and avoidant) in the context of online education, as well as their potential correlations with teacher apprehension and job engagement. The researchers discovered that the majority of EFL instructors employed approach coping mechanisms as opposed to avoidant coping mechanisms. What is more, positive re-framing was the most commonly utilized coping strategy, followed by planning, religious practices,

active coping, acceptance, instrumental support, and emotional support. The results also indicated a positive impact of approach strategies on job engagement, while avoidance coping showed a negative association. Additionally, approach strategies negatively affected teacher apprehension, whereas avoidance coping had a positive effect on it.

Likewise, Rai (2022) sought to investigate how university EFL teachers in Nepal perceived and approached the challenges of teaching English online during the pandemic. The study found that despite initial difficulties with technology, social barriers, and psychological fears, teachers were able to adapt and implement effective coping strategies such as self-initiation, self-discovery, and a cooperative approach, resulting in productive online classes for both teachers and students. In a similar vein, through the examination of extensive datasets obtained from semi-structured interviews with nine tertiary-level EFL instructors, Nguyen and Pham (2023) managed to delineate the methods they employed to regulate their emotions over a period of two years, spanning from the commencement to the conclusion of the obligatory online teaching phase. In particular, the instructors utilized five coping strategies in their emotional regulation and handling, which encompassed (1) comprehending the circumstances, (2) adjusting or reducing expectations, (3) concealing or restraining genuine emotions, (4) seeking outside assistance, and (5) enhancing their overall emotional well-being.

Ghanbari and Nowroozi (2022) conducted a qualitative case study to explore the experiences of two Iranian English language instructors at Persian Gulf University in response to the challenges posed by the COVID-19 pandemic. The results revealed that following the transition to online instruction, the two educators initially confronted various obstacles; nevertheless, as the semester progressed, they were able to devise pedagogical, affective, and administrative strategies to adapt to the new circumstances. To illustrate, some strategies were requesting all students to activate their microphones during online class, privately messaging students to confirm their class attendance, cross-referencing students' written work in the advanced writing course for originality, and utilizing the polling feature of the university learning management system to gather feedback on various course components. The researchers also highlighted the fact that the instructors

progressively acquired the skills to adapt their teaching methods to the emerging online platform, underscoring the significance of the teachers' openness to learn in enhancing the effectiveness of online education.

In addition to all these, with the idea that more investigation is needed into EFL teachers' coping strategies in online environments, Ayar (2023) conducted a study with EFL teachers at diverse educational levels, along with 96 EFL instructors working at schools of foreign languages, to shed light on how they handled the stress while conducting synchronous lectures during the COVID-19 pandemic. The study revealed that the participants primarily utilized functional, approach-focused, and cognitive tactics when dealing with stress. Additionally, the participants' inclination towards adopting approach and avoidance styles indicated a preference for cognitive strategies as opposed to behavioral ones. Similarly, conducting a qualitative study gathering information through written reflections and in-person interviews with seven EFL instructors discussing their instructional approaches amidst the pandemic at a private university in Northern Cyprus, Kanik and Hadizadeh (2022) discovered that the EFL instructors faced a range of obstacles and needed to implement diverse approaches to manage these obstacles. The strategies for dealing with these challenges included enhancing social interaction, active involvement with the system, and practical tactics. For instance, they endeavored to incorporate additional opportunities for pair work, group work, discussions, and collaborative tasks in order to facilitate student engagement and interaction with their peers in both face-to-face and online settings. In addition, they tried to involve students in the system by assigning them tasks through the learning management system and incorporating additional practice activities on the platform.

According to MacIntyre et al. (2020), using avoidance type of coping strategies was linked to negative outcomes like stress and isolation, while approach coping methods were found to improve overall happiness and resilience, indicating that foreign language instructors' coping mechanisms are closely related to their ability to cope with the job-related problems, that is, their professional resilience. In this regard, Barnová and colleagues (2023) suggested that it is crucial to prioritize the well-being of teachers and enhance their resilience by offering support in

developing successful coping mechanisms. Teacher efficacy has also been shown to have a strong positive relationship with coping strategies, like problem-solving, cognitive restructuring, and social support, used to manage distressful situations in teacher education (Thornberg et al., 2023). Comparably, Betoret (2006) unveiled that teachers exhibiting a high level of self-efficacy and possessing more coping resources tend to report lower levels of stress and burnout in comparison to teachers with a low level of self-efficacy and fewer coping resources, and vice versa. Over and above, to establish well-rounded and thriving educational institutions, it is imperative to equip teachers with the necessary tools and coping mechanisms to effectively handle stressors, enhance their emotional intelligence, and effectively manage their emotions (Yıldırım-Eroğlu & İnal, 2023). Upon synthesizing all of these, it is evident that there are lingering issues surrounding EFL teachers' self-efficacy, resilience, and coping strategies that require additional investigation, all of which are relevant to the purposes of the present study.

CHAPTER 3: METHODOLOGY

3.1 Overview of the Chapter

In this chapter, the methodology of this qualitative case study is presented in detail. It encompasses research methodology and questions, research design and its rationale, participants and setting, data collection instruments and procedures, as well as the processes and protocols for interviewing participants, and how the qualitative data were processed, analyzed, and coded. Finally, it describes the methods used to ensure validity and reliability.

3.2 Research Methodology and Questions

The purpose of this current qualitative study is to shed light on the questions of how Turkish EFL instructors in a tertiary-level foreign language school in the Black Sea Region of Türkiye describe the relationship between their self-efficacy and resilience in their professional experiences and in what ways these EFL instructors perceive their self-efficacy and resilience within a hybrid English teaching context. Depending on this purpose, a qualitative study design was employed to seek answers to the following research questions:

RQ1: In what ways do EFL instructors at a tertiary-level foreign language school perceive their self-efficacy and resilience within a hybrid language education context?

RQ2: How do EFL instructors at a tertiary-level foreign language school describe their coping strategies related to self-efficacy and resilience based on their professional experiences within a hybrid language education context?

3.3 Research Design

To scrutinize the research questions, a qualitative research design was employed for the current study. A qualitative research approach was adopted because in qualitative studies, as Creswell (2014) states, open-ended data are collected by the researcher, and analyzed as a whole for themes and categories to deeply and better understand a phenomenon. For this reason, a variety of data were gathered through demographic data forms, reflective journals, and focus group interviews, and analyzed to deepen the understanding of self-efficacy and resilience feelings of in-service EFL instructors at the tertiary level and the type of relevance among them, if any. A case study is one of the most used forms of qualitative study

designs (Creswell et al., 2007) through which an in-depth understanding of an actual ‘case’, such as an event, an activity, or a process (Creswell, 2015) is developed by collecting multiple forms of data (Yin, 2003). For this reason, a case study was thought to be appropriate given the purpose of this study was to explore the interplay between the concepts of the instructors’ self-efficacy and resilience, teaching English as a Foreign Language in a state university prep school, and the way how the instructors interpret the relation between their feelings of resilience and self-efficacy. Case studies are capable of establishing cause-and-effect relationships, with one of their notable strengths being the observation of effects in real-life situations, which is crucial to acknowledge that context plays a significant role in determining both causes and effects (Cohen et al., 2007). Therefore, instead of examining and generalizing the variables ‘self-efficacy and resilience levels of instructors teaching English as a foreign language to university students’ using questionnaires as in a quantitative approach, this qualitative study focused on exploring the phenomenon to gain new and deeper insights through understanding. Thus, in the present study, qualitative research methodology is preferred to gather comprehensive and to-the-point data.

3.4 Setting

The setting for this study is a school of foreign languages at a state university in the Black Sea Region of Türkiye and the participants were selected among the instructors teaching English as a Foreign Language to Turkish students from various departments. At the institution in question, a total of 280 students are receiving instruction in the English language. It is worth noting that aside from this group of students, all of the instructors are expected to teach courses across various departments within the same university. The educational institution is divided into various departments, each with its specialized field of study. These departments, including engineering, medicine, business, nursing, and teaching, are responsible for providing a diverse range of online and face-to-face courses to their students. The courses offered include English 1-2, English 3-4, English 5-6, Academic English 1-2, Business English 1-2, and Vocational English 1-2. In addition to these, the instructors also provide face-to-face main courses, and online vocabulary, grammar, and laboratory classes to the prep school students. The weekly course

load for these courses varies from a minimum of 20 to 30 hours. It is worth noting that every single instructor at the institution is an active member or committee chairman of at least one committee. The committees they participate in range from Assessment and Evaluation, Professional Development, Curriculum Development to Education, Bologna, and Foreign Relations. Some of them even hold positions on three or more distinct committees. As committee members, they are responsible for completing assigned tasks in addition to the regular responsibilities given by the management. Furthermore, two participants held administrative officer positions within the institution. In Table 3.1, some data concerning the demographic information of the participants are presented.

3.5 Participants

One of the advantages of case studies is that they demonstrate causes and effects in real contexts (Cohen et al., 2007). For this reason, a total of 12 EFL instructors were involved in the study, depending on the fact that these participants needed to serve at a school of foreign languages at a state university in Türkiye. The researcher is also an EFL instructor in the setting where the research was carried out. Therefore, convenience sampling was implemented because of the limitations during the COVID-19 pandemic condition. Convenience sampling is utilized when a researcher selects a sample from individuals who are easily accessible to them (Cohen et al., 2007) and because the participants are available and willing to be a part of the study (Creswell, 2015). The reason why 12 participants were included is that a larger group might not have offered any new insights (Creswell & Creswell, 2018). In addition, as Hennink and Kaiser (2022) stated, saturation is reached in data collection when no new issues or insights are discovered, and the data starts to repeat itself, indicating that further data collection would be unnecessary as a sufficient sample size has been obtained. Consequently, data saturation can be achieved with a limited number of participants in qualitative studies. Therefore, this number of participants was considered to be appropriate for saturation.

At the beginning of the data collection phase, each of the 10 EFL instructors was asked by the researcher to provide a consent form along with a participant information form (see Appendix 1) indicating that they wanted to participate in the

study as well as a demographic data form including some demographic information and some open-ended questions. However, 1 out of 10 did not hand in the forms together with the demographic data form. Therefore, in the following stage, four other participants, three from the same institution and one from a nearby one, were included in the research. However, three male participants did not write weekly reflective journals. In other words, a total of 10 participants kept weekly reflective journals. In the last phase, one male participant out of the latter four did not take part in the focus group interviews because of an intense workload even though he went on keeping weekly reflective journals voluntarily for 8 weeks even if he was supposed to take a 5-week journal for the present research. As a result, 11 participants (4 males and 7 females) voluntarily participated in the semi-structured focus group interviews.

Table 3.1 Demographic information of the participants.

Participants	Age	Gender	Year of Experience	The Department of Graduation	Degree of Master/PhD	Other Languages	Weekly course hours	Courses given by the instructor	Total no. of students
(P1)	37	male	15	English Language Teaching	Educational sciences (master and PhD)	German	27	Vocational English, Basic English, Prep School Courses	250
(P2)	32	male	10	Science of Translation	---	---	27	Vocational English, Basic English, Prep School Courses	170
(P3)	32	male	11	English Language Teaching	Communication and media studies (master's degree)	German	30	Vocational English, Basic English, and Prep School Courses	50
(P4)	35	male	15	English Language Teaching	Graphic design (master's degree)	---	26	Business English and Basic English	306
(P5)	39	male	16	English Language Teaching	English Language Teaching (master's degree)	German (Intermediate)	26	Basic English, Prep School Courses	250
(P6)	36	female	13	English Language and Literature	Europe and International Relations (master's degree)	German (Beginner)	28	Vocational English, Basic English, and Prep School Courses	180
(P7)	34	female	12.5	English Language Teaching	English Language Teaching (master's degree)	---	20	Basic English, and Prep School Courses	157
(P8)	35	female	13	English Language Teaching	---	German (Beginner)	26	Basic English, and Prep School Courses	301
(P9)	35	female	14	English Language Teaching	English Language Teaching (master's degree)	German (Beginner)	26	Vocational English, Basic English, and Prep School Courses	70
(P10)	31	female	9	English Language Teaching	---	German, Italian	25	Basic English, and Prep School Courses	200
(P11)	35	female	13	English Language and Literature	Teaching Turkish to Foreigners (master's degree)	---	28	Basic English, and Prep School Courses	50
(P12)	32	female	8	English Language Teaching	Master of Arts in Teaching	German (Beginner)	20	Vocational English, Business English and Basic English	80

3.6 Data Collection Instruments and Procedures

According to Creswell (2015), the purpose of a case study is to deepen the understanding of a case or an issue, and researchers collect as many types of data as possible to develop this understanding. As a qualitative case study, this research involved different types of data collected using weekly reflective journals, demographic data forms, and semi-structured focus group interviews. First, the necessary permissions were obtained from the the surveys developers of the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001) (Short Form) adapted into Turkish by Karaoğlu (2019) (see Appendix 2) and Connor-Davidson Resilience Scale (CD-RISC; Connor & Davidson, 2003) (Short Form) adapted into Turkish by Kaya and Odacı (2021) (see Appendix 3) which provided a basis for writing the questions in the weekly reflective journal (see Appendix 4), demographic data form (see Appendix 5), and semi-structured focus group interview (see Appendix 6). By looking at the items in all these surveys and the related literature, the researcher wrote down the questions involved in the weekly reflective journal, the demographic data form, and the semi-structured interviews.

Creswell (2013) asserts that gathering and combining data are essential procedures to provide an efficient data analysis process. The data collection started after receiving institutional review board protocol approval and the necessary permission taken from the administration of the school of foreign languages, which is the setting of the research. After reviewing the purpose, research questions, methodology, instruments, and all related items within the study for the protection and safety of the instructors, the management permitted the researcher to conduct the study. They ensured that the study was ethical and complied with all laws. Following the approval, the instructors who agreed to take part in the research study were asked to sign and return the informed consent forms to the researcher. In accordance with the data collection process, Table 3.2 is presented below.

Table 3.2 Timeline of data collection

Week	Date	Data Collection Activity
1	February 21-27	The necessary information about the study was shared with the administration. The approval of the institution to conduct the study was obtained. The study was introduced to the participants. A consent form was given to each of the participants and signed by them. The demographic data form was shared with the participants, and the intended pre-data was collected. The participants were informed about the purpose and procedure of the study.
2	February 28-March 6	A WhatsApp group was formed to keep in touch with the participants (Feb. 28, 2022). A Google Classroom page (see Appendix 7) was opened, and the participants were invited to join it and type their journals on a Word document there for each week (Feb. 28, 2022). The form, including the weekly reflective journal questions, was started to be shared with the participants on Google Classroom, and they were asked to start keeping a constructed reflective journal based on the questions provided. (March 1, 2022) Weekly Reflective Journal 1
3	March 7-13	Weekly Reflective Journal 2
4	March 14-20	Weekly Reflective Journal 3
5	March 21-27	Weekly Reflective Journal 4
6	March 28- April 3	The participants were informed about the face-to-face online interviews. The focus group interview schedule was decided together with the

		participant groups (see Appendix 8) for the following weeks.
		Weekly Reflective Journal 5
7	April 4-10	Interviews were conducted.
8	April 11-17	Interviews were conducted.
9	April 18-June 8	Interviews were transcribed (see Appendix 9).
11	June 8- August 10	Content analysis on MAXQDA 24 (see Appendix 10) was completed.

3.6.1 Demographic Data Form

Some demographic data is gathered about the participants through a demographic data form, including name, age, gender, year of experience, the department of graduation, degree of master's or PhD (if any), other languages the participants know, their weekly workload, types of courses they give, and the total number of students they teach. Also, some open-ended questions are included in the form, asking the participants to evaluate their self-efficacy and resilience. The related demographic data is presented in Table 3.1 above.

3.6.2 Online Weekly Reflective Journals

According to Krishnan and Hoon (2002), diaries are first-person observations of experiences recorded throughout time. The main purpose of diary-keeping in this research is to help the participants, tertiary-level EFL instructors working in a foreign language school here in that study, to be aware of how the relationship between their self-efficacy and resilience feelings emerge in their decision-making in a hybrid foreign language teaching context. Journals recorded by these teachers can give them the opportunity to reflect on their language teaching experiences. That is why the present study utilized weekly reflective journals as a means of data collection.

With this purpose in mind, and partly due to unfavorable conditions because of the COVID-19 pandemic and some restrictions it has caused, a WhatsApp group was formed by the researcher and included all the instructors to ease the communication between the participants and the researcher. For 5 weeks, the participants were asked to record their experiences, ideas, and feelings related to

the open-ended questions formed by the researcher depending on the related literature. Due to some time constraints regarding access to the participants because of scheduling conflicts and the pandemic period, the researcher implemented a Google Classroom page that included all the participants. During the five weeks, before every weekend holiday, the researcher assigned the same questions in Google Document format to the participants to write down in their journals and announced it to them via the WhatsApp group. Following each week, the documents recorded by the participants were downloaded, saved, and transcribed by the researcher to finally analyze them.

3.6.3 Online Semi-Structured Focus Group Interviews

As qualitative studies are dependent on different points of view from the same experience (Jackson et al., 2007), the interview questions were prepared to clarify and expand the data obtained from the demographic data form and weekly reflective journals. In semi-structured interviews, the researcher primarily asks questions that are already prepared, but s/he may also ask follow-up questions if necessary, depending on what the interviewees say during the interview (Patton, 2015; Rubin & Rubin, 2012). This gives the researcher the chance to fully comprehend what the interviewees share and prevents the researcher from straying from the topic to maintain the validity of the study (McMillan & Schumacher, 2010). Focus group interviews can be particularly beneficial in fostering participant engagement and, as a result, make it easier to give participants a rich understanding of their experiences and ideas (Creswell & Poth, 2018; Mishra, 2016). While providing answers to pre-written questions, respondents have the opportunity to talk about their experiences (Creswell, 2013) and to engage in an open discussion that develops organically and naturally (Patton, 2002). All participants are also asked the same questions thanks to planning (Patterson & Williams, 2002).

Focus group interviews (See Appendix 11 for the interview protocol) typically involve a group data collection approach with four to six persons (Creswell, 2015). However, due to pandemic and time-related limitations, in total, 4 online focus group interviews (two different groups including two volunteers, one group with three volunteers, and one group with four volunteers) were carried out with a total of eleven volunteers by using one of the video conferencing software

platforms, either Google Meet or Webex. The participants were asked to choose the best available time for the interviews in advance. Each group was asked 12 questions, and therefore, had to come together twice for the interviews due to schedule conflicts and limited free time in each participant's program. The focus group interviews were conducted at different times and on different days. A scheduled time and date were determined by asking all group members and reminders were sent out one day before the interviews on WhatsApp. The focus group interviews were completed within two weeks as shown in Table 3.2 above and included all participants except for one male participant because of time restriction. All the interviews, each lasting approximately two hours, were video recorded to ensure the validity for the data. These recordings were uploaded to the researcher's YouTube channel in private mode. In the participants' own words, these interviews provided rich data relating to the concepts of the EFL instructors' self-efficacy and resilience during hybrid foreign language education.

3.7 Data Analysis Procedures

The major source of the qualitative data collected for this study was the online focus group interview transcriptions whereas the two other instruments, the demographic data forms completed by the participants and online weekly reflective journals recorded by the same participants for five weeks, were also utilized to collect data to answer the same research questions. In accordance with the purpose of the study, firstly, the data collected from the focus group interviews were transcribed verbatim by the researcher using YouTube's automatic transcription feature. To ensure the accuracy of the transcriptions, the researcher meticulously reviewed the recordings and cross-checked the transcriptions three times. Afterward, in addition to the focus group interviews, the weekly reflective journals and the participants' answers to the open-ended questions in demographic data forms were analyzed and all the related data was compiled under the pseudonyms of the participants. Through content/thematic analysis, the researcher aimed at analyzing and interpreting the data. Content analysis was carried out to uncover the themes derived from the data generated through transcriptions and coding was conducted first manually and then on MAXQDA 24, a qualitative analysis program that assists researchers organize, manage, and code qualitative data in a more

efficient way (Zhang & Wildemuth, 2009) since qualitative content analysis goes beyond merely counting words to examining language intensely to classify large amounts of text into an efficient number of categories that present similar meanings (Weber, 1990). To conduct a thorough analysis of the data, the information collected from demographic data forms, weekly reflective journals, and focus group interviews underwent multiple readings. Subsequently, the data was systematically organized and categorized according to emerging themes and ideas, then interpreted in alignment with the study's objectives and underlying theoretical framework.

Directed content analysis is more organized than inductive approaches and involves selecting important ideas, categories, or themes as coding categories based on prior research. (Potter & Levine-Donnerstein, 1999). Utilizing existing literature and theoretical frameworks, the researcher employed directed content analysis, identifying key concepts as initial coding categories. Primary codes were identified, and patterns or themes were discovered. The researcher detected the themes that emerged from each semi-structured focus group interview and compared them with the ones revealed from the demographic data forms and weekly reflective journals. Through this coding process, patterns of measures were created to effectively capture the essential conceptual characteristics that elucidate the data. As an indicator of the breadth of coverage of the data, Table 3.3 below demonstrates the number of words written in weekly reflective journals by each participant per week.

Table 3.3 The number of words written in weekly reflective journals by each participant

Participants	Gender	W1	W2	W3	W4	W5	W6	W7	W8	
P1	m	151	134	103	61	73	--	--	--	522
P3	m	251	295	363	--	--	--	--	--	909
P4*	m	253	116	51	74	148	184	137	166	1.129
P6	f	248	347	453	398	478	--	--	--	1.924
P7	f	618	392	346	431	455	--	--	--	2.242
P8	f	327	128	100	63	97	--	--	--	715
P9	f	36	311	115	317	290	--	--	--	1.069
P10	f	283	294	123	124	--	--	--	--	824
P11	f	--	576	449	--	512	--	--	--	1.537
P12	f	839	300	195	--	--	--	--	--	1.334
		3.006	2.893	2.298	1.468	2.053	184	137	166	
Total Number of Words										12.205

**Voluntarily kept writing*

3.8 Data Triangulation and Trustworthiness of the Study

Prior to conducting the study, the researcher submitted a request to and obtained the approval of the Institutional Review Board, later received the permission from the administration of the School of Foreign Languages in which the researcher planned to complete the study. The necessary permission was taken with the consent forms from the participants to conduct research within the context. Afterwards, the researcher started this research project and followed all the policies and procedures while conducting the research.

To uphold the study's credibility and dependability, the researcher utilized data triangulation. This method was selected as it is recognized as a key phase in qualitative content analysis, ensuring trustworthiness throughout the process of data collection and reporting of findings (Elo et al., 2014). Data triangulation involves using more than one instrument to collect data (Yin, 2018). The researcher gathered data utilizing multiple sets of qualitative data instruments. The types of data collection methods used in this study included demographic data forms, online weekly reflective journals, and focus group interviews. As seen, various sources of evidence were employed because data sources were complimentary to one another and equally valuable (Yin, 2018). Through the utilization of various data collection tools in this research study, multiple data sources were gathered to enable a more comprehensive data analysis and interpretation.

“Validity, in qualitative research, refers to the degree of congruence between the explanations of the phenomena and the realities of the world” (McMillan & Schumacher, 2010, p. 330). To this respect, the questions in the demographic data forms, weekly reflective journals, and focus group interviews were generated based on the literature review and theoretical frameworks of the main concepts of ‘self-efficacy and resilience’. The researcher wrote down the questions and items in the demographic data forms, weekly reflective journals, and focus group interviews with the help of an expert, the dissertation supervisor of the researcher, who held a doctoral degree in the field of English Language Teaching and have been teaching in the same department for years as well and is experienced in conducting interviews for qualitative research. Upon examination of the questions, the expert provided input to the researcher, allowing her to make any necessary adjustments.

Additionally, the researcher sought to validate the study's results by cross-referencing and analyzing data obtained from demographic forms, weekly reflective journals, and four semi-structured focus group interviews. While the data was being examined and evaluated, the supervisor also performed the role of an auditor to check for mistakes.

In addition, the researcher prioritized participant protection by only enrolling the participants in the study after they consented to return a signed informed consent form. It is imperative to safeguard participant identities in qualitative studies (Olson, 2011). To do this, a pseudonym was given to every participant. The identities of the participants were only known by the researcher and the supervisor.

The appendices include the Institutional Review Board Protocol Approval, a sample of informed consent forms, the permissions to use the instruments, the demographic data form, the weekly reflective journal questions, focus group protocols, and a copy of the questions from the focus group interviews. Additionally, an appendix (see Appendix 9) contains some quotations from focus group interview transcriptions with themes, sub-themes, and code samples. The informed consent form included the following sections: study title, participant's statement, methods, risks and benefits, confidentiality, terms of participation, and contact information for the faculty chair and researcher.

3.8.1 The Researcher's Role

The researcher was both the interviewer, data collector of the research and the participants' colleague. The research setting was a school of foreign languages of a public university in the Black Sea Region of Türkiye, where all the participants, except for one included later at a nearby university, and the researcher are also employed, which enables the researcher to gain valuable insights into the phenomenon at hand and facilitates a comprehensive understanding, interpretation, and effective analysis of the data (Creswell, 2007). Furthermore, to ensure the integrity of both the participants and the data, measures were implemented to control and prevent any biases that may arise from the researcher's close association with the same social group as the participants. Before starting the research, participants were given the opportunity to express their personal teaching experiences related to their profession, as well as their views and beliefs about

teaching, since they were faculty members at the institution where the research was conducted. The focus group interviews in particular gave participants the freedom to speak openly without worrying about repercussions. The researcher, however, consciously avoided casual conversations with the participants to maintain objectivity throughout the interviews. Furthermore, the researcher ensured that they refrained from sharing any personal viewpoints or anecdotes with the participants at any stage of the research.

3.8.2 Peer Debriefing

Peer debriefing is “a process of exposing oneself to a disinterested peer in a manner paralleling an analytical session and to explore aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind” (Lincoln & Guba, 1985, p. 308). Seeking assistance from individuals who are not directly involved in the study can be a viable option to evaluate its credibility as peer debriefers, in particular, can offer valuable insights on various aspects such as identifying subtle biases and assessing the methodology employed in data analysis (Janesick, 2007). By involving external perspectives, a more comprehensive evaluation of the study can be achieved. As a result, by collaborating with peer debriefers, researchers can enhance the validity of their findings (Creswell & Miller, 2000). To ensure the credibility and objectivity of this study, the researcher asked one colleague who has both a bachelor's and a master's degree in the department of English Language Teaching and is also a peer of the researcher.

3.8.3 Inter-Coding and Inter-Rating

Inter-rater reliability relates to a case when two researchers assign values that are already clearly defined, while inter-coder reliability can be used to quantify the degree of agreement when two coders apply codes to linked data units in a transcript to confirm the coding (Gwet, 2014). Therefore, to increase the trustworthiness of this study, inter-rating and inter-coding methods were employed. As an inter-coder, one EFL teacher trainer with a PhD in the English Language Teaching Department and prior experience in qualitative research analysis and, as inter-raters, two tertiary-level EFL instructors with a master's degree in teaching took part in this process. The two EFL instructors, as inter-raters, were informed about the inter-rating process before. The initial 10% of the randomly selected data set, along with

the thematic coding schemes (see Appendix 9) developed by the researcher for the online focus group interviews, demographic data forms, and weekly reflective journals, were sent to the two inter-raters. However, for the validity and reliability of the results, these two inter-raters examined the study's data independently. The researcher retained the utterances in their original context due to their contextual relevance. Following feedback from the inter-raters, necessary changes were made to the coding scheme to prepare the data for the final analysis step. Subsequently, the researcher and the EFL teacher trainer, with a PhD in the English Language Teaching Department and prior experience in qualitative research analysis, as the inter-coders, convened to compare and discuss the ratings. The inter-rater analysis revealed a high Cohen's Kappa agreement level of 82.2%. This strong agreement indicates a high level of reliability in the coding process and the overall thematic coding.

3.9 Conclusion

The purpose of the study is two-fold. Firstly, the study aims to examine the relationship between the self-efficacy and resilience of EFL instructors working at the school of foreign languages affiliated with a higher education institution in the process of teaching English in a hybrid context. Also, the researcher examined the coping mechanisms which the EFL instructors have developed to solve the problems they experience in the hybrid foreign language teaching process. For this purpose, a qualitative case study was preferred as the research approach. 12 EFL instructors were selected as participants through convenience sampling because of some restrictions during the COVID-19 pandemic, and after obtaining the necessary permissions, the participants were asked to fill out a demographic data form. Then, through a Google Classroom page opened by the researcher, the participants were asked to answer the weekly reflective diary questions created by the researcher based on the literature, for 5 weeks. Finally, 4 different focus group discussions were held, each lasting approximately 2 hours. After the data was transcribed and analyzed in detail by the researcher, certain codes were obtained. For reliability and validity purposes, some of the obtained codes were checked by two different ELT graduates and master's degree holders.

CHAPTER 4: FINDINGS

4.1 Overview of the Chapter

This current research was a significant attempt to understand the interrelation between tertiary-level EFL instructors' effectiveness in their professional life in a hybrid context, a new one to them, and their resilience in addition to how they react to problems they face while conducting their jobs. To that end, the researcher sought answers to the following research questions:

RQ1: In what ways do EFL instructors at a tertiary-level foreign language school perceive their self-efficacy and resilience within a hybrid language education context?

RQ2: How do EFL instructors at a tertiary-level foreign language school describe their coping strategies related to self-efficacy and resilience based on their professional experiences within a hybrid language education context?

After conducting a qualitative analysis of four focused-group interviews (FGI), five-week reflective journals (WRJ), and demographic data forms (DDF) completed by participants, the research revealed three main categories. These categories include **(1) factors affecting EFL instructors' self-efficacy**, **(2) factors affecting EFL instructors' resilience**, and **(3) coping strategies**. In exploring the multifaceted landscape of English as a Foreign Language (EFL) hybrid instruction, this study thoroughly examines the factors that intricately relate to the EFL instructors' self-efficacy and resilience across various domains (see Table 4.1). In short, the first research question will be explained by referring to the first two categories. The second research question which references the third category, "coping strategies," will then be examined. The emerging sub-themes and codes will be provided in detail while exploring the main themes.

Table 4.1 Themes, codes, frequencies, and percentages for the EFL instructors' efficacy and resilience-related factors and coping strategies

	f	%
Factors Affecting Self-Efficacy	400	45
- Instructional Strategies	181	20
- Classroom Management	63	7
- Student Engagement	52	6
- Digital Efficacy	104	12
Factors Affecting Resilience	233	26
- Teacher-Centric Dynamics	124	14
- Contextual-Instructional Dynamics	109	12
Coping Strategies	254	29
- Interpersonal Coping Strategies	221	25
- Instructional Coping Strategies	33	4

The first central theme scrutinizes *the factors affecting EFL instructors' self-efficacy* in terms of classroom management, delving into the challenges and strategies associated with maintaining order and fostering a conducive learning environment; in terms of student engagement, shedding light on the dynamics influencing EFL instructors' ability to captivate and involve learners in the educational process; in terms of instructional strategies that unravel the diverse pedagogical approaches that contribute to EFL instructors' efficacy perceptions, all relating their experiences to resilience. The fourth sub-theme, digital efficacy, is revealed under the factors affecting EFL instructors' self-efficacy theme in hybrid language education contexts, and it examines the factors affecting EFL instructors' self-efficacy in navigating the digital educational landscapes of language education. Transitioning to a broader scope, the second main theme probes into *factors affecting EFL instructors' resilience*, uncovering the personal and professional elements that contribute to the instructors' ability to adapt and endure in the face of challenges. Lastly, the third main theme explores the *coping strategies* employed by EFL instructors, offering insights into the adaptive mechanisms utilized to navigate the intricate tapestry of EFL instruction. By clarifying these distinct yet interconnected themes, the present study aims to provide a holistic understanding of the factors influencing EFL instructors' self-efficacy and resilience in the ever-evolving landscape of hybrid EFL education. Thus, Table 4.1 presents the themes,

codes, frequencies, and percentages for the factors affecting EFL instructors' self-efficacy and resilience, as well as their coping strategies in a hybrid language education context. Lastly, it must be also noted that the number of frequencies in some categories increases when participants make statements that refer to more than one category.

4.2 Factors Affecting In-Service EFL Instructors' Self-Efficacy

In English as a Foreign Language (EFL) instruction, the effectiveness of language instructors depends heavily on their self-efficacy - a complex construct influenced by various factors (see section in 2.3.2 Language Teachers' Self-Efficacy Beliefs for details). These factors were crucial in shaping instructors' perceptions of their capabilities and competence as teachers. *Teacher-centric dynamics* stemming from the instructors themselves include aspects such as pedagogical strategies, confidence, and resilience. On the other hand, *Contextual-instructional dynamics* encompasses elements outside the instructors' immediate control, such as student behaviors, institutional support, and technological infrastructure. In dissecting the complex interplay between teacher-centric and contextual-instructional dynamics, this section aims to provide a comprehensive analysis of the factors influencing the self-efficacy and resilience of EFL instructors. Therefore, these intersections will be examined in detail in the following sections.

4.2.1 Factors Affecting In-Service EFL Instructors' Self-efficacy In Classroom Management

Under this heading, one of the findings of the qualitative data analysis is that the factors affecting the EFL instructors' efficiency in classroom management (see Table 4.2 below) emerged as “experience”, “teacher-student relationship”, and “teacher's personality” as *teacher-centric factors* and “students' profile”, “students' attitude”, “code-switching habits”, and “students' disinterest” as *contextual-instructional dynamics*. The factors will be demonstrated and explained in accordance with the instructors' classroom management efficacy and resilience in the following sections.

Table 4.2 Sub-themes, frequencies, and percentages for the EFL instructors' efficacy in classroom management

	f	%
Efficacy in Classroom Management	63	100
<u>Teacher-Centric Dynamics</u>	16	25
- Experience	9	14
- Teacher-student relationship	4	6
- Teacher's personality	3	5
<u>Contextual-Instructional Dynamics</u>	47	75
- Students' profile	22	35
- Students' attitude	15	24
- Code-switching habit	7	11
- Students' disinterest	3	5

4.2.1.1 Teacher-Centric Dynamics

The analysis of participants' responses revealed three distinct teacher-related factors that significantly influence English as a Foreign Language (EFL) instructors' self-efficacy: *experience*, *the teacher-student relationship*, and the *teacher's personality*. Among these, “experience” emerged as the most frequently cited factor (f=7), underscoring its critical role in bolstering instructors' confidence in managing classroom challenges. This confidence, in turn, enhances their resilience in facing potential adversities during classroom interactions. This correlation is vividly illustrated by Participant 8's reflection: "Classroom management skills are closely tied to experience. Over approximately 13 years, the initial anxiety I faced has dissipated, leading to a heightened sense of comfort in the classroom” (FGI). Conversely, a lack of experience was identified as a contributing factor to feelings of helplessness when confronting classroom difficulties. Participant 12's candid admission, "Unfamiliar situations leave us at a loss, as we lack routine responses to them," highlights this challenge. Similarly, Participant 11's experience underscores the transformative impact of accrued teaching experience on classroom management efficacy:

Frankly, I don't have much of a problem with classroom management. You know, the moments when I raise my voice are very rare. That's why I think I'm not bad. Of course, maybe I wasn't this much at first, but now, probably due to experience, I can say that I don't have any problems at all. (P11, FGI)

The dynamics of the “teacher-student relationship” also play a pivotal role in shaping instructors' classroom management strategies. Positive interactions between instructors and students facilitate a smoother classroom management process, as noted by Participant 6: "A strong rapport with a class significantly reduces classroom management challenges" (FGI). This suggests that effective communication between instructors and students is instrumental in mitigating or swiftly addressing classroom management issues.

Furthermore, “teacher's personality” was highlighted as a vital aspect of effective classroom management. The ability to balance authoritativeness without engendering fear among students is crucial for maintaining a conducive learning environment, which is also another potential determinant that affects instructors' resilience concerning classroom management issues. Participant 12 articulates this delicate balance:

When you are too authoritarian, you become a scary teacher. Students are already afraid of English lessons, and we say we should not cover their fears by being afraid of us, but we cannot find a middle ground like this. It's a challenging situation. Maybe it affects our resilience a lot. **(P12, FGI)**

In conclusion, the findings elucidate the integral role of teacher-centric factors, specifically instructors' years of experience, the quality of teacher-student relationships, and personality traits, in determining EFL instructors' effectiveness in sustaining classroom management and resilience in hybrid foreign language teaching contexts. These insights contribute to a deeper understanding of the complexities inherent in classroom management within hybrid educational settings, highlighting the need for supportive measures that enhance teacher self-efficacy and resilience.

4.2.1.2 Contextual-Instructional Dynamics

EFL instructors' self-efficacy was also examined in relation to the factors related to students. The contextual-instructional dynamics, namely the students' dynamics category, encompassed adult students' profiles, attitudes toward learning, code-switching habit and disinterest (see Table 4.2 above). A thorough understanding of these factors is essential for classroom management efficacy in hybrid environments, in which EFL instructors are involved in an interactive blend of in-person and online interactions. As a result of exploring the role of student-

related dynamics, insights gained from participants shed light on the intersection of resilience and efficacy in hybrid teaching experiences for EFL instructors.

The participants' narratives highlighted the impact of the "students' age" factor on the ease with which they managed adult learners compared to younger cohorts. Participant 12 articulated, "...because they are adults, we are comfortable in class management" (FGI), emphasizing the comfort experienced in managing adult students. The absence of challenges in rule enforcement was attributed to adult learners' readiness to adhere to given guidelines. The other learners' profile-related factors affecting the instructors' self-efficacy in managing the classroom are "the student number in a class", "group dynamics", and "students' motivation level". Regarding "the student number in a class", Participant 5 stated the difficulty of managing the large classes, "As the class gets bigger, these group-work activities become difficult. It's much easier in smaller classes" (FGI). These findings suggested a positive correlation between students' demographics (e.g., age, proficiency level) and instructors' perceived efficacy in maintaining classroom management. Some other participants' excerpts are presented as examples below:

Both group dynamics are fundamental, and your relationship with the class is significant. Sometimes, you can establish a terrific dialogue with a class, and you do not have the slightest problem with classroom management in that class. In other words, if the students are willing, open to learning, and a hard-working group, it does not create a problem that will affect the management or the teacher, even if your material is bad. **(P6, FGI)**

I also agree that it is also related to the number of students. I also think that, along with the number of students, it is related to how lively the students' expectations, or their motivation, are and how long they can keep them alive. **(P2, FGI)**

The insights gathered from the participants of this study indicate that there is a subtle relationship between learner demographics and the perceived self-efficacy of EFL instructors in classroom management in a hybrid foreign language teaching setting. The narratives underscore the comparative ease of managing adult learners, attributing this to adults' greater willingness to follow established rules and their overall readiness for learning. Furthermore, factors such as group dynamics, student motivation levels, and class size emerge as pivotal in shaping instructors' confidence and effectiveness in navigating the complexities of classroom management. Through the lens of the instructors' experiences, it becomes evident that a conducive language learning environment is not merely the result of effective teaching

strategies but also deeply influenced by the characteristics and dynamics of the student profile. These findings not only enrich the understanding of the interplay between student demographics and instructors' sense of efficacy but also underscore the importance of adaptability and detailed understanding of learner profiles in fostering a productive, positive, and manageable classroom atmosphere.

The “students' attitudes” theme was discovered as another agent affecting instructors' self-efficacy in the hybrid context of foreign language teaching. For instance, Participant 12 articulated, “When we try to get the student to attend the class and win, our good intentions are completely destroyed.” In other words, the instructor's efforts to create an interactive educational environment, aimed at preventing students from feeling shy or afraid, are being undermined by various student behaviors, which are disrupting classroom management.

The third sub-theme emerging from the students' dynamics category is students' “code-switching habit”, one common problem the instructors face in their classrooms. In the evolving landscape of language education, the dynamics within the classroom setting play a crucial role in shaping the instructional strategies and efficacy of educators. Among these dynamics, students' linguistic behaviors, such as code-switching, emerge as significant factors influencing classroom management and language acquisition processes. This analysis delves into the phenomenon of code-switching among students in an English as a Foreign Language (EFL) context, exploring its implications on teaching efficacy and classroom dynamics. Depending on EFL instructors' experiences, this discussion aims to shed light on the challenges and strategies associated with managing code-switching habits, contributing to a better understanding of effective language teaching practices in a diverse learning environment. Participant 10, for instance, expressed their efficacy in classroom management by helping one of the students realize that the student can speak English and believe in themselves by reaching an agreement:

In one of my classes, a student who actively participated in the lesson answered mostly in Turkish. We agreed with him to speak only English, including class hours and breaks, and he spoke English, except for three words, including class breaks, and realized that he could express his ideas in English.” (P10, WRJ1)

The exploration of code-switching habits within the EFL classroom underscores the challenges and opportunities that educators encounter in fostering

an immersive English learning environment. The account of Participant 10 exemplifies the proactive strategies that instructors can employ to address and mitigate the impact of code-switching, ultimately encouraging students to engage more fully in the target language. This insight into the management of code-switching not only highlights the adaptability and creativity required of EFL instructors but also affirms the importance of establishing a collaborative learning atmosphere. By navigating the complexities of linguistic behaviors, educators can eloquently enhance their classroom management efficacy and support students in realizing their potential in language acquisition.

Furthermore, the presence of “disinterested students” added another layer to the complexities faced by EFL instructors. Participant 3 noted, “...the problem we all face is the students' interest in the class” (FGI), highlighting the challenge posed by varying levels of student engagement. Thus, the participant acknowledged omnipresent distractions like mobile phones and casual conversations, showcasing how these factors may influence the instructor's sense of efficacy. Participant 7 also shared experiences with students who exhibited disengagement through napping in class or using earphones during lessons. The instructor's response, a simple “That shall pass soon [Geçmiş olsun]” (WRJ1), suggested a level of acceptance and resilience in the face of such challenges. Maintaining a conducive learning environment while balancing these distractions became a critical aspect of resilience in this context. Navigating through moments of disinterest while maintaining a commitment to teaching required a resilient mindset, intersecting with the instructors' sense of efficacy in hybrid teaching contexts.

Collectively, these excerpts underscored the intricate web of student-related dynamics that intersect with EFL instructors' resilience and self-efficacy. The adult learner dynamics, students' varying attitudes, and instances of disinterest contributed to understanding the comprehensive landscape of hybrid language teaching experiences. EFL instructors' narratives revealed a delicate balance between adapting to diverse student profiles, managing distractions, and fostering engagement. The ability to navigate these challenges with resilience shaped instructors' overall sense of efficacy, influencing their effectiveness in hybrid teaching environments. It becomes increasingly evident as the exploration proceeds

that resilience and self-efficacy are intricately intertwined, allowing for the development of practical pedagogical approaches in teaching English as a foreign language in hybrid landscapes.

4.2.2 Factors Affecting EFL Instructors' Self-efficacy In Instructional Strategies

Depending on the participants' answers in this current study, some *teacher-centric dynamics* and *contextual-instructional dynamics* (see Table 4.3 below) were researched about the EFL instructors' self-efficacy in instructional strategies. The former factors were coded as the "teacher's mastery of teaching", "language proficiency", "openness to learning/development", "workload", "motivation", "familiarity with the English for Specific Purposes (henceforth ESP) course content", "the department of graduation", "experience", "teacher-students relationship", "teacher's being organized or prepared for emergent cases", "teacher's having no specific strategies", and "teacher's belief in the effectiveness of the utilized material". All these factors highlight the instructor's proficiency and adaptability in instructional strategies alongside the contextual influences shaping their efficacy. On the other hand, the latter factors, "stakeholders-related factors", "material-related factors", "syllabus-related factors", and "working conditions" were detected as contextual dynamics-related factors influencing the instructors' efficacy in foreign language teaching in a hybrid environment. They underscore how the broader context, materials, and structural elements impact the EFL instructors' efficacy in instructional strategies and resilience, emphasizing the importance of aligning pedagogical approaches with environmental variables.

Table 4.3 Sub-themes, frequencies, and percentages for the EFL instructors' efficacy in instructional strategies

	f	%
Efficacy in Instructional Strategies	181	100
<u>Teacher-Centric Dynamics</u>	89	49
- Teacher's mastery of teaching	15	8.3
- Heavy workload	12	6.6
- Openness to learning/development	11	6
- Teacher's language proficiency	10	5.5
- Teacher's motivation level	10	5.5
- Familiarity with the ESP course content	6	3.3
- Graduation: ELT vs. non-ELT	6	3.3
- Experience	5	2.7
- Teacher-student relationship	5	2.7
- Being organized/prepared for emergencies	4	2.2
- Having no specific strategies	3	1.7
- Teacher's belief in the effectiveness of the materials	2	1.1
<u>Contextual- Instructional Dynamics</u>	92	51
- Stakeholders-related factors	49	27
- Material-related factors	22	12
- Syllabus-related factors	14	8
- Working conditions	7	4

4.2.2.1 Teacher-Centric Dynamics

As seen in Table 4.3, twelve different factors were revealed under the theme of the factors affecting the efficacy of in-service EFL instructors' instructional strategies. The most prominent among these factors was the *teacher's mastery of teaching* (f=15). Participant 7 answered, "...I don't have any problems" (WRJ1), referring to their comprehensive knowledge of the topics constantly taught at the A1 level, to giving a lesson depending on the coursebook, and to the monotony and predictability of online courses. These can also be considered as some elements that may help instructors stay resilient as they can predict what they will face in future lessons. From a different viewpoint, Participant 6's response, "I have always loved being a reading-writing teacher because I have always found it more difficult to direct or improve listening and speaking skills. It has always seemed more student-based to me" (FGI), stated the difficulty s/he had during teaching listening and speaking skills as it necessitates for the teacher to teach by focusing on the students

more, which is a challenge for the instructor, and the longer duration s/he taught reading and writing than listening and speaking skills also negatively affected the instructor's belief in the effectiveness of their language instruction abilities, and hence their capacities to deal with related issues.

Similarly, another response by Participant 8, "I think I have deficiencies in teaching speaking skills, especially since I mostly gave reading and writing classes in prep school" (FGI), clarified the imbalance between teaching different language skills and the effect of it on the effectiveness of the EFL instructors' teaching skills. These statements may indicate the weakness of the instructors' management skills regarding the possibility of teaching different language skills. Accordingly, this sense of inefficacy in foreign language education may also diminish their resilience, as this deficiency may make them abstain from improving themselves in every dimension of language instruction.

In addition, some participants mentioned points causing them to feel incompetent in some aspects of their professional lives. They mainly expressed that they aimed to develop their assessment and evaluation skills like learning how to meaningfully interpret the learners' grades and explain what the learners need to infer from these grades, how to give effective feedback to learners, and how to make sure that the students learned what is taught. A few quotations by the other participants are also provided for the sub-code teacher's mastery of teaching:

You know, evaluation... Yes, we do exams in some way. Yes, we measure student achievement. But we never evaluate it. Maybe I would like to improve myself in this regard. Okay, we tell students, 'Your grade is 70-80', but how will the student make sense of it? How will I make sense of it? There is a difference between the two. I would like to explain this to the student more meaningfully and understand it better myself. As my friend said, this is related to assessment-evaluation knowledge but also to program knowledge. **(P9, FGI)**

I want to improve myself in this regard. It's okay to teach and prepare for a lesson, but after I teach something or think I've taught it, I have a deficiency in reinforcing and checking it. I really have a lot of shortcomings. **(P3, FGI)**

I also have deficiencies in giving effective assignments and feedback. I can prepare for the topics I will discuss in advance and correct my shortcomings, but solving these two problems requires a long time and discipline. **(P3, DDF)**

The participants also reported heavy workload as another leading agent for feeling vulnerable and ineffective in their professional lives. High working hours

per week, having no specific work period, and the burden to teach many different language courses and contents every other year, e.g., teaching prep classes, ESP courses, or EAP (English for Academic Purposes) classes, reveal the impact on the instructors' lowering power in their academic lives. For instance, Participant 1 described how working too hard affected their resilience. In response, "I guess the factor that affects professional endurance the most is busyness. In fact, from time to time, I sometimes calculate that I attend classes for 50-55 hours a week. So, of course, this seriously affects my resilience" (FGI). The other related points are also presented in the answers given by some other participants:

These make me very tired. I sometimes wonder why my shift doesn't end like a normal worker. This is the thing that tires me the most. Although I'm leaving school, the problems still continue. So, teaching still continues. Messages are coming from students. Homework will be read, exams will be read, grades will be entered, and many other things. **(P3, FGI)**

For example, too much class time. Frankly, this affects me when I have a lot of class hours, and especially if those class hours are for very different classes, for example, prep classes, Vocational English, and Academic English. Until this year, I have given a different Vocational English or Academic English of a different department every year. Academic English does not change much, but especially Vocational English, these course hours and course contents frankly affect me. **(P11, FGI)**

The participants stated that openness to learning/development was a positive factor in helping them to become better educators. Moreover, in the answer given by Participant 9, "... because of the course load", it can also be clearly understood that too much workload impacts the instructors' professional development opportunities. Still, thanks to learning different perspectives related to teaching a foreign language, they can keep themselves up to date, thereby discovering their potential. It increases their motivation to teach, and their belief in themselves, and motivates their learners to learn and develop their language skills. As a result, this also makes the instructors easily cope with in-class issues, as can be seen in Participants 7 and 9's responses:

Because of the course load, we cannot devote much time to professional development. This definitely affects. So, when you don't renew yourself a little, you see how far you are from everything. But when you pay a little attention, increase your reading, listen to, I don't know, even a few of our INGED seminars on YouTube, you learn how much you have improved and what you can change. If this affects me. If I can do this, I can become a better teacher. I

teach better, or let me put it this way, I can help them learn better. But if I can't do it, if I neglect professional development even a little bit, I become less qualified. **(P9, FGI)**

As increasing factors, learning something new. I'm taking doctoral courses now. I encounter such new methods, new techniques, and new things emerge. For example, you think, maybe I can apply this in my lesson. When I encounter a situation like this, the more I think I can use it, the more my motivation increases, and the more I want to use it. You know, you can become more willing and more resilient. Learning new things is an increasing factor. **(P7, FGI)**

A teacher's language proficiency was another significant agent in the 'Teacher-Centric Dynamics' category. Along with teacher's mastery of language teaching, in an answer by Participant 7, "I think that when we improve ourselves in terms of language or teaching skills, the more competent we become, the more resilient we become" (FGI), it can be seen that EFL teachers' language competence enables them to quickly overcome emergent problems and also helps them gain confidence and feel comfortable about their language teaching skills. In that sense, the following responses by the participants also signify the importance of EFL instructors' language knowledge about grammar or speaking skills since it may shape their self-confidence about handling possible language-related problems in the sense of teaching at different language levels:

While we can explain things very easily at a beginner or elementary level when we get to an upper level, there are so many things going on that words we don't know appear. Concepts, I mean very difficult concepts. Their activities are very different whether it is a grammar subject or speaking. While you are progressing in a structured way at either Beginner or Elementary, when you get to the upper level, the question 'What do you think?' comes up. While people never answer such questions even in Turkish, this question is also asked in English. You know the difficulty of activities at that level; you cannot measure the students' reaction, and I am struggling. **(P12, FGI)**

Last week's grammar lessons were about 'either, neither, both'. Here, this is used in the singular, here that is used in the negative. Well, I wasn't very knowledgeable about that subject either. The either-both things confused me a lot. Actually, I was prepared, but as I explained it there, I got confused again. I couldn't get over it. I was also doing the course online, so it seemed like they didn't understand the issue very well. The subject is also essential. It affects you a lot, you know, how much knowledge you have on that subject or how many examples you have seen on that subject. It can be challenging if it's a subject of which you haven't seen many examples." **(P7, FGI)**

A response by Participant 3, “If I’m not motivated, I’m still of no use, even if the others are geniuses,” highlighted the significant role *teachers’ motivation level* to teach plays in determining the effectiveness of learners’ foreign language education. Similarly, another participant stated that instructors’ motivation has a crucial place in ‘this teaching thing’ and is susceptible to the impacts of in-class situations, and low teacher motivation may also harm their ability to cope with difficulties as well as their teaching skills:

I always say, ‘Okay, student motivation is essential, but our motivation is also important, and we are also influenced by the students’. So, whether students want it or not also affects us. And who wants to teach in a classroom with low motivation? After all, I am also very critical, I am also a part of this teaching thing. Well, my motivation is also very important and a factor that provides it, okay, apart from my personal life, another factor is the classroom environment. We need to keep it at the highest level from our own perspective. **(P12, FGI)**

One sub-theme of the *Teacher-Centric Dynamics* category related to tertiary-level EFL instructors’ sense of efficacy in instructional strategies is their *familiarity with the ESP content*. The instructors have to give such vocational English classes as English for Tourism, Hotel Management, and Hospitality, English for Nursing, and English for International Trade, and all these courses necessitate professional knowledge related to those areas; however, the EFL instructors are asked to teach these classes despite their unfamiliarity with the content of them, which also creates another burden on their shoulders. In that sense, some instructors point to the importance of being familiar with the material utilized and the course content. This way, they can foresee possible problems with the course and take some precautions in advance. However, in the answer, “...I have to deal with things and fields that do not have materials, especially if we are very far from the profession, that is, I have to learn it first, I have to find suitable materials...” (FGI), Participant 2 articulated some other issues that can force the instructors in terms of teaching the vocational English classes like the unavailability of the related coursebook and not being familiar with the related profession. All of these make it difficult for the teacher to be effective in language teaching and have some adverse effects on their professional and personal identities due to the possibility that they feel insufficient and give up when they think themselves to be inefficient in their instruction. Two other related quotations are also presented below:

I think one of these factors is familiarity with the material used. You know, if it's a material we've used before... What if the material is new? What if it's something I haven't used before? ...no matter how much preparation I make. But if I reuse material that has been used before, we can calculate the probabilities more and take different actions in different situations regarding the course flow. **(P8, FGI)**

We give vocational English courses. For example, sometimes, we may come across a section of their content that we have nothing to do with. When you take a course like this, it can be very challenging both in terms of content, materials, and in many respects, in terms of the student profile. Those classes are really a testing factor, so not knowing the content of the classes we take is a crucial factor in terms of resilience. Not knowing the student groups fully... Taking a regular English class and taking a professional English class of a class really requires a very different content because the children know the professional part; you know some of the English part. Sometimes when you say something wrong, tension can arise. There may be stressful situations like this, or situations related to finding resources can also affect us negatively. Of course, your resilience is tested from the moment you learn that that lesson is your lesson. **(P6, FGI)**

The department of graduation was also described as an agent depending on the participants' responses at the end of the qualitative analysis. EFL instructors can teach when they get pedagogical formation at university after taking some field-related classes in a short period even though they were not graduates of the English Language Teaching (ELT) Department. On the other hand, the graduates of ELT, namely the Department of English Language Teaching, Education Faculty, are supposed to take and pass the foreign language education courses successfully for four years. In some quotations by some participants, this issue was referred to as an essential factor determining their language teaching abilities. This can be inferred from Participant 11's answer, "I am not an ELT graduate. I am an English literature graduate, I received training, but I do not believe that it is sufficient anyway" (FGI), and also from Participant 2's, "I am not a graduate of the teaching department and I have not received any training. I would like to improve myself systematically about the concepts in educational sciences". However, as a teacher graduating from ELT, Participant 12 stated how effective the education given by the education faculty was in a statement:

When I think about my own classroom teaching English, I think that I can easily cope with the difficulties of the students because we have received their education. In other words, we were not trained in what is ideal here; we learned methods and techniques for dealing with all kinds of problems. **(P12, FGI)**

Experience has been found to influence the effectiveness of instructional strategies employed by instructors. Despite not being an ELT graduate, Participant 2 said that s/he compensated for their deficiencies thanks to the experience gained through years in the profession by saying, “I am a translation studies graduate. I have no formation. Therefore, I think it has some shortcomings, but I have pretty much compensated them with experience. So, I think I can cover it with experience”. As another example, Participant 12 expressed about online classes, “Since I know student psychology well thanks to experience, I approached the lecture this week by knowing which subjects the students had difficulty with and which were abstract for them”. Considering these quotations, it can be concluded that with the help of experience, EFL instructors can make up for their weaknesses and close the gap between what they already know and what they do not.

Additionally, a good teacher-student relationship was detected to have a very significant role in determining how much effort and time a teacher spends on helping their students to be able to learn. Besides, thanks to recognizing the learner group dynamics well, the teacher could shape the activities when the learners lose interest or feel tired. This connection or communication between teachers and their learners provides them with the opportunity to do their best and thereby feel a sense of achievement and motivation to teach:

I think the relationship with the other group is very important because if you are doing your best for them, and to do this, you need to have good relations with them and have a good dynamic. You do your best, and success follows. **(P3, FGI)**

I even have a class this year. I've never had a class like this before. We always do writing activities like this every week. They love to write, and very creative and beautiful things come out. That's why I just said something like this. They don't want to do much in the last hours because they are already tired. I immediately turn it into something. If there is an activity, let's write it down. They usually write in groups like this, in pairs or trios, and interesting things come out, and it is enjoyable to read. You know, they... you could have said this or that here by commenting on what they wrote. As he said, I will try to shape it more according to the interests of that class. **(P7, FGI)**

Being organized/prepared for emergencies was revealed as one of the other factors relating to instructors themselves. In a response by Participant 10, “Being prepared for extra materials and having an archive of our own can make us more comfortable in class”, as a kind of personal trait, being prepared or organized for

unforeseen conditions was also denoted as helpful to take them one step forward and make them feel safe in the end. Similarly, EFL instructors even depend on that personal trait so as not to make mistakes and not to be offended by the students:

Making mistakes is something I don't want in front of this generation. So they can point that mistake at your face. They do a lot of research and have the ability to find the right thing. That's why I'm careful not to make mistakes, so I try to go prepared or skip it at that moment during the class and then do it after I've learned the truth. (P7, FGI)

One of the other related factors emerged as *having no specific strategies*. The participants act upon the learner profile rather than having particular instructional strategies. In this sense, Participant 1 articulated, “Specifically, we do not have certain stereotyped structures or teaching methods. We try to do something completely according to the student profile and structure and by touching each student” (FGI). *Teachers’ belief in the effectiveness of the material* was the last of the internal factors connected with the EFL instructors’ efficacy in instructional strategies. In relation to that, the value of the utilized materials in teaching a foreign language environment was expressed and emphasized in a response by Participant 6: “We have a schedule to complete that we need to process. When you say “Let me cover this” and the content does not satisfy you enough, you get bored, and it becomes unproductive because you don't believe that the book will be beneficial in the first place. That is why the material is also critical” (FGI). While it shows the impact of the instructor's trust in the utilized materials on education and training, the fact that the instructors act according to the types of students, their interests, and needs and do not prefer to use a certain method shows that the foreign language teaching skill can actually evolve when needed, which can be considered an indicator of the instructors’ level of resilience as well as their self-efficacy.

It has been seen that the skills and efficiency of foreign language instructors while performing their profession are affected, positively or negatively, by many different situations that develop outside themselves, as well as the individual characteristics of the instructors. For example, while the experience gained over the years has a positive effect on instructors in terms of ensuring their mastery of the subject taught in lectures and teaching, and this increases their self-confidence, intense working hours cause these instructors to become tired and worn out both mentally and physically. As a result, it may cause a decrease in both the quality of

the education they provide and their ability to cope with the problems they encounter. In other words, it can be seen that the self-efficacy and resilience of foreign language instructors are affected by similar situations.

4.2.2.2 Contextual-Instructional Dynamics

Referring to Table 4.3 above, four other factors were identified as sub-themes of the category ‘*Contextual-Instructional Dynamics*’ regarding the in-service EFL instructors’ foreign language teaching strategies: stakeholders-related factors, material-related factors, syllabus-related factors, and working conditions. To begin with, the one with the highest frequency was *stakeholder-related factors* ($f=49$). Under this sub-theme are “student-related factors,” “management-related factors,” and “colleague-related factors”. Student-related factors include “students’ motivation,” “students’ English level,” “the number of students in a class,” and “students’ readiness”. “Students’ motivation” stood out as the most prominent one under the student-related factors. In their answers, while Participant 1 pointed to the ever-lasting problem of losing low-motivated students in the foreign language education process despite the highly motivated ones’ sustaining themselves, Participant 5 and Participant 9 mentioned the significance of student motivation levels both in lowering student engagement and hence success, and also in maintaining teachers’ enthusiasm to keep teaching. Referring to the answers by these participants, it can be suggested that the level of students’ motivation was considered as another component defining the way the EFL instructors took during in-class teaching and accepting ‘student motivation as the biggest problem’ and ‘that has always been like this’ may even help them take a firm stance against that ever-lasting problem:

I think of myself 66–70 years old. I am still doing it, and I hope we are happy. I think that when there are students who listen to me and want to get something from me, I will enjoy teaching the lesson at that age. I am in such a mood. **(P5, FGI)**

However, lesson routines can sometimes cause boredom in students, which is one of the negative feelings of success, and can create a pacifying effect, reducing students’ participation in the lesson and preventing them from learning. I’ve encountered this situation a couple of times this week. I helped them re-engage in the lesson by changing the flow of the lesson, taking breaks, and having some casual conversations. **(P9, WRJ2)**

Of course, student motivation is our biggest problem here. Motivating students, keeping them motivated, and maintaining this is a serious problem. They can get disconnected very quickly.

I see this motivation problem as the biggest problem in the system. It was always like this. So, I have been at this institution for more or less 15 years. So, it's always been like this. We have always been able to take highly motivated students to the highest limit. They were able to go themselves. But unfortunately, we lose students who lose motivation very quickly within the system, and unfortunately, we continue to lose them. **(P1, FGI)**

In accordance with “students’ English level” and their motivation, Participant 11 articulated how students’ language proficiency influenced their teaching practice: “Lessons are already more productive in the English Language Teaching (ELT) class. Both students are aware and more willing, and they also know what they need” (WRJ1). Compared to groups with lower language levels, ELT students’ awareness levels are higher because having a particular language level enables students to be aware of what they need. This naturally determines what the instructor should teach and in what way. Some other participants gave other responses relevant to the subject. For example, Participant 5 referred to students’ learned helplessness and low proficiency as major problems they faced while teaching vocational English at the tertiary level and how these problems negatively affected both students’ and instructors’ language instruction processes.

The fact that students come at A1 or A0 level, that there is no continuity, that they have learned helplessness, and that they come with demotivation hinders me from giving them anything. I think we feel it; we experience it. I think it would be nicer to have at least a certain level of education when you graduate from high school and come to university, that is, higher education. Well, especially professional English materials, for example, things at the B1 level, because, well, you are teaching a profession; you are teaching knowledge. It cannot be taught with a small, low level of English, but students do not have such a level either. We are heading to such an impasse. I think I can say that it hinders my competence. **(P5, FGI)**

The ‘management-related factors’ theme was revealed as one of the stakeholder-related factors as a result of the qualitative data analysis. In their answers to the questions asked them during the interviews, the EFL instructors expressed such different management-related issues as the school administration’s unsystematic behavior regarding the planning of vocational English lessons, trying to adapt to the decisions made by the administration despite having a different perspective, or trying to keep up with the changed system after the change of school manager. Teaching different types of vocational English courses every following year prevents the instructors from gaining experience and mastery in the field they are expected to teach, which may cause them to feel inadequate and lower their

capacity to solve problems. Besides, the decisions taken by the new school administration may bring the instructors, who are their employees, to a level where they cannot enjoy their jobs and question themselves, diminishing their self-efficacy and resilience, as a result of which these issues may hinder the formation of an effective and fruitful foreign language education process. Some participants' related responses are as follows:

Especially Vocational English classes, those course hours and course contents frankly affect me, for example, in this sense. For many years, every year I came across a different department's Vocational English course. Until I understand vocational English for a year, that is, that profession, what kind of material I should use about it, and what kind of exam I should prepare for, the end of the year comes. Next year, I will be given another new vocational English course in a completely different department. Frankly, this influenced me a lot.” **(P11, FGI)**

If there are serious differences of opinion between you and the management in the institution you work for, and if you feel that this is at an insurmountable point, you are forced to remain silent and tolerate it, even if you do not want to. Even if you are unsatisfied, you follow the path they want, which, of course, seriously affects the pleasure you get from your work. **(P1, FGI)**

Yes, this professional resilience is affected by the decisions of the management there, rather than the character of the teacher. For example, there is a change of management. Completely different decisions are made there. For example, you follow the path you follow, in a normal system. Then comes a completely different system. You are trying to implement it without even understanding its logic. Well, maybe what they are trying to implement does not make sense to you. 'Why are we doing this? You think of other ways, like, 'You know, it would be better this way'. At those times, some people may actually fall to lower levels of endurance. **(P7, FGI)**

In the stakeholder-related factors, ‘colleague-related factors’ emerged as another sub-theme. About this topic, Participant 3 stated the importance of colleagues in raising their motivation and enthusiasm in those words, “When we see that our colleagues support us, we feel more motivated, and we dedicate ourselves more to this task. Of course, this way we become more successful” (FGI), which is an obvious indicator that colleagues are an essential part of professional motivation, desire to teach, and professional success in foreign language teaching, as in other professions. However, they may also have some adverse effects. Regarding the colleague-related factors, Participant 12 referred to the title issue in institutions providing education at the higher education level in Türkiye and said that

instructors' education and training processes are criticized by other colleagues just because they have a higher-level title, even though they are in entirely different fields. This situation negatively affected both the professional competence and psychological resilience of the instructors:

These title issues are very prominent in Türkiye's education system and universities. When talking to a professor or an associate professor, those titles come to the fore so much that even if we are in different fields, they can easily intervene in your field because you are an instructor. That professor can see the right to intervene. Even if you are an expert in these matters, you cannot say anything. I say it to myself. I wish I could do something like this more there, have my say, and be resilient. **(P12, FGI)**

The 'material-related factors' theme was the second major determinant that emerged connected with the tertiary-level EFL instructors' language teaching profession in a hybrid context. Regarding this situation, while some participants (e.g., see Participant 9's response below) stated that the materials used in the preparatory classes positively affected language education, others (e.g., see Participant 7's response below) stated that the students also complained about the textbook sets utilized. They also pointed out the 'repetition of the same subjects over and over' and that this situation negatively affected instructors' performance in the classroom. They also criticized this issue. As can be understood from what Participant 7 said during one FGI, this situation reveals that even if diversifying in-class activities, the teacher feels the need to stick to the book, and, as a result, the importance of material selection has been deduced.

As English teachers, we are fortunate because there are already many activities in our resources prepared using different methods, and the resource book we are currently using tells us that you have to explain English with the communicative method, you have no other choice, and when I have the tasks done there, I already benefit from this method. **(P9, FGI)** I, too, sometimes have problems with the book. Now, we need to depend on the books we use. But sometimes, you know, we use the different levels of these books as 1-2-3, when we get to the second or third level, that happened last time, for example, I don't know if it will be like criticizing the selected book, but the students said we have already covered this in the first book, we keep repeating the same things over and over again. We have already done it; only new words have been added, but the things we do are always the same as the questions you asked. You know, in that situation, I feel bad. So here too, students want to learn, they want to participate, but the book does not give anything new. There are no new questions that they can participate in, do, and improve themselves. Well, I think this is a negative situation for the teacher. If the book does not go well, if the students do not like it, there is nothing the

teacher can do because s/he has to use the book and continue from there. S/He has to take that book as a basis. Maybe we bring extra things; everyone does it, but basically it goes with the book. If the student doesn't like the book or gets bored after a while, I think this comes across as a negative for the teacher. It's a bad situation. That's why choosing this book is so important. I mean, we struggled a little this year, but I mean, it's something that needs to be dealt with. This book selection issue is critical. **(P7, FGI)**

The following principal agent was identified as 'syllabus-related factors.' Here, time constraints were clearly stated as a significant problem with the syllabus, including some introductory online English courses that all students in all faculties should take in their freshman year. Concerning this matter, Participant 3 stated how two- and three-hour lessons make a difference in terms of duration and his/her teaching activities in the answer below:

However, I teach the same lesson in different classes at different times. In my three-hour lesson, I was able to lecture comfortably and without rushing, and I had plenty of time for the question-answer section and activities. However, I had to rush during my 2-hour lecture, so I could not spare much time for the question-and-answer sections. **(P3, WRJ1)**

The last one of the contextual-instructional factors was 'working conditions.' The way how the other departments' attitude to foreign language teaching at the related university, in other words, the working conditions under which the EFL instructors have to teach, pose a detrimental effect on not only the productivity of the courses given by them but also their sense of efficacy in instructional strategies because the facilities and opportunities provided by the other units may increase or decrease the instructor's efficiency in the course. However, even though Participant 8 has been suffering from this problem for more than a decade and the attitude in the units has not improved even a little so far, according to what s/he said below, as an instructor, the participant continued to integrate technology to education as much as she could and this situation can be regarded as a case in which self-efficacy and resilience of the EFL instructor interacted with one another:

I think the attitudes of the units [the other departments] we go to have a big impact. Their perspective on our course, the spaces they allocate for us, and the opportunities they provide have a great impact. Because everything is done with technology, we have audio materials and the opportunity to project them on the board. But most outside units do not provide us with these. We are trying to create an environment with our own efforts. I have been working for 13 years. I have been experiencing the same thing every year for 13 years in the units I go

to. In other words, they did not establish even a laboratory; they did not create an environment for language. They don't have an area where we can listen or show the visuals. (P8, FGI)

To sum up, foreign language instructors' relationships with the individuals they work with, the opportunities provided and/or not provided by the work environment in which they work, the scope of the curriculum they are affiliated with, and the effectiveness of the used materials are all among the main external factors that cause the efficiency or deficiency of the foreign language education provided by these instructors and whether the educators feel professionally competent, successful, and motivated. All in all, these factors also affect the extent to which English language instructors can cope with the problems they encounter in the process of foreign language education in a hybrid context.

4.2.3 Factors Affecting EFL Instructors' Self-efficacy In Student Engagement

In the category of EFL instructors' self-efficacy in student engagement, two different factors emerged: *Teacher-Centric Dynamics* and *Contextual-Instructional Dynamics*. “Teacher-student relationship”, “giving feedback to students”, “job satisfaction”, “teacher’s approach”, “perseverance and patience”, and “experience” were revealed under the theme ‘Teacher-Centric Dynamics’, while “student-related factors” and “teaching-context related factors” appeared as the sub-themes of ‘Contextual-Instructional Dynamics’. In Table 4.4, the sub-themes of EFL instructors' sense of efficacy in student engagement are presented with their frequencies:

Table 4.4 Sub-themes, frequencies, and percentages for the EFL instructors' efficacy in student engagement

	f	%
Efficacy in Student Engagement	52	100
<u>Teacher-Centric Dynamics</u>	23	44
- Teacher-student relationship	7	13.4
- Giving feedback to students	4	7.7
- Job satisfaction	4	7.7
- Teacher's approach	3	5.7
- Perseverance & Patience	3	5.7
- Experience	2	3.8
<u>Contextual-Instructional Dynamics</u>	29	56
- Student-related factors	21	41
- Teaching context-related factors	8	15

As can be seen from Table 4.4 above, it can be stated that foreign language instructors' ability to ensure, motivate, and retain students' participation during education is affected by many internal and external factors. At the same time, it also demonstrates the way these factors are susceptible to posing some effects on the EFL instructors' resilience capacities. Under the following two headings, these action and reaction situations will be examined in detail, including the narratives of the participants.

4.2.3.1 Teacher-Centric Dynamics

The teacher-student relationships sub-theme emerged as the primary factor that impacted EFL instructors' belief in themselves regarding how effective they felt in persuading and motivating the learners to engage in their language education process. In relation to that, Participant 3 answered, "I think the more sincere you are, the more the students treat you; that is, try to participate in your lesson and at least respect you" (FGI). Divergently, the relationship between instructors and their students creates an opportunity for the instructors to individualize and promote foreign language learning for the students by getting to know their students' interests and thus increasing student participation.

Apart from that, asking about personal things... Today, for example, there was a topic about what they do to entertain themselves. Suppose we know the students a little when we ask questions about the things they do and expand a little. In that case, they can participate more

because they are aware that you are interested in the subject and also interested in them, and at the same time, it creates a personal situation. **(P10, FGI)**

Apart from that, since we spend a long-time ensuring student participation, we have the opportunity to understand the students' things, perspectives on life, and personality traits very intensively during the week. This means that even when you are designing an activity, even in a spontaneous speaking activity, if there is a student who you think is very interested in camping, for example, you specifically ask that student to talk about the topic related to camping and write about it. This becomes a point where the student finds something in himself. And this seriously affects active participation. So again, the issue of individualized education comes to the fore here as well. **(P1, FGI)**

Giving feedback to students was reported by the participants as another substantial factor in engaging the students in foreign language learning in a hybrid context. Depending on the connection between the instructor and the students and hereby being aware of what the students like or dislike, Participant 9 prepared some exciting activities to make the students feel motivated to do some tasks and develop their language skills and articulated the reason in a response, “When they complete those tasks, they feel good, and the feedback they receive improves their English.” A similar understanding can be taken from the following response by another participant:

When you ignore the student's contribution and do not give feedback, the student does not contribute anything again and does not want to contribute. Because he thinks that when he contributes, he talks in vain, or when he does homework at work, he thinks that he does it in vain. This is definitely not a solution just to give the homework and pass... It is necessary to evaluate the homework individually and give feedback to the students one by one if necessary. **(P3, FGI)**

As another significant determinant, the job satisfaction sub-theme was articulated by many participants. A relevant response to what affects the EFL instructors' belief in encouraging student participation was given by Participant 11, “Seeing what students can do motivates people.” Additionally, a similar situation occurred when another participant saw that the students could summarize their writings from the previous weeks without any help, which developed the instructor's belief in his or her teaching skills and accordingly motivation to keep teaching:

My class loves writing. We usually do writing activities. Something came to my mind this week. I asked them to summarize what they wrote last week without looking at the paper.

They explained it with really nice summaries because they wrote it themselves. It made me very happy to see that some students were able to do this and that their English levels had improved after this activity. **(P7, FGI)**

What is more, the sub-theme *teacher's approach* gives shape to the perspective the instructor has about actively engaging the students in not only face-to-face but also online foreign language learning process. Rather than asking the students to answer questions one by one from the class attendance list and making sure that they attend the online class activities, Participant 9 preferred leaving this student participation issue to the students' own choice and helping them take more responsibility for their learning, which is in fact demonstrates the instructor's flexibility, another aspect of resilience:

I'm not going through a long list one by one because, well. It keeps the students on high alert and, you know, I also believe in student autonomy; that is, those who don't want to learn may not learn because they are adults. I don't go down that road very much. I leave the process to them and develop formulas. The more they adapt to them, the more progress we make. **(P9, FGI)**

The next ones, *perseverance and patience*, were articulated by the participants when they were asked what affected their sense of efficacy in student engagement. These personality traits, for instance, enabled Participant 3 to sustain the instructor's resilience and thereby increase the instructor's belief in his or her ability to get the learners involved in the tasks voluntarily, improve student success, and increase the teacher's job satisfaction and motivation to teach in the very end:

So, when you offer options, the students become more willing to at least do the homework. This gives us difficulties, yes. Evaluate some students' work via e-mail, find some other students' work on WhatsApp, and evaluate other's work on paper and pencil. Yes, it is a bit of a workload for us, but I endure it so that they can participate. So, especially this year, I'm enduring it. There's nothing to do anymore. When we provide these, I think both class participation and homework assignments are more successful. **(P3, FGI)**

Experience emerged as another internal agent influencing an EFL instructor's efficacy in maintaining student engagement as well as in classroom management and instructional strategies. The experience obtained through years spent in the classroom helped Participant 7 to quickly motivate the learners to stay in the classroom and do more activities professionally and also to stay more resilient personally:

I think I've developed some resilience to things I might encounter in the classroom. For example, sometimes, [the students say] we are bored, let's leave early, etc. I try to do something like that; I motivate them, you know, 'Let's wait a little longer. We have another 10 minutes. Let's do this, let's do that', you know, I motivate them, I do something. I was not resilient in this regard before, but I think I have improved this, being able to retain students and provide that motivation. (P7, FGI)

Although there are various difficulties that the instructors expressed in relation to the participation of students in foreign language teaching in a hybrid environment where both online and face-to-face education is provided, these foreign language instructors are able to overcome these difficulties thanks to their various characteristics such as patience or the experience gained over the years, and teaching attitudes they have obtained over time, as well as the satisfaction they receive from the profession and/or by giving feedback to students to engage them in language learning and developing positive relationships with their students.

4.2.3.2 Contextual-Instructional Dynamics

External factors affecting tertiary-level EFL instructors' efficacy in ensuring students' participation in class activities are student-related factors and teaching-context (face-to-face or online classes)-related factors. Unsurprisingly, student-related factors emerged as the component with the highest frequency (f= 21) related to student engagement, whereas teaching-context-related ones have a much lower frequency (f= 8). To focus on student-related factors first, three sub-themes, “the student motivation”, “the student's attitude towards the lesson” and “the number of students in the class,” appeared. Participant 12, who believes that “student motivation” can be achieved somehow, stated that s/he resorted to a literature review to increase students' participation in the course. This shows that the EFL instructor did not give up on this goal; that is, although the motivation problem negatively affected the teaching of the course, s/he remained more stable to increase their motivation and ensure student engagement:

But I never say anything that the student doesn't want; the student's motivation is terrible, I can't do it. A different method... I open the book, look at it and do something using a different method. After all, literature is full of these, that is, full of studies. Motivation is an area that is widely studied. I try to do something to see what I'm missing because we are with the students every day, so one day the motivation is very high, and the other day it is very low. Reason? I research it because it depends on many factors. (P12, FGI)

Regarding the “students’ attitudes towards the lesson”, Participant 6 articulated about the online classes, “Due to technical problems in the online courses, the students I want to attend the course sometimes do not attend the course. Sometimes, students pretend to have a technical problem and avoid attending class” (WRJ2). Online courses may sometimes not be perceived by students as necessary to attend. Learners may use technical problems or deficiencies as excuses to avoid the course. This affects student attendance and can hinder the teacher’s ability to ensure student engagement, especially if the teacher has no control over online engagement.

As for “the student number in a class”, in a response by Participant 8, it was stated that the instructor acts upon the available number of students in the classroom to decide the course of the lesson and type of the activities, and although higher student attendance may pose a negative effect on it, the instructor tries to differentiate the activities to ensure that each student can involve in them:

In large groups, it is necessary to ensure that every student can speak in some way, but it is not always possible. Sometimes, in dialogues, it may be possible to divide the group into two or three and make everyone say at least one sentence once. It can completely change depending on the current atmosphere. **(P8, FGI)**

In accordance with teaching context-related factors, another participant reported that whether the courses are conducted online or face-to-face, namely in a virtual or real classroom atmosphere, makes a difference in students' participation in the course due to various reasons like technical issues at students’ dormitories or students’ having no suitable area to attend the online classes. However, thanks to seeing the same students both online and face-to-face in the hybrid foreign language environment, the EFL instructors are able to learn what may have affected the online participation of a student who regularly joins the face-to-face ones:

Regarding student participation, yes, there are two types of situations: Online lessons and face-to-face lessons. The performance of the same student online and face-to-face may also vary. First, if the student's participation is less online than face-to-face, I first find out why. Because he may not be in a suitable place that day and because of technical problems that this child is currently experiencing. As you know, most students have internet problems in dormitories. **(P9, FGI)**

When the answers given by the participants are analyzed, the student's interest and attitude towards the course varies depending on the language learning environment. In other words, while student participation is higher in a face-to-face classroom environment, this participation rate drops noticeably in a virtual context, indicating that students are not yet ready to learn a language online. When the problems related to technological infrastructure are added, these problems are no longer situations that foreign language instructors can solve. These negativities significantly shake the instructors' self-efficacy and their belief in solving problems.

4.2.4 Factors Affecting In-Service EFL Instructors' Digital Efficacy

In this category, four different factors were discovered: *difficulty in online student engagement*, *technical problems and limitations*, *difficulty in online classroom management*, and *difficulty in online instructional strategies*. Following the identification and frequency analysis of the various factors contributing to EFL instructors' digital efficacy, it is evident that difficulty in online student engagement emerges as the most prevalent challenge (f=46), closely followed by technical problems and limitations (f=26). Conversely, instructors reported relatively fewer difficulties in online classroom management and instructional strategies. In light of these findings, the subsequent sections will delve deeper into each sub-theme, commencing with an examination of the challenges associated with online student engagement. Through an exploration of participants' responses and experiences, this analysis aims to provide insights into the complexities of digital teaching environments and elucidate strategies for enhancing instructors' efficacy and resilience in overcoming these challenges.

Table 4.5 Sub-themes, frequencies, and percentages for the EFL instructors' digital efficacy

	f	%
Digital Efficacy	104	100
- Difficulty in online student engagement	56	54
- Technical problems and limitations	26	25
- Difficulty in online classroom management	14	13
- Difficulty in online instructional strategies	8	8

4.2.4.1 Difficulty in Online Student Engagement

Based on the reflective insights provided by participants, hybrid teaching - the combination of face-to-face and online instruction - presents significant challenges for EFL educators. One of the most prominent challenges is fostering robust student engagement within the digital learning environment. Participants expressed apprehension and concern about the effectiveness of online pedagogy, particularly regarding students' reluctance to participate actively in virtual learning environments. This divergence between online and face-to-face engagement hinders pedagogical effectiveness. In this analysis, the researcher will examine the complex dimensions of online student engagement, drawing from participant experiences and insights. Ultimately, some strategic interventions will be proposed to enhance pedagogical efficacy in the digital realm.

The participants pointed out the difficulty they had when they were expected to teach English as a foreign language in a hybrid environment, namely both face-to-face and online classes. Participant 11 articulated how much stress s/he felt about online teaching in a response, “Frankly, I have a hard time online,” when s/he was asked to evaluate the sense of efficacy in student engagement during one of the FGIs. Online student engagement was reported by most of the participants as more challenging than in face-to-face classes due to a variety of reasons, e.g., students’ reluctance to attend online courses:

Frankly, I am having a bit of a problem during online classes because they do not want to attend the class, especially in English I, there is no sound. Unfortunately, it seems like only one or two people reply, or three or five people reply. **(P11, FGI)**

It is difficult to involve others in the lesson. Although I tried to involve students in the lesson by calling them one by one for a while, it is more difficult to involve students in online lessons than in face-to-face education. **(P6, FGI)**

In addition to the troublesome nature of involving students in online class activities, Participant 12 reported that s/he had to spend more time talking rather than doing group work or pair work activities in which the students are expected to be much more active in consequence of limited online student participation in their quotation in one of the weekly reflective journals: “In online education, teacher talking time is quite a lot compared to face-to-face education. It's been a week since

I experienced this problem again. Even though I try to do group and pair work activities, I always struggle” (WRJ1).

In the face of limited student participation during online classes, some participants preferred to continue the course without forcing the students to participate. It can be concluded from Participant 2’s response, “Because they are individuals due to their age, I think that it is not right to insist too much. Of course, I never remain unresponsive, but after a while, I accept it” (FGI). Some others preferred to continue by giving answers to the questions by themselves or getting answers from the actively participating students rather than making this situation a problem as stated by Participant 10, “In one of my classes, I did not get answers to the questions I asked in a short time, so I proceeded by doing the exercises myself. When my students answered, I continued the lesson with their answers” (WRJ1). According to these replies, it can be implied that EFL instructors can remain firm and continue to practice their profession despite the new conditions and difficulties they faced during online foreign language education. Likewise, the level of resilience may also change from person to person. This case is seen in two different responses by Participants 3 and 7 respectively. Even though the former accepted the nature of online foreign language education with some difficulties, the latter still had trouble accepting it:

Students' attendance in class was the biggest problem in distance education. I can say that inviting people to events by name was beneficial up to a point. But it was also true that some people were not there, and I had nothing to do about it. **(P3, WRJ1)**

Something's bothering me a bit right now. I think children do not listen in distance classes. So, I think they don't participate in the lesson or listen. We explain it here, but a few people attend, others do not. I noticed this from something. You know, we're going with the hybrid model. We see them in a classroom, and we also see them online. When I enter a normal classroom, I say, 'Oh, I told you this'. For example, there was an exam, a quiz today, look, I told you this. They never listened. I see that they cannot do anything with their papers. It was a part about the word. You know, you can clearly understand that they are not listening, so it's there. This is part of that endurance part. For example, I'm reaching a level where I can't stand it anymore, so I'm getting nervous in that respect. **(P7, FGI)**

EFL instructors faced challenges due to limited student participation in online classes. Despite these challenges, they preferred to employ various approaches to maintain instructional continuity. Some accommodated student reticence, while

others proactively adapted pedagogical strategies to circumvent participation barriers. EFL instructors need to be flexible and acknowledge individual student circumstances to address the realities of online learning. In other words, they should leverage available resources and foster student involvement through alternative means. The subjective nature of adaptation to online education highlights its challenges. Despite this, EFL instructors persevered in their practice amidst the difficulties of online instruction. These insights are touchstones for informing pedagogical strategies tailored to contemporary learning environments.

4.2.4.2 Technical Problems and Limitations

Technical problems and limitations were articulated several times in the participants' statements. Based on a response written by Participant 9 in a weekly journal, "...connection problems that have become routine in distance education" (WRJ4), it would not be wrong to consider that online technological inconsistencies made it difficult for students to attend classes and for teachers to conduct their courses effectively. It is also evident in Participant 7's answer, "As long as the connection is good, they like it as long as they can log in, I think, but those intermittent interruptions affect it negatively. It seems like they're losing their enthusiasm" (FGI). Regarding this issue, Participant 3 also drew attention to the importance of students' accessibility to technology with the following words:

Well, I don't know, technology is okay, it's an important thing, but as long as we, as teachers, can reach it, it's great, but there is also an audience you teach. If the audience does not have access to this technology, it does not make much sense. **(P3, FGI)**

As revealed in the data analysis, the participants acknowledged that technical challenges in hybrid instruction affect its efficacy. Connection problems and interruptions further hinder student attendance and engagement. Thus, it can be also comprehended that equitable access to technology is imperative for a fruitful language education. In relation, strategies are needed to ameliorate these impediments. This is a prelude to exploring interventions to mitigate technical constraints in digital instructional settings.

Furthermore, these technical issues appeared to affect negatively or even sometimes interrupt the EFL instructors' practice to enhance foreign language learning and teaching in a hybrid environment. Participant 5 expressed how unable s/he felt to provide the students with more effective feedback regarding their

language learning process due to students' lack of access to paid applications or even a regular laptop. Despite that, as an EFL instructor, the participant looked for some alternatives to better this condition, which is an indicator that their resilience kept the instructor motivated to teach:

In measurement and evaluation, there are things where students can try themselves and see themselves, there are trial exams. Of course, these are things that require a fee. I would also like to present these to my students. You know, I would like to use more assessment and evaluation things and tools where we can give faster and more feedback. We can say that the absence of these means that students have less access to technology, for example. Not everything is solved with a mobile. Students also have equipment. With technology, it is also important to have a laptop if they are going to write something. We are trying to solve these with mobile. Mobile applications are getting better in that regard. The applications we have, free applications, could be better. I wish they could be offered too. That is an obstacle, too.

(P5, FGI)

Participant 5's deposition highlights how technical challenges hinder the smooth execution of instructional activities and affect the effectiveness of pedagogical interventions in hybrid educational landscapes. Due to resource constraints, providing comprehensive feedback becomes difficult, highlighting the impact of technological limitations on instructional practice. Nevertheless, Participant 5's proactive approach shows the resilience of EFL instructors in overcoming obstacles and maintaining the quality of their teaching. This is a reminder of the resilience inherent in the teaching profession despite significant challenges posed by the digital environment. This text sets the stage for exploring strategies to mitigate the negative effects of technology limitations on foreign language instruction in hybrid environments.

To continue, reactions given by the EFL instructors to these online language teaching and learning problems varied a lot when looking at their answers. Some instructors preferred or had to live with the systemic issues and impossibilities. Others, on the other hand, chose to find solutions to encourage the students to be active participants in online classes by asking them to warn the instructor's themselves at the moment of distraction or allowing students to participate in the lesson in listener mode or by writing:

Now, we don't even see them. We don't even know about them. You ask them to turn on the microphone, but the microphone does not work, it is broken. You don't have a chance to say

anything. There is no camera; it is broken. You don't have a chance to say anything. In fact, 'why didn't you come? The electricity was cut off; the internet is broken.' You have no chance to say anything to the student. That's why it seems like things are going God's way. [Allah'a emanet gidiyor]. **(P2, FGI)**

We are also experiencing technical problems, such as a lack of internet connection and microphones. I can somehow solve the problems caused by myself, but unfortunately, I can't do anything about the students' excuses. **(P8, WRJ1)**

Especially students have to exit and re-enter the course constantly. In some cases, even if there is a sound interruption, they only express their problem when I directly give the word. I constantly question whether students leave the lesson from time to time or are they leaving because they are distracted. When I ask them to keep their cameras on, the system may crash completely. At this point, I talk to the students and ask them to warn me when their attention is distracted, and we take breaks at those points. However, of course, there is no intervention regarding technical glitches. **(P9, WRJ4)**

I did not experience any problems unlike the previous weeks. Again, we experienced technical problems with turning on the microphone and connection. I solved my own technical problems by renewing the connection and restarting. Students who could not turn on the microphone attended the lesson in listener mode and participated in the lesson by writing to the chat section when necessary. **(P6, WRJ3)**

In the face of the various challenges presented by online language teaching and learning, EFL instructors have displayed a range of responses. These responses reflect both a resignation to systemic obstacles and proactive efforts to develop solutions that promote engagement among students. While some EFL instructors have struggled with the inherent deficiencies of digital learning environments, others have sought innovative strategies to foster active participation among their students. Reflections shared by participants in these online courses have highlighted the complex interplay between technical constraints and pedagogical efficacy. EFL Instructors have struggled to balance accommodating technological limitations with promoting student engagement. Despite the formidable impediments presented by technical glitches and connectivity issues, instructors have demonstrated resilience and adaptability by devising creative interventions to mitigate the adverse effects of online disruptions on instructional continuity. From employing alternative modes of participation to fostering open communication with students, these proactive measures underscore the unwavering commitment of EFL instructors to uphold the integrity of their pedagogical practice amidst the difficulties of online instruction. As the discourse on digital language education continues to evolve, these nuanced

insights serve as invaluable touchstones for informing future pedagogical approaches tailored to the exigencies of contemporary language learning environments.

4.2.4.3 Difficulty in Online Classroom Management

In the context of online classroom management, one of the issues that instructors most complain about is the limitation of not being able to control the environment in which students participate in the course. Since there is no or limited opportunity to monitor the students during online education, this makes it almost impossible for instructors to control situations that may prevent the course from being taught. This is clearly stated in the answer given by Participant 12, “I think classroom management is very limited in online classes. Since students attend the lesson individually and their microphones are turned off, no behavior that disrupts the flow of the lesson is observed” (WRJ1). Furthermore, apart from the impossibility of online classroom management issues due to some technical limitations, the learners’ readiness for online learning also appeared to be another agent having an impact on EFL instructors’ efficacy in maintaining online classroom management:

Whenever students accidentally leave their microphone on, they are busy doing something else, talking to something else... or even playing a game. This has happened to me a few times. While it is sometimes difficult to control this even in classrooms, we were talking about it in meetings before, saying ‘let's pick up the phones, let's do this, let's do this, let's do this’, we would not be able to implement anything. Now we don't even see them. We don't even know about them. You tell them to turn on the microphone, but the microphone is not working, it is broken. You don't have a chance to say anything. **(P2, FGI)**

One of the participants stated that, in addition to the students’ readiness, the the EFL instructors’ preparedness in managing online education effectively plays an essential role in the context of hybrid language teaching. Regarding this situation, Participant 7 stated that s/he was aware of their deficiency in this regard and that s/he knew that s/he needed to carry this skill forward, and that s/he needed to improve their efficacy in the profession:

Apart from that, I could have been a little more interested in technology, perhaps gained a little more proficiency. So, I start doing things related to technology, but I can't always continue it until the end. For example, we create these classes, virtual classes, or we control what they do through these applications. So, I'm staying somewhere. It goes for a few weeks;

I check, I upload the assignments, then they always have to remind me, 'Teacher, give this assignment and do this too' etc. I don't know how we can provide that discipline, or I think I can't really relate to that idea that I should constantly embrace that virtual classroom and control that classroom as well. I don't know, some people do this, I mean there are some. I know, but I'm not very used to the virtual classroom. **(P7, FGI)**

As a result of the inherent limitations of digital learning environments, online classroom management presents numerous challenges to EFL instructors. One of the greatest challenges is exerting control over the learning environment, as expressed by Participant 12 in her insightful reflection on the constraints associated with managing online classrooms. Keeping pedagogical control in virtual environments is difficult without real-time monitoring mechanisms, illustrating the precarious nature of maintaining pedagogical control. Moreover, the ability of both students and instructors to navigate the nuances of online learning emerges as a critical factor in classroom management effectiveness. It is evident from participant narratives that instructors must cultivate technological proficiency and adaptability, as demonstrated by Participant 7's candid admission of their shortcomings in managing online education. Despite the formidable challenges that online instruction poses, these reflections emphasize the imperative for continuous professional development and adaptation. These insights serve as poignant reminders of the need for innovative pedagogical approaches tailored to the unique advantages and challenges of digital learning environments.

4.2.4.4 Difficulty in Online Instructional Strategies

Compared to face-to-face education, some EFL instructors felt incompetent in a hybrid foreign language teaching context for various reasons (e.g., not feeling flexible or not being productive enough to teach online, the inability to observe the learners and adjust teaching methods accordingly, and some technical barriers). Some related answers were presented as follows:

This affects my teaching a bit. I definitely prefer face-to-face, so frankly I don't feel that flexible online. I don't feel as productive as I do face to face. Well, this is my individual opinion. I mean, I can't do my classes online like I do face to face, I can't do that much. I do not know why. I guess I need to improve myself in this regard. But no. I mean, I still can't do it fully. **(P11, FGI)**

Online education is really very difficult, so difficult, because it is something where interaction is at the lowest level. So, you cannot hold the student or have little control over what is

happening on the other side, like in a classroom environment, you know, face-to-face body language... Even if the student does nothing or does not speak, you can infer everything from the body language. You can change your teaching method or the activity, and make it faster or easier, but it is a little more difficult when it comes to online education. (P12, FGI)

I would prefer the Vocabulary course to be face-to-face. I cannot do many online activities that we can use to teach vocabulary. Frankly, I feel the absence of this very much. Group and pair work is not technically possible in online courses. This week, I experienced a lack of this, especially in teaching idioms and proverbs. (P11, WRJ6)

Taking these into account, despite the limited number of difficulties expressed by the participants compared to the student engagement and technical issues in virtual environments, EFL instructors need to improve their online language teaching skills to provide effective foreign language education in a hybrid environment and traditional classrooms. As long as they are supported or improve themselves, it will be possible to increase their digital efficacy, namely, their belief in their ability to effectively utilize and integrate technology into their foreign language teaching practices. Adapting to and adopting technological innovations and implications will thereby develop their competence and raise their level of resilience in the face of any adversities as a result.

4.3 Factors Affecting In-Service EFL Instructors' Resilience

The factors that affect tertiary-level EFL instructors' resilience are teacher's personality, experience, workload, job satisfaction level, teacher's mastery of teaching, language proficiency, teacher's motivation and teachers' awareness, being organized and prepared for emergencies, teacher's familiarity with the ESP content, socio-economic status of the teacher and teacher's love for job as **Teacher-Centric Dynamics**. **Contextual-Instructional Dynamics** were revealed as stakeholders, teaching context, technical problems and limitations, material-related factors, and school facilities and resources. All the factors and their frequencies are shown in Table 4.6 below:

Table 4.6 Sub-themes, frequencies, and percentages for the factors affecting EFL instructors' resilience

	f	%
Factors Affecting Resilience	233	100
<u>Teacher-Centric Dynamics</u>	124	53
- Teacher's personality	31	13.3
- Experience	17	7.3
- Heavy workload	16	7
- Job satisfaction level	14	6
- Teacher's mastery of teaching	9	3.9
- Teacher's language proficiency	6	2.5
- Teacher's motivation	6	2.5
- Teacher's awareness	6	2.5
- Being organized/prepared for emergencies	5	2.1
- Familiarity with the ESP course content	5	2.1
- Socio-economic status of teacher	5	2.1
- Love for job	4	1.7
<u>Contextual-Instructional Dynamics</u>	109	47
- Stakeholders	89	38.2
- Teaching context	9	3.9
- School facilities and resources	6	2.5
- Technical problems & limitations	5	2.1

With the qualitative analysis of the instructors' answers concerning EFL instructors' resilience capacity in a hybrid foreign language teaching context, it can be easily concluded that a variety of difficulties have been experienced by the instructors in foreign language teaching in online and regular classrooms. Nonetheless, the instructors are (not) able to minimize the impacts of these difficulties with the help of their own attributes and qualities. Conversely, instructors also emphasized the significance of the existence or non-existence of some institutional facilities and opportunities to increase and decrease of not only their resilience level but also their belief in themselves in conducting their profession effectively in many senses. Thanks to these findings, the following sections will go deeper into each sub-theme under the category of 'the factors affecting EFL instructors' resilience'. This analysis aims to provide a deeper understanding of the difficulties the instructors have in digital and ordinary teaching settings and to illuminate techniques for increasing instructors' efficacy and

resilience in overcoming these problems by referring to and investigating participants' responses and experiences.

4.3.1. Teacher-Centric Dynamics

The participants were asked what affected their resilience during the **FGIs**, **WRJs**, and **DDFs**. As a result of the qualitative data analysis of the collected data through these procedures, a total of ten internal factors emerged as “teacher’s personality”, “experience”, “heavy workload”, “job satisfaction level”, “teacher’s mastery of teaching”, “language proficiency”, “teacher’s motivation” and “teacher’s awareness”, “being organized and prepared for emergencies”, “teacher’s familiarity with the ESP content”, “socio-economic status of the teacher” and “teacher’s love for job”. All these determinants will be explained and presented together with some example quotations from the participants according to frequency weight.

The most prominent factor was the “teacher’s personality” whose frequency value was the highest ($f=31$) among the internal factors affecting EFL instructors’ resilience. This reveals the importance of this personality factor in the teacher's educational skills and resilience level. Concordantly, Participant 11 emphasized the significance of *being perseverant and patient* in their articulation, “Other than that, I don't get demoralized very easily. I am also a patient person. As a result, we encountered a lot of students with different styles. That is why I am patient in these matters as well” (FGI). In a similar vein, Participant 10 answered, “...our decreasing patience may be reducing our professional resilience” (FGI). Another personality trait was revealed as *openness to develop*. The participants expressed how being open to learning and developing may bear on an EFL instructor’s belief in the effectiveness of their teaching practices and thus their capacity to withstand and recover quickly from problems. Regarding this point, Participant 12 articulated these words:

I think as soon as you do a lot of reading about the field, I mean, since I am currently in the master's course period, the vision that those courses have added to me is such a great thing, that is, you go down to the bottom in your readings and discussions on behalf of the profession. Very, very much, even the theoretical part of it affects the practice so much that. I love the reading part. I mean, there are such things, there are such studies, and it definitely increases your resilience. I mean, I see how to cope with negative things from there, so I think that even though we are teachers, we are still students. As soon as we stop reading, we limit ourselves a little more. These courses have contributed a lot to me. You know, even if there

are no lessons, if you say what provides such professional resilience, I would still like to look at the theory because we don't just see things; we look at all areas of education, not just the classroom environment, but all kinds from the administrator to the individual characteristics of the student. We can see all kinds of possibilities there. It definitely increased my professional resilience. **(P12, FGI)**

The personality of teachers is the most significant factor in shaping their educational skills and resilience. Traits such as perseverance, patience, and openness to development help EFL instructors withstand challenges and recover quickly. Openness to development is reported as a key determinant of professional resilience, which is attributed to ongoing learning and engagement with the relevant literature and practical suggestions. Thus, it leads to the need for further research on the interrelationships between personality traits and professional efficacy that needs to be explored further.

Not taking things personally was one of the other personality traits exerting an effect on an EFL instructor's teaching skills and strength to cope with tough situations. It can be obviously articulated in a response by Participant 10, "...because learning not to take things personally develops over time, I think there is a moment when we realize that we are resilient when we no longer take anything personally" (FGI). Furthermore, *not reflecting personal issues and daily life into the classroom* and *tolerance and flexibility* were identified as two other teacher's personality-related determinants based on the responses by the participants. One of the participants stated that being flexible and easy-going helped them not to get demotivated or feel emotionally powerless during in-class situations. Another participant referred to the importance of not reflecting on personal issues and daily life in the classroom. The related quotations by these two participants were stated as follows:

I don't immediately lose motivation or get emotionally affected by such things. I say, 'it doesn't matter, okay, we'll continue in the next lesson.' and I skipped it. Frankly, I think I'm a little tight when it comes to flexibility, so I'm trying to spread it out a little bit. That's why I try not to worry too much about such things. Because sometimes I don't think I'm very flexible. That's why I try not to get hung up on such things, by approaching problems more solution oriented. Frankly, I solve it at that moment and if it doesn't work, I turn to 'okay, we'll continue later'. **(P11, FGI)**

No matter what we experience outside, from the moment I close the classroom door, I speak for myself, those troubles of mine have to stay outside. So, I have been involved with

pedagogy since high school. I studied at Anatolian Teacher Training High School. Therefore, even there we had pedagogical lessons. Even there, the first thing we are taught, even as children, is that the teacher leaves out all kinds of things. It does not reflect this in the classroom in any way. This is how we kneaded. At times, it is really devastating, two minutes before you go to class, when it comes, you can get news, but when you enter the class, he has to stay outside with you. Your outside... has to stay outside your door. You cannot get in at all. A teacher shouldn't have to. **(P1, FGI)**

As the factors influencing EFL instructors' resilience were examined, it became evident that various dimensions of personality play a significant role in their teaching capabilities and resilience levels. Participants' accounts highlight the importance of traits such as refraining from taking things personally, fostering flexibility, and maintaining a clear boundary between personal and professional domains. Participant 10's observation regarding the developmental aspect of not taking things personally underscores the evolution of resilience over time, while Participant 11's recognition of the need for flexibility underscores the ongoing process of self-improvement. Furthermore, Participant 1's insightful description of the need to leave personal troubles outside the classroom emphasizes the inherent resilience of pedagogical practice. These insights pave the way for the exploration of the role of experience in shaping EFL instructors' resilience, shedding light on the intricate relationship between personal attributes and professional effectiveness in challenging circumstances.

“Experience” has been one of the prominent factors in EFL lecturers' resilience, as seen in its impact on their self-efficacy. Based on the answers of the participants, it can be said that the professional experience accumulated over the years has enabled teachers to stand on the ground more firmly, both in terms of foreign language teaching and in terms of enduring and finding solutions to the various problems brought by the profession. However, as a different opinion, it is stated that as teachers gain experience, everything will become routine, and after a while, teachers may become bored or even burnout:

Professional experience can increase resilience on the one hand because we see so many things. On the other hand, it can also reduce it, I don't know, because now that everything is tied to routine, people can get up in the morning, go and teach during the weekdays, and get into the mode of 'I'm doing a routine job, students all the time. Enough is enough' mode. So,

in terms of experience, this came to my mind, and I can directly say that it can both increase and decrease when looked at from different angles. **(P12, FGI)**

I mean, I think resilience may be related to experience, but there may also be an inverse relationship, like anxiety. You know, anxiety needs to be at an optimum level to bring success, and I think our resilience decreases when experience increases. I think burnout comes into play there. You know, we need to think about that too. **(P9, FGI)**

Being busy or 'heavy workload' is one of the major factors that negatively affects the professional competence of instructors in and out of class. While this situation causes instructors to increase their responsibilities, it does not allow them to rest fully, neither physically nor mentally, in their free time, even during holidays. As a result of this situation, as can be predicted, it does not allow instructors to enjoy their jobs as individuals or to provide learners with an efficient foreign language education environment. This 'state of not being able to enjoy the job' negatively affects foreign language instructors' teaching effectiveness, job satisfaction in addition to their ability and enthusiasm to cope with difficulties as stated by the participants:

But of course, if you ask which is the most difficult, it is really this sense of responsibility. I mean, even after the end of the shift, the shift does not end. Even when the holiday starts, the holiday does not start. Always preparing for the new period, preparing for new topics... I can never say that my mind is empty right now. I cannot concentrate on anything. This is what tires me the most. **(P3, FGI)**

We are not only teachers in the classroom. We are teachers 24/7. You know, we leave the classroom, we come home, and we plan the next day: what to do, what subject to teach. If there is a quiz, prepare it. If there is an exam, prepare for it. Make this change to change this material, this is not suitable for my students... Sometimes it takes the whole day. For example, I know that I sit and prepare materials at the weekend, but it's a vacation! It is my vacation after all. For example, when we look at a civil servant, s/he works 8-5 and the work is done, so which civil servant would say that a document needs to be sent, let me send it and then go to bed? But we are not like that, I mean, we are constantly doing something with our students on our vacation days so that we can do something for them. **(P12, FGI)**

'Job satisfaction' was also one of the vital factors emerging as a result of this study. Based on the participants' statements, it can be seen that job satisfaction can be affected by various situations. If EFL instructors are satisfied with their job, if they do or can do what they believe in without feeling under pressure, if they see that their efforts and successes are appreciated and get rewarded by others; if they witness their students improving in their language learning process, these

instructors will continue their job more willingly and with a healthier resilience. Participant 9 articulated, “In other words, understanding the needs of teachers, understanding their needs, and making teachers feel valued will indirectly increase their resilience, as it increases their job satisfaction. Maybe satisfaction has a mediating role there” (FGI). Some related quotations by the participants are given as examples:

I think I read somewhere that professional resilience and job satisfaction are very related. When I think about myself, it really is. When I am satisfied with what I do, I am more resilient. But if I am not doing something that I don't believe in, that satisfies me professionally, then yes, my resilience decreases. **(P9, FGI)**

Feeling helpless about it, we can say that I couldn't win this student, I couldn't advance them, I couldn't bring their level to that level, I couldn't interest them in the lesson. Sometimes we feel helpless with some of them. This is something that decreases resilience. What increases, most importantly, is that seeing that students learn something, that they go from one level to another advanced level, increases resilience. You know, job satisfaction. There is such a thing. **(P5, FGI)**

In other words, when you see that a system that you have worked on, that you have kneaded with serious consultation, has suddenly changed and you start to become a man of that system reluctantly, when you have to take all your work with that system, it absorbs your energy in an unnecessary way. This is something that knocks down your professional resilience. **(P1, FGI)**

“Teacher’s mastery of teaching” and “teacher’s language proficiency” was mentioned by the participants numerous times, especially during the **FGIs**. Foreign language instructors are sometimes tested both in terms of their teaching profession and in terms of their command of the language they teach as foreign language learners themselves. An EFL instructor who has taught only certain language skills for a long period of time may find that their mastery of the skills he/she teaches increases, but their mastery of the language skills he/she does not teach gradually weaken, leading to a lack of self-confidence in the instructor in this area. Similarly, an instructor's sense of success or failure in the language skills he/she teaches will also affect his/her sense of professional competence in the classroom and, consequently, his/her self-confidence in the face of challenges. In connection with this issue, the following statements of Participants 7 and 8 are presented as examples:

I have never taught speaking, listening, or speaking. In that respect, I honestly feel a little bit incomplete. You know, we are trying to make them do speaking again because we are going on a coursebook-based basis now, but, uh, I mean, we didn't receive special training for this, I guess, like teaching speaking or teaching listening. There was nothing like that, guess there was nothing like that. I have such hesitation about that. Now, if they gave me next year, I would think about what I would do with listening. **(P8, FGI)**

I also think that the more we develop ourselves in terms of language or teaching skills, the more competent we become, the more resilient we become. For example, at the end of a good lesson, I feel very good. I mean, when I think that I had a good lesson, I engaged the students in the lesson, I was able to speak fluently, etc., my resilience increases. The more we improve ourselves in terms of language skills and teaching skills, the more comfortable I feel after that lesson. Even if it was bad in the morning, if it was good in the afternoon, it could change my mood. I think this...but of course, if I did well myself, if I think I did well in that lesson, that also increases it. We can say 'competence' in the lesson. **(P7, FGI)**

"Teacher's motivation" to teach creates a severe effect on EFL instructors' enthusiasm to do their job and help their learner groups learn a foreign language. The feedback received by the students may increase the teacher's professional self-efficacy as well as contribute positively to the degree of professional resilience because a foreign language teacher or an instructor who is greeted with positive statements by his/her students will increase his/her belief that he/she is and/or can be professionally successful, and this will also nurture the teacher's ability to cope with the problems that he/she may encounter professionally. On the other hand, when a teacher's belief in his/her students' ability to succeed in language learning is undermined by the lack of effort on the part of the students, it will lead the teacher to question his/her competence in the profession, which in turn will undermine his/her confidence and weaken his/her resilience. Some of the answers given by the participants are given below:

Well, these students, for example, sometimes have a lot of potential. For example, they can pronounce very well. You know, if those children learned a few words better, you would say that they speak like native speakers. But they don't work. I mean, there is nothing we can do. I wish they would work a little more. Of course, we can say that it reduces your desire, motivation and resilience. **(P5, FGI)**

Positive feedback from students is usually here, that is, when you do something, when we do good practice in the classroom. If there is positive feedback from the student, this really increases your motivation, and any situation that increases your motivation is something that increases all kinds of your resilience and all kinds of well-being in social life. **(P1, FGI)**

“Teachers' awareness” of whether they are resilient inside or outside the classroom, that is, their awareness of this capacity, will enable them to be more conscious of how they will react to professional difficulties, and to recognize their weaknesses and work towards them. This will also lead to an increase in the quality of the education they provide. Participant 3 articulated, “I have never really thought about how professionally resilient I am until now” (FGI), which may show the fact that the teacher did not develop awareness about the ability to tolerate and cope with difficulties before and has just started to build awareness in that sense. By the same token, Participant 9 stated that while s/he is resilient outside the classroom, s/he is more fragile regarding language education in the classroom and that s/he is actually aware of her/his awareness:

You know, maybe for the first time after I asked this question, I thought about how resilient I am in this sense because we just talked about what we did in the classroom. I mean, we never thought about the outside. So, when I asked 'Yes, I am resilient' because for example, I just said in the classroom that my emotional side about resilience is weaker, but it is not like that in the classroom, you know, my resilience about the events I experience outside the classroom is not so weak in an affective sense. In that sense, I am both more resilient and maybe I am trying to increase my resilience, I don't know. **(P9, FGI)**

“Being organized/prepared for emergencies” was mentioned by some participants as being very helpful in case of need. Going more planned and organized when teaching instead of worrying about what to do when there is time left over will reduce the anxiety level of the teacher, as well as increase his/her sense of success in his/her profession, which will consequently increase his/her self-confidence and make him/her more resilient and solution-oriented against any negativity experienced during the lesson. In this context, Participant 7 stated the words below:

I also think that if we go with a system that is a little more planned and organized, we will become more resilient. This could be a more planned, organized system as an in-class practice. Maybe it would be good to prepare a lesson plan for this. I mean, it is actually a difficult thing to prepare a lesson plan, but even if we prepare the lesson plan with a very straightforward template -we are already preparing before going to each lesson- we can make it more planned and organized through a lesson plan with simple templates. I think this would make it more durable. Otherwise, you will always have a question mark in your head. You know, now there will be free time; what will I do in the meantime? How will I complete it? I

think it is necessary to make an A plan, a B plan, and a lesson plan and go like this. I thought this would be an increasing factor. **(P7, FGI)**

As mentioned in the factors affecting EFL teachers' self-efficacy category, "teacher's familiarity with ESP course content" was also revealed as one of the factors that influence EFL teachers' resilience. In relation to this issue, the instructors' inability to learn the ESP courses they will be teaching in advance (i.e. administrative lack of planning), the difficulties they face in finding materials at the appropriate level, and developing a good command of the content of the course raise their anxiety level, and make them feel professionally inadequate, which in turn weakens their capacity to withstand difficulties:

The lack of planning, I don't know if I should call it administrative lack of planning. The fact that these syllabi and plans were not given beforehand creates anxiety for me. You know, the first weeks are always such turmoil. In which department? Where do I have classes? Is my classroom here? Did the students find me? Did I find the material? If it is a new material, the adaptation process, is it appropriate for the level, etc... There is chaos, so my first month is spent in such chaos. Then I let myself go with the flow because there is never such a thing as 'let me prepare in advance and go.' I mean, you look at the material a little bit, and you are one click ahead of the student, but it's like in 'Catch me if you can'. We can only be one chapter ahead. Nothing else happens. Those lessons come and go like that. In this regard, maybe... It's not something that's in our hands, but I think it would be better if it was. I mean, if we could plan ahead, sit down during these vacations, even if we did nothing, if we could think about it, I think we could have a more comfortable and better semester. **(P8, FGI)**

"Teacher's socio-economic status" was also discussed as another teacher-related agent in the category of the factors affecting EFL instructors' resilience. EFL instructors' concern about their socio-economic status makes them less tolerant in the profession, which inevitably damages their resilience levels as well as their sense of teacher efficacy. When a teacher has to work more than he/she should or can bear, when he/she is not compensated financially for his/her labor, and even if he/she is compensated, when he/she does not have the conditions to provide an environment where he/she can rest, this hinders professional resilience. Some related responses are presented as follows:

Then of course there is the economic and social dimension. Well, to create environments where they can rest, this is of course a problem for the society as a whole, but what are we working for? Day and night, my friend [another participant] mentioned 50-55 hours of class time. This pace continues for a year. Does he really have the economic welfare to create an

environment where he can rest? Does he have a social environment to create an environment where he can rest? **(P3, FGI)**

Institutionally, if a country does not have enough academic staff or teachers, of course this leads to an increase in working hours. This inevitably reduces resilience at work. So, socio-economically, there may be such an effect. Or low pay, that is, receiving a low salary, affects motivation. **(P5, FGI)**

The last of the determinants internally affecting the language teaching practices and problem-solving capacity of EFL instructors is the “love for the job”. The capacity for resilience is dependent on how much enthusiasm and willingness an instructor has to do the profession. This can be understood from one response by Participant 5, “In other words, if a person loves and is interested in the teaching profession, he or she shows that high level of resilience at any age” (FGI). In the same vein, the challenging nature of teaching a language as a foreign language can become more tolerable with the help of the love for the job as can be seen in the following quotation:

Yes, a little bit of love, a little bit of willingness. I mean, otherwise I don't think there are many other factors, because it's a difficult job. I mean it's really hard; you have to deal with many people at the same time. Whoever I talk to says that teaching is really hard. I mean, there are many people who say, ‘Why did I choose it?’ or something like that. So, it's a bit like resilience is related to love. I think the more you love it, the more you dedicate yourself to what you do, the more resilient you can be. **(P7, FGI)**

As can be understood from the statements and narratives shared by the participants above, foreign language instructors' own personal characteristics such as their awareness, motivation level, mastery of the language which they teach, social status, as well as factors such as their knowledge, experience, professional commitment, professional satisfaction, all affect the extent to which the instructors can trust their teaching skills and how competent they rate themselves in terms of hybrid language education, and thus plays a decisive role in how this foreign language education will be shaped. In a nutshell, it is thought that all the shared analysis results of this current research will provide useful information on how to deal decisively and effectively with possible problems that English or other foreign language instructors may encounter in the future.

4.3.2 Contextual-Instructional Dynamics

Factors that externally affect the endurance capacity of foreign language instructors include the question that was asked them about what elements imposed an effect on their resilience, and based on their answers to that question and the results of the analysis of their answers, the following factors emerged: Stakeholders, which are students, school management, colleagues, and society; teaching context, school facilities and resources, and finally, technical problems and limitations. At this point, the '*stakeholders*' factor was by far the highest frequency (f=89). In terms of stakeholders, '*students*' factor is the most prominent. *Student motivation*, *disrespect and students' English level* are the subheadings that emerge under the heading of student factor. To start with *student motivation*, a response from Participant 11, "Frankly, when I see the motivation of the students, especially in the materials [that the students produce], etc., I feel more resilient," clearly stated how the students' desire to learn the language actually has an impact on the teacher's resilience. The level of teacher resilience, which is also associated with motivation by the participants, can be affected positively or negatively by the students' effort and willingness to learn a language, that is, student motivation, as can be understood from the participant statements given below:

I think the high motivation and willingness of the audience we teach is one of the main things that increase our professional motivation. The things that reduce it... I can say that it is again related to our students, their lack of motivation, and not getting any reaction from them. (P10, FGI)

What could be the reducing factors? Well, for example, there are sometimes students with such potential. For example, they can pronounce things very well. You wish those children could learn a few words better, they speak like a native speaker. But it doesn't work. You know, there's nothing we can do. I wish they worked a little more. Of course, it also reduces your desire, motivation and resilience. (P7, FGI)

In terms of disrespect, a teacher's exposure to violence by a student was also stated as a factor that considerably damaged the teacher's level of resilience. In this regard, Participant 9 said the following words about a negative experience s/he had, "...they alienated me from life. So, there was a situation where I felt fragile in teaching." Even though s/he was deeply affected by this negative event s/he experienced, s/he expressed in their later words that s/he chose to remain resilient

and durable and continue their career while it made the instructor to question themselves about keeping the profession as follows:

I mean... in that period... that period, I survived. It's gone. I didn't even care afterward. I ignored it because I taught myself to ignore it. But I really felt so weak and so unsatisfied. I said, 'What am I doing here? Why am I working here?' (P9, FGI)

Students' English level also had a significant impact on teachers' resilience capacities. Participant 12, who questioned themselves about the education provided to student groups with a beginner, elementary level and a higher level of language proficiency, stated that as the language levels of the students increased, s/he also had difficulty in professional proficiency and anticipating what s/he might face at that level:

...students' level, yes. While we can explain our subjects very easily at a beginner level or elementary level, when we get to an upper level, there are so many things going on that we come up with words we don't know, concepts, that is, complicated concepts, whether it is a grammar subject or speaking, their activities are very different. As Beginner and Elementary levels progress in a structured way, when you get to the Upper-intermediate, the question 'What do you think?' comes up and while people do not answer such questions even in Turkish, this question is also asked in English. You know, the difficulty of activities at that level... You cannot measure the students' reaction and I really have a hard time. (P12, FGI)

Regarding stakeholders, another factor that affects the capacity of foreign language teachers and instructors to cope with difficulties is '**school management**'. Two important subthemes have emerged regarding this issue. The first of these is administrative lack of planning. This can be explained as some negativities caused by the school administration to the faculty members regarding the preparation of lesson plans and programs in advance. Below are the statements of one of the participants on the subject:

I don't know if I should call it 'a lack of planning'; that is, administrative lack of planning. Frankly, the fact that these course schedules and plans were not given to us beforehand creates anxiety for me. You know, the first weeks always pass in such turmoil. In which department, where do I have classes? Is my classroom there? Did the students find me? Did I find the material? If it's a new material, here's the adaptation process, whether the level is appropriate, etc... There is chaos, so my first month is spent in such chaos. Then I just go with the flow because it never happens like I prepare beforehand and go. I mean, you look at the material a little bit and you are one step ahead of the student, but it's like in 'Catch me if you can'. We can only be one chapter ahead. So, nothing else happens. Those lessons come and go. Maybe about this... it's not something we have, but I think it would be better if it were. I wish we

could plan these during the holidays in advance. You know, if we could think about it even if we didn't do anything... I think we could have a more comfortable, better time. Well, we would feel that competence better because when it comes to professional English or academic English, it is something new for us and frankly, it creates anxiety. **(P8, FGI)**

Another situation related to the school administration was stated as *(not) being valued or respected by the school administration*. Participant 9, who noted that s/he had been subjected to physical violence by a student before, also said that s/he did not receive full moral support or understanding from the administration in the face of this difficulty s/he experienced, and stated that this situation created an extremely challenging condition in her/his teaching life:

I lived. For example, they alienated me from life. So, there was a situation where I felt really weak at teaching. I can talk very briefly. I was almost subjected to violence by a student, and another student intervened. The student held his hand, and thankfully nothing like that happened, but of course there was a lot of chaos. I filed a complaint against that student, and the student was investigated, but it was done not in the way it should have been done, but in the way it should not have been done. The student was given a penalty. At that time, the maximum punishment a student could receive was suspension from school, and the student received the suspension during the holiday period. The boy was given a 15-day suspension during the February break. The child's suspension started the day we went on vacation. The day we returned from vacation was over. I mean, in that period... that period, come on, I survived that. It's gone. I didn't even care afterward. I ignored it because I taught myself to ignore it. But I really felt so weak and very unsatisfied. I said, 'What am I doing here? Why am I working here?' 'So, is a person this incomprehensible? Later, the child's penalty was canceled because the process was mismanaged. And we apologized to the child. These types of things, in a managerial sense, for example, this is a very specific example. When I experienced this, my resilience dropped a lot. My stamina has decreased. For example, I did not want to attend class in that class, and I was persistently told that I had to attend class in that class. So, from now on, I said informally that I would receive a medical report on that day every week, but I would not attend that class again. After that, my course was changed. What would I want? I wish I could have been more understood. I wish I could have gotten through that process easier. I would like at least an explanation to be given to me. Even that wasn't done, and these were very hurtful. **(P9, FGI)**

In terms of '**colleagues**', just as having healthy relationships such as being accepted by their colleagues without being judged and getting help from them about the problems that they experience concerning language teaching and learning processes is a factor that helps them cope with the problems, and as Participant 1 articulated, this good relationship among the colleagues "...actually helps eliminate

many negativities.” On the other hand, the lack of respect and value for themselves and their professions felt by their colleagues in different departments not only affects their ability to overcome these difficulties but also causes a disabling situation in terms of productive foreign language teaching. Within the scope of the subject, the following words of some participants can be given as examples:

Having a close relationship with your colleagues, knowing that they behave in an accepting rather than critical way, makes you feel safer. So, we may be experiencing different things in different groups, but when we come back and share this with a colleague or a manager, feeling that they have our back makes us feel really safe and good.” (P8, FGI)

I swear, I think the attitudes of the units we go to have a big impact. Their perspective on our course, the areas they separate us from and the opportunities they provide affect us greatly. Because of technology, every business is carried out with technology, so we have audio materials, and we have the opportunity to project them on the board. But most outside units do not provide this. We are trying to create an environment with our own efforts. I have been working for 13 years. I have been experiencing the same thing every year for 13 years in the units I go to. In other words, the men did not establish a laboratory, that is, they did not create an environment for language. They don't have an area where we can listen or show the visuals. When we go, there is no place where they put us, where we can sit or leave our belongings. Also, the status they gave us is something like this. Is there status? I don't know that either. So, of course, it affects your authority there, so no matter how competent you are, the student's attitude also changes. Therefore, your behavior and stance there also change. I think it's a barrier, a physical barrier for us. Secondly, psychologically it is the same way; when the student sees the attitude of the administration in that way, maybe he feels that it is not necessary and he does something like that, and a wall is created in between. Overcoming it is already harder and takes longer than teaching a lesson. (P8, FGI)

‘**Society**’ emerged as the last external subtheme related to the ‘stakeholders’ as a consequence of qualitative data analysis. For example, Participant 3 states that s/he thinks that the respect for her/his profession in society is decreasing day by day, partly due to the influence of technology, and even getting worse, and as a result, the teaching profession is being devalued by the learners who are reflections of society, and this problem creates negativity in terms of both teacher efficacy and resilience:

...you realize that your respect is losing more and more every day, which is what I'm getting at. I have been in this business for 11 years, and with each passing year, I interestingly see that the students are becoming sloppier, and more insincere. I think this is society's perspective on us. Because they think there are too many things to replace us. I learn what I

learn from you on social media, YouTube, or here and there. What contribution do you have to me? They have such perspectives because they have so many opportunities. Of course, your knowledge becomes worthless in their eyes and becomes a waste of money. What do they really value in a teacher right now? I do not know that. **(P3, FGI)**

As for the '*teaching context*' factor, it was seen that, with the transition to foreign language education in a hybrid environment after the COVID-19 pandemic, English as a Foreign Language instructors had the opportunity to compare these two different teaching contexts because they had to perform their profession both face-to-face and online. It can be concluded from the following statements of some participants that there was a significant difference between face-to-face, that is, the traditional classroom environment, and the online environment in terms of classroom management, student participation, and instructional strategies, and that there were problems in the participation of students who attend the lesson in the classroom environment, but not online, and that the traditional classroom environment is also healthier for the teacher in terms of education and training owing to the opportunity of monitoring the students in the real classroom:

Frankly, I am having a bit of a problem online because they do not want to attend the class. Especially in English 1, there is no sound. Unfortunately, it seems like only one or two students reply or three or five people reply. However, in face-to-face classes, the student who wants to attend the class always attends the class anyway. You don't need to do anything extra. **(P11, FGI)**

Online education is really very difficult, so difficult because it is something where interaction is at the lowest level. So, you cannot hold the student, or you do not have much control over what is happening on the other side, like in a classroom environment, you know, face-to-face body language... Even if the student does not do anything or does not speak, you can infer everything from the body language. You can change your teaching method or change the activity to make it faster or easier, but when it comes to online education, it is a little more difficult. **(P12, FGI)**

Regarding the '*school facilities and resources*,' the absence and/or inadequacy of the equipment that will enable foreign language instructors to fulfill the requirements of their profession effectively in different units of the institution where they work and the inefficiency of the equipment used in terms of lesson teaching negatively affect the professional lives of these instructors, which also reflects negatively on their self-efficacy. Nevertheless, Participant 8 states that although such difficulties have been going on since the beginning of his/her

professional life, s/he has been trying to establish a language teaching-learning environment with his/her own means and that s/he has actually been able to cope with the difficulties, that is, s/he has developed resilience over the years. Similarly, Participant 7 said that s/he was affected by the student's dissatisfaction with the textbook, but s/he still tried different solutions to motivate students. The statements of the relevant participants are given below:

...and the opportunities they provide affect us greatly. Because of technology, every business is carried out with technology, so we have audio materials, and we have the opportunity to project them on the board. But most outside units do not provide this. We are trying to create an environment with our own efforts. I have been working for 13 years. I have been experiencing the same thing every year for 13 years in the units I go to. In other words, they did not establish a laboratory; that is, they did not create an environment for language. They don't have an area where we can listen or show the visuals. **(P8, FGI)**

So here too, the students want to learn, they want to participate, but the book doesn't give them anything new, there is no new question, there is nothing they can participate in, they can do something, they can improve themselves. Well, I think this is a negative situation for the teacher, that is, if the book does not go well, that is, if the students do not like it, there is nothing the teacher can do because the teacher has to use the book and continue from there. He/she has to take that book as a basis. Maybe we bring extra things, everyone does it, but basically it comes with the book. Well, if the student doesn't like the book or gets bored after a while, I think this comes across as a negative for the teacher. **(P7, FGI)**

‘Technical problems and limitations’ appeared as the last of the external factors that pose an impact on EFL instructors’ resilience capacity. In relation to these factors, in one of **WRJs**, Participant 8 articulated these words: “We are also experiencing technical problems, such as lack of internet connection and microphone. I can somehow solve the problems caused by myself, but unfortunately, I cannot do anything about the excuses of the students” (WRJ1). Likewise, Participant 2 stated, “Anyway, I don't have anything to help students participate in the lesson via audio or video. I don't have any materials or elements that I can use. Therefore, there is no choice but to accept it” (FGI). Based on these quotations, it can be stated that the technical infrastructure and resource deficiencies and/or inadequacies the EFL instructors experienced in a hybrid foreign language teaching environment which they were not familiar with had a negative impact on the instructors' ability and practice of teaching foreign languages effectively and efficiently. However, in spite of all these, it can be said that the instructors made

efforts up to a certain point, and at another stage, in the event that there was nothing they could intervene in, they accepted the situation they were in and continued on their way, in fact, in a certain sense, they preferred not to be negatively affected by this situation.

4.4 Coping Strategies

The second research question (given below for reminder purposes) of the current study will be analyzed and explained under the category of ‘*Coping Strategies*.’ Here, in accordance with the interrelationship between their self-efficacy beliefs and resilience, two different types were revealed as EFL instructors’ coping strategies (see Table 4.7) that they employed in the context of foreign language education within a hybrid context. *Interpersonal coping strategies* are “motivating students in different ways”, “depending on personality traits”, “depending on the teacher-student relationship”, “adapting to the situation”, “getting help from people”, “staying unresponsive”, “warning the students”, and “acceptance”. On the other hand, *instructional coping strategies* are detected as “benefiting from technology” and “benefiting from related literature”.

RQ2: How do EFL instructors at a tertiary-level foreign language school describe their coping strategies related to self-efficacy and resilience based on their professional experiences within a hybrid language education context?

Table 4.7 Sub-themes, frequencies, and percentages for the EFL instructors’ coping strategies

	f	%
Coping Strategies	254	100
<u>Interpersonal Coping Strategies</u>	221	87
- Motivating students in different ways	73	28.7
- Depending on personal traits	32	12.6
- Depending on the teacher-student relationship	26	10
- Adapting to the situation	24	9
- Getting help from people	20	7.8
- Staying unresponsive	18	7
- Warning the students	16	6
- Acceptance	15	5.9
<u>Instructional Coping Strategies</u>	33	13
- Benefiting from technology	19	7.5
- Benefiting from the related literature	14	5.5

4.4.1 Interpersonal Coping Strategies

Under this category, interpersonal coping strategies identified by the researcher following the content analysis were “motivating students in different ways”, “depending on personality traits”, “depending on teacher-student relationship”, “adapting to the situation”, “staying unresponsive”, “warning the students”, and “acceptance”. In the following paragraphs, all these types are explained by the researcher one by one, and they all are accompanied by a variety number of examples from the quotations of the participants.

‘Motivating students in different ways’ was detected to be the most common method used by foreign language instructors (f=73). Some EFL instructors believe that their learners can be much more engaged in the activities when they diversify the activity types according to their interests or moods in case of losing their motivation. Likewise, one of the methods used to prevent students' absenteeism, especially in online courses, was to direct questions to individual students from the attendance list. Yet, instead of going through the list one by one, some participants gave students various assignments and tasks to retain them active outside the classroom. Furthermore, some other methods used to motivate and keep the learners motivated are working towards students' needs, explaining the subject at a point where they do not understand or simplifying it to increase participation, and giving homework that students can get extra points to increase student participation. Some of the related quotations by some participants are presented as follows:

We can do something different for the lesson according to the mood of the students. For example, we can make a story chain when we talk about past tense. When we say, "Tell a story that happened to you", it doesn't sound desirable. When you say story chain, it can be a little more interesting, even if it is not very good. We try to diversify activities a little like this. **(P8, FGI)**

If they don't answer, frankly, I ask them one by one from the list, just to make them participate in the class. But as I said, it depends on the class. In ELT class, there is not much need for such a thing, but for example, I'm talking about this year, in my evening class, I need to give them all the right to speak one by one. I have to address them directly by name, like 'It's your turn. It's your turn'. **(P11, FGI)**

There has been an increase in student absenteeism recently. Especially the students who wanted to spend the first days of Ramadan with their families went to their hometowns. So, I designed an extensive reading activity for them to do at home. Students will do their reading and write a reflection paper about what they have read. **(P9, WRJ5)**

Regarding the student who does not attend the class, I do things to motivate the student because this gets a little motivational. So why is English important for them? Let's look at the practical aspect, what benefit will English bring to them? I try to address them a little bit, not for the sake of a lesson, but to say, you know, you need English, you will use English like this, this and that. You know, when I give them useful information, their eyes are opened. They say to themselves, 'I have to do this. (P12, FGI)

I have a professional English course in Nursing. Unfortunately, most of them chose the course to fill in credits, not to learn English. This is another thing, what can we say, motivation... They are not motivated anyway; that is, they do not have a goal of learning a language. Since they do not have such a goal, they are trying to save the day, they have short-term goals. What are they doing? I give them homework assignments like this, and I definitely include this in some of the evaluations. For example, what are students doing? Here is health; since their field is health, they find news about health and present it to the class. In this way, I get them to talk one by one. (P9, FGI)

Sometimes the reason for silence is that the student does not know the answer. In that case, for example, I followed a different method. I asked the same student a simpler version of the question and got an answer. My goal was to ensure that every student could experience success; just don't let them say they can't do it. I think it worked. Because the same student immediately raised his finger against the other activity. It is important to overcome the fear of not being able to do it. (P12, WRJ6)

'Depending on personality traits' was detected to be the second most prominent interpersonal type of coping strategies (f=32). English language instructors made use of their characteristics to remain resilient and to maintain their professional competence, namely their sense of self-efficacy, in a way to be least affected by these issues while facing the problems in or out of the classroom during the teaching process. For example, Participant 12 stated that s/he looked for solutions based on her/his previous negative experiences when dealing with future problems as follows "Based on my negative experience, I will produce solutions accordingly in the coming years" (DDF). Another quotation by Participant 5, "In other words, if a person loves the teaching profession and is interested in it, s/he shows that thing, high endurance, at any age" (FGI), demonstrated that passion or love for the job enables the teacher to easily handle with the challenges related to the teaching profession. Moreover, in a response by Participant 2, "The fact that I still have good relationships with my colleagues and colleagues motivates me. So, feeling like I am a part of this group affects me positively" (FGI), the instructor emphasized the importance of having an excellent collegial bond in determining and

raising the professional motivation, which also allows them to put on a solid suit of armor against the rising issues. In the same context but with different methods, some participants stated that empathizing with students, being tolerant and flexible, and being self-critical can be helpful in solving or preventing problems more effectively, as can be seen in the following statements:

I interact with students. In other words, I try to understand their emotions and what they feel during the lessons. In other words, I try to understand the emotions they experience in the activities I do, their feelings about success, for example. These are useful to overcome a problem later. (P9, FGI)

I'm a little relaxed about this. I mean, I don't have any rules or regulations to make students listen to me and to conduct every lesson well. I sit and chat for 15-20 minutes. When I notice boredom in the environment, we sit down and chat together, make some jokes, and then we start the lesson after the classroom mood improves. (P3, FGI)

During the lecture, I explain the topics in English. However, sometimes I cannot think of some words when speaking. Of course, at that time, I make up for it in another way without revealing it to the students. When I look at these words in the dictionary later, I see that they are very easy and even have Turkish equivalents. For example, the word 'overlap' is a very easy word, but I can't think of it. I think if I keep a notebook where I keep such words, I can remember them more as I constantly read and write them. (P7, WRJ 4)

'Depending on teacher-student relationship' was revealed to be the third most prominent coping strategy utilized by foreign language instructors. They did it in various ways such as speaking to the student personally if something went wrong as seen in a response of Participant 6, "I usually communicate with the student one-on-one and try to solve the problem. I think that one-on-one dialogue with students is more effective in understanding each other" (DDF). Additionally, in the words "Once you set the rules in the first place and show the students that you are clear about this issue, there is no problem" (FGI), Participant 8 explained that s/he preferred to set up rules together with the students in the class at the very beginning of the academic year and stated that s/he didn't experience any serious problems in that way. Another example quotation was provided by Participant 9, "...I try to understand the feelings they experience in the activities I do, their feelings about success, for example. These are useful to overcome when I encounter a problem later" (FGI), The same participant stated that getting to know the types of students whom they, as teachers, face every other year and empathizing with the

students helps them to be prepared for any possible problems that may arise in terms of maintaining classroom management:

Turkish students have certain prototypes. You actually see them happening again and again in your classroom, year after year, and you begin to better understand the classroom management problems or needs they will create. And this means you have to be prepared. Even after being prepared, there is no big problem with classroom management. As I said, when you understand student needs better, I think you become better at classroom management. Even while teaching the lesson, in the next step, for example, you organize a group workshop, the problems that will arise there, it will not go well. For example, you know, resorting to the mother tongue too much and the group members unable to work interactively with each other. Since you know that we will encounter problems such as dominant students or better students leaving the weak ones aside, it becomes easier for you to take precautions about these problems. (P9, FGI)

'Adapting to the situation' has emerged as another method employed by instructors while teaching English as a foreign language in the hybrid environment. As a result of the content analysis, it has been seen that, especially in terms of motivating and retaining students towards language learning, some instructors preferred to conduct the lesson only with the students who are interested or not to force others to participate, rather than teaching interactively, especially in online courses where class participation is very minimal. In contrast, some lecturers prefer not to force others to participate. It was also observed that when there was no participation, the instructors permitted students to respond in writing or preferred to teach the lesson alone. To illustrate, Participant 10 responded, "I am of the opinion that one should not insist on a student who does not want to participate in any way" (FGI), "In faculty courses, there is a problem that students participate in the course in writing rather than verbally, but instead of making this a problem, I prefer to conduct the course this way" (WRJ2), and "When I couldn't get any feedback, I continued by answering my own question" (WRJ1). In other words, based on these, it can be implied that EFL instructors adapted to the limited nature of online student participation issues and kept going on their foreign language education in one way or another. Another excerpt is also presented below:

When it comes to managing online lessons, especially in grammar classes, a few students only actively participate in the lesson. It is difficult to involve others in the lesson. Although I tried to involve students in the lesson by calling them one by one for a while, it is more difficult to involve students in online lessons than in face-to-face education. After a while, I

continued to conduct the lesson with those who actively participated in the lesson. (P6, WJ 4)

Another coping strategy the EFL instructors relied on was 'getting help from people.' Participant 3 and Participant 8 stated that they preferred to seek help from their colleagues or school administrator if necessary. Similarly, Participant 9 articulated that s/he consulted somebody with more related knowledge to fix the problem by saying, "When I encounter something negative, I first try to get support from my colleagues and those who are more knowledgeable than me. I share that problem and try to find a solution accordingly." As an EFL instructor, one of the participants said that s/he sought the help of the school administration when s/he had a severe problem that s/he thought s/he could not solve:

I mean, if I have a problem with a student, I don't go overboard. You know, at least for that moment, I prefer to approach it more calmly and leave it in the classroom even if I don't solve the problem. If I need to meet with him/her outside afterwards, if there is a much more serious dimension, of course, the administration also gets involved. (P11, FGI)

'Staying unresponsive' has emerged as another strategy used by EFL instructors to maintain control in the face of problems. This allows instructors to remain astute and ensures that their self-efficacy regarding classroom management is minimally affected. Relevant to this matter, one of the participants stated that remaining silent and calm is the most effective way to avoid losing classroom management, as a lesson s/he learned from his or her experiences:

But the clearest thing I have learned so far is that you should never get into such an argument mode with them. I try never to do this because when that happens, control is lost. I act neutral on those issues. (P11, FGI)

'Warning the students' emerged as another significant coping strategy type within the category. The EFL instructors or teachers regarded it as a way of keeping their learners motivated even if only for a short period of time. By stimulating them on different topics and using various methods, some English instructors also aimed not to lose control as well. As can be understood from Participant 6's response, "I warned them to speak English when there are students who speak Turkish" (WRJ5), and also Participant 4's, "I reminded the students who did not attend the lecture that their absence from the lecture I recorded would have a negative impact on their opinion grade" (WRJ7), English instructors preferred to warn students about in-class participation and classroom control.

'Acceptance' was the last type of the category of Interpersonal Coping Strategies. Knowing and accepting that there is nothing they can do about issues that they cannot change or intervene in, such as ensuring online student participation or classroom management, actually helps foreign language instructors remain resilient. In addition, it can be said that acceptance may be a method preferred by instructors to prevent problems from harming their teaching skills and keep their sense of efficacy in that sense. Participant 6, for instance, responded, "We continue to accept the things we cannot change and remain resilient" (FGI). Additionally, in the words referring to online courses, "We are also experiencing technical problems, such as lack of internet connection and microphone. I can somehow solve the problems caused by myself, but unfortunately, I cannot do anything about the excuses of the students" (WRJ1), Participant 8 said that while s/he could intervene in the problems s/he experienced, s/he accepted that s/he did not have the opportunity to intervene in problems that occurred outside of themselves. Another excerpt by one of the participants is as follows:

Sometimes there may be people who rarely participate at all. You can't do anything about them anymore, so you see that it comes from necessity. This may happen more in other departments than in prep classes. Frankly, I don't think there is anything we can do to them. (P2, FGI)

4.4.2 Instructional Coping Strategies

The methods that foreign language instructors considered useful in solving or dealing with problems were revealed as benefitting from technology and benefitting from the related literature. In the following paragraphs, these strategies are explained with various examples. The researcher provided some excerpts to clarify the importance of these strategies in foreign language teaching within both online and face-to-face classroom environments.

'Benefitting from technology' was the most prominent one among the instructional coping strategies. Foreign language instructors stated that they benefitted from technology in different ways. Some utilized technology to prevent the difficulty in ensuring the active participation of the student in the course, which is common in online courses. As an illustration, Participant 9 articulated, "The problem I always have in online classes is that I can't involve the students enough. This week, I sent the students to the study rooms at frequent intervals and made

them study”. Moreover, some others integrated technological possibilities into the language teaching and learning process to minimize the excessive burden on themselves, accordingly contributing to the efficiency of the education given by these instructors. Moreover, it allows them to increase their capacity to deal with problems. Some other quotations on the subject are provided below:

...now, with the development of technology, there are so many things to add to the lesson, and there are so many technical possibilities. You know, they want to do Kahoot, for example. They always love it. They always want to do it if there is no internet problem. You do Kahoot activities. There are 5-minute videos on YouTube that are instructive and tell something. You can watch them. You know, when no one participates in the lesson, with such things, things can be done to increase their motivation a little bit and make them participate in the lesson, so it is necessarily done. They like it when they bring different things. They can be tried; they can be done. So yes, you should never give up. **(P7, FGI)**

At the same time, of course, I try to use information technologies in the lesson, which lightens the burden of the teacher. I think they should be used for that reason, things that make it easier for us to focus on the work, that is, things that take that extra work away from us. So, I try to use these as practice. **(P5, FGI)**

‘Benefitting from the related literature’ was the last instructional coping strategy that tertiary-level EFL instructors employed to handle the problems they might encounter while teaching English as a foreign language in a hybrid context. Some participants find it helpful to benefit from literature to improve their foreign language teaching skills and thus be solution-oriented when they experience problems while teaching both online and in the classroom. It was evident in a response from Participant 2, “I try to solve the problem by researching and getting help from online sources and written sources if I can find them” (DDF). Along these lines, a different participant expressed sustaining his/her resilience depending on the student motivation-related studies in the attempt to get them engaged in language learning:

But I never say that the student doesn't want it or the student's motivation is very bad, I can't do it, or I won't be able to do it. A different method... I open the book. I look at the book. I try a different method. After all, literature is full of these, that is, full of studies. Motivation is an area that is studied a lot. I try to figure out where I am missing because we are together with students every day. So, motivation is very high one day and one day it is very low. Why is that? I found that it is based on many factors. **(P12, FGI)**

It is evident from the analysis of coping strategies among EFL instructors that both interpersonal and instructional approaches are crucial to overcoming the challenges associated with hybrid language teaching environments. Most respondents emphasized the importance of personal characteristics and the relationship between the teacher and the student in managing difficulties through interpersonal coping strategies. Among the key techniques used by EFL instructors are motivating students in a variety of ways, adapting to diverse situations, peer assistance, and utilizing interpersonal dynamics. On the other hand, instructional coping strategies, though fewer in number, emphasize the use of technological resources and knowledge gained from literature to overcome challenges. The distribution of coping strategies suggests a multifaceted approach adopted by EFL instructors, whereby interpersonal connections and instructional methods are intertwined to foster resilience and efficacy. Developing a holistic understanding of these coping mechanisms will facilitate professional development initiatives aimed at enhancing the ability of EFL instructors to cope with adversity in educational settings.

4.5 Summary of the Findings

The findings of this case study were revealed through both online and in-class narratives and opinions of the in-service EFL instructors working in a prep school at a state university in the Black Sea Region of Türkiye. They were asked to evaluate their self-efficacy and resilience and share what they do to cope with the challenges and difficulties they face regarding their hybrid foreign language education practices during the COVID-19 pandemic. The related data were collected through four separate focus group interviews, weekly reflective journals kept by the participants for five weeks, and demographic data forms completed by all the participants. Following qualitative data analysis, three main themes emerged: factors affecting EFL instructors' self-efficacy, factors affecting EFL instructors' resilience, and coping strategies. All this analysis has shown that although they are different concepts, teacher efficacy of foreign language instructors and the ability to stand firm in the face of experienced or to-be-experienced problems in the professional context, namely their resilience, are two significant personality traits that interact with each other in various ways. The findings of the present study are

presented and discussed by the researcher in the following section, with some references to the previous relevant studies. In addition, some pedagogical implications and suggestions are provided in the following sections.



CHAPTER 5: DISCUSSION

5.1 Overview of the Chapter

The chapter will begin by discussing the first research question, participants' experiences and perceptions of the relationship between EFL instructors' belief in their teaching success and their resilience capacities. The focus will shift to the second research question, examining how they deal with difficulties and problems encountered while teaching English as a Foreign Language in face-to-face and virtual classrooms. The findings of this qualitative case study will be explained with references to relevant literature and the study's theoretical framework, the Complex Dynamic Systems Theory (CDST).

RQ1: In what ways do EFL instructors at a tertiary-level foreign language school perceive their self-efficacy and resilience within a hybrid language education context?

RQ2: How do EFL instructors at a tertiary-level foreign language school describe their coping strategies related to self-efficacy and resilience based on their professional experiences within a hybrid language education context?

The following sections will discuss the relevance of the themes to the existing literature section by section. This approach is adopted due to the heavy load of information provided in the data analysis and to guide the reader through the discussion systematically.

5.2 Discussion of the Study

According to FocusedEDU Staffing Group (2023), the shortage of educators in various regions around the globe can primarily be attributed to teacher burnout and attrition, which arise due to multiple factors, including student misconduct, diminished independence, inadequate assistance, time constraints, and heightened workload (Hanson, 2013). However, this issue may result in a future shortage of teachers and a consequent decline in highly skilled educators (UNESCO, 2024). Such high teacher burnout and declining teacher retention rates can harm the overall education system as they place a heavier burden on existing teachers. Accordingly, this will lead to an increase in their workload, ultimately leading to a decline in the quality of education in the very end. Therefore, it is a must to comprehend the causes of teacher attrition and burnout, and to explore what factors motivate some

educators to remain in the teaching profession despite others giving up teaching, what difficulties they encounter and strive to overcome, what strategies they utilize to resolve issues, and what methods through which they cultivate resilience in their career as teachers (Beltman et al., 2011). This is the reason why the ability of teachers or future teacher candidates to cope with all kinds of problems they may encounter while performing their profession inside or outside the classroom and their beliefs about their mastery of the profession should be emphasized rather than investigating the reasons that lead teachers to feel stress, burnout and leave the profession.

Although there is a considerable amount of knowledge regarding the causes of teacher burnout and attrition in the literature (Borman & Dowling, 2008), this has just started to be investigated in the context of language teachers (Swanson, 2012). In the context of foreign language teaching, a lot of teachers, especially English as a Foreign Language (EFL) instructors, often leave the profession due to a lack of resilience (Drew & Sosnowski, 2019; Sulis et al., 2022) and self-efficacy (Greenier et al., 2021; Motallebzadeh et al., 2014) apart from burnout and attrition (Fathi & Saeedian, 2020; Swanson, 2010, 2010b, 2012). However, scholars say that there is a negative relationship between resilience and teacher burnout (Ding et al., 2023; Fathi & Saeedian, 2020; Li, 2023; Poulus et al., 2024), and resilience and teacher attrition (Arnup & Bowles, 2016; Beltman et al., 2011; Hong, 2012) but a positive correlation between teacher resilience and job satisfaction, work engagement, and job commitment (Hong, 2012). In addition to teacher resilience, research has demonstrated a negative correlation between teacher stress and teacher efficacy (Skaalvik & Skaalvik, 2017), teacher efficacy and burnout (Fathi & Saeedian, 2020; Fathi et al., 2021; Friedman, 2003; Mardani et al., 2015), but a positive relationship between teachers' self-efficacy and job satisfaction (Skaalvik & Skaalvik, 2014), teacher efficacy and job commitment (Klassen & Chiu, 2011), and teacher efficacy and well-being (Zee & Koomen, 2016). Given all this, it can be concluded that EFL teachers who are confident in their ability to satisfy their students' demands while also running a successful and healthy language education environment may become more motivated and involved in their teaching activities (Heng & Chu, 2023). For this to happen, however, foreign language instructors

must feel competent in professional resilience and self-efficacy. Hence, assisting foreign language instructors in becoming more resilient and self-efficacious in the face of stress may reduce their risk of burnout (Fathi & Saeedian, 2020; Stewart & Reinders, 2024) and also increase teacher retention rates.

Foreign language teaching is crucial in the current age of increasing global mobility, multilingualism, and cross-cultural interactions. This leads to conducting formal language instruction in increasingly diverse classrooms, posing challenges for teachers (Hiver, 2018). Thus, the effectiveness of instructors plays a crucial role in teacher retention, with intrinsic factors such as personal teaching efficacy, interactions with students, and job satisfaction, as well as extrinsic factors like work schedule, time off, and retirement, influencing their efficacy (Perrachione et al., 2008). Despite this, as highlighted by Hong (2012), there is a lack of resources that explore teachers' perceptions and understandings of workplace issues, particularly in relation to psychological factors such as their teacher efficacy. Delving into this aspect would offer a more profound understanding of how foreign language teachers can maintain their resilience as well. Rather than simply identifying these resources, it would be more beneficial to examine how teachers' resources (i.e., teacher efficacy and teacher resilience), interact both internally and externally with their environment (Hong, 2012), which is the main objective of the current study. To this end, in the following section, the researcher will explain how internal-to- and external-to-teacher factors impact foreign language instructors' self-efficacy and resilience and how these two concepts interact with each other in a hybrid context.

5.2.1 The Interrelation Between EFL Instructors' Self-Efficacy and Resilience Within a Hybrid Language Education Context

The purpose of the current study is two-fold. However, under this heading, the first research question will be answered and analyzed by discussing the findings of the study with the results obtained from previous studies. In this context, the researcher will examine what kind of internal and external factors affect the self-efficacy and resilience characteristics of EFL instructors working in schools of foreign languages at higher education institutions, that is, basically the relationship between these two concepts.

5.2.1.1 Teacher-Centric Demographics Affecting EFL Instructors' Efficacy and Resilience

Teaching Experience

Teaching experience was explored as one of the major factors having a critical role in EFL instructors' sense of efficacy and resilience. Despite Çankaya's study (2018) suggesting that experience is associated adversely with efficacy perceptions, this finding is in line with some other studies in the literature (Solar-Şekerci, 2011; Yoldaş, 2019; Can & Daloğlu, 2021; Diasti, 2021; Yada et al., 2021) that detected experience as the predictor of both teacher efficacy and resilience. For instance, Yoldaş (2019) concluded that experienced instructors were much more effective at classroom management. Besides, Diasti (2021) investigated the relationship between teacher stress, resilience, and identity formation, suggesting that stress is caused by personal variables such as a lack of experience. Similarly, Yada et al. (2021) observed that teaching experience increased both self-efficacy and resilience. In this respect, the results of the current study also align with Bandura's concept of mastery experiences. Numerous researchers contend that mastery experiences are the most potent forms of self-efficacy (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2007; Usher & Pajares, 2008).

It was also discovered by Estaji and Rahimi (2014) that highly experienced teachers seem to be more resilient in an English for Specific Purposes (ESP) context, which was another compatible result with the current study. Despite being graduates of a non-ELT department, two participants stated that they compensated for the difficulties thanks to their experience. In addition, the participants had difficulty dealing with various problems during online teaching as they had no experience in teaching online. This aligns with the study by Johnson et al. (2020), suggesting that lack of online teaching experience also causes some challenges for teachers. As a result, it is believed that the degree of experience that foreign language instructors have is a sign of their mastery experiences, and this can strengthen their self-efficacy and resilience since they would be able to efficiently and successfully cope with the various challenges within and outside the classroom, depending on the experience they have gained through the years. Since an experienced instructor will not have difficulty knowing where and how to act, s/he

will be successful in creating a healthy classroom and an efficient educational environment in which students are expected to be active participants.

Heavy Workload

As one of the major reasons for teacher stress, burnout, and attrition (Kyriacou, 2001; Clipa & Boghean, 2015; Nygaard, 2019; Thompson & Woodman, 2019; Fan et al., 2021), heavy workload is a result of foreign language teachers' never-ending job demands because they have to prepare meaningful assignments and tasks for their students, provide them with ongoing feedback, and regularly evaluate and assess their students' development process (Zhang, 2021), and this makes them frequently carry out their responsibilities even at home to finish them on time (Diasti, 2021). In that sense, Syabilla et al. (2024) emphasized the significance of being resilient against the stressors such as heavy workload of foreign language teaching. Klassen and Chiu (2010) demonstrated that female teachers with high workload stress are more likely to report lower teacher efficacy. The result of the present study aligns with the literature. Heavy workload is also one of the main reasons for the difficulties experienced by EFL instructors in the current study regarding only efficacy in in-class instructional strategies and their resilience. However, the participants did not reference this concept about ensuring student participation and classroom management in face-to-face classes, nor any aspect of online education. This omission might be attributed to most of the workload originating from in-class activities for which the instructors need to get prepared beforehand. Since classroom management and student participation are mostly related to immediate situations, it can be claimed that there is not much workload in these matters. In addition, due to the introduction of hybrid language education, along with the difficulties brought by the fact that they lack any experience concerning this type of education, this may, of course, cause teachers to have difficulty balancing work and home life (Gu & Day, 2007). This situation, as a result, may negatively affect the quality of education given the stress it creates in teachers, as well as the ability of educators to cope with this stress. For that reason, their efficacy and resilience need to be increased.

Instructor's Language Proficiency Level

According to Mehmood (2019), teaching a foreign language in a monolingual context is a stress factor for foreign language instructors owing to the fact that it puts an extra burden on their shoulders to teach the target language in that setting. Similarly, Mousavi (2007) stated that foreign language teachers may experience stress, particularly in an EFL situation, due to their limited language proficiency since, unlike native speakers, EFL teachers may experience challenges with various issues like fluency, pronunciation, or grammar (Diasti, 2021) even though they are expected to speak English fluently and accurately. Therefore, it is a requirement for language instructors to have high self-efficacy and resilience levels to function well in such a setting.

In developing an ELT-specific teacher efficacy survey, Akbari and Tavassoli (2014) also suggested that a teacher's language level is crucial in increasing or decreasing teacher efficacy. Another study (Yılmaz, 2011) also asserted that primary and high school EFL teachers' perceptions of self-efficacy levels are influenced by their language command. This situation coincides with the results of the present study, suggesting that EFL instructors' command of the language is another factor that can influence an EFL instructor's self-efficacy, especially effectiveness in instructional strategies and resilience. In a similar vein, according to Can and Daloğlu's (2021) and Eslami and Fatahi's (2008) research, EFL instructors' efficacy and language level were significantly positively correlated, and their language proficiency level also enabled them to have stronger self-efficacy in instructional strategies as well as classroom management and student engagement. In a nutshell, it means that since an EFL instructor with a high level of four language skills will have high self-confidence in solving the problems s/he may encounter in this regard, this may increase his or her mastery and success in promoting foreign language education.

Likewise, according to several studies (Chacón, 2005; Eslami & Fatahi, 2008; Solar-Şekerci, 2011; Can & Daloğlu, 2021; Hoang & Wyatt, 2021), there is a favorable correlation between EFL instructors' efficacy beliefs and their self-reported English ability. Similarly, King and Ng (2018) claimed that EFL teachers may experience increased stress due to several concerns such as (inter)cultural

differences, instructional hurdles, and language barriers. In Doughnut Resilience Model, Worsley (2006) also pointed out the important role of skill factor (i.e. language skills) in enhancing resilience. To that end, Mansfield et al. (2012) made the case that teachers' self-efficacy is essential to their resilience in the classroom. They emphasized the importance of their content knowledge and competence, which means that developing teachers' resilience and self-efficacy requires both a high degree of subject matter expertise in addition to teaching skills. It has been revealed in the present study that the issue of language mastery of foreign language instructors comes to the fore, especially in English for specific purposes fields such as vocational English. These courses, which are given at universities specifically for professional fields such as engineering, international relations, or tourism, are related to the teachers' language proficiency as well as their mastery of this field. In other words, the foreign language instructor's familiarity with the ESP course content, namely their language level linked with the subject knowledge, can also affect the instructors' mastery of the profession positively or negatively, which will affect the instructors' feelings of competence and self-confidence towards their profession and, as a result, the level of professional satisfaction and productivity they can receive.

Mastery of Teaching Skills and Knowledge

Teacher's mastery of teaching skills and knowledge has emerged as the main factor affecting EFL instructors' efficacy in instructional strategies, apart from being one of the factors affecting their resilience. In that sense, some scholars (Mehmood, 2019; Thompson & Woodman, 2019) emphasized the importance of content knowledge in teaching a foreign language. That is to say becoming familiar with various teaching theories and methodologies that are in line with linguistic principles are crucial elements for improving one's effectiveness as a language teacher (Jeremey, 1997). Within that sense, some of the foreign language instructors, as participants of the current research, started to teach after receiving pedagogical formation, a document issued to those other than graduates of education faculties stating that one can teach students, and they also reported that not being a graduate of the department of teaching English as a Foreign Language (ELT) may cause them to experience some difficulties and deficiencies in their

teaching practices. It is a matter of concern that many teachers currently employed lack formal teacher training, even though only graduates from education faculties are being appointed as teachers nowadays (Çinkır & Kurum, 2015). In addition, a participant who is an ELT graduate stated that they felt both more efficacious and more resilient because they were educated about what they could do in the face of the difficulties they might experience. This result is in accordance with the other studies suggesting that a high degree of subject matter knowledge and teaching abilities are necessary for developing teachers' resilience and self-efficacy. For instance, as stated in the professional dimension of Mansfield et al.'s (2012) four-dimensional framework of teacher resilience, a teacher's content knowledge and skills play an important role in teachers' capacity to cope with difficulties because resilient educators can effectively navigate a wide range of obstacles thanks to a variety of teaching techniques at their disposal (Bobek, 2002; Mansfield et al., 2012; Wright et al., 2019). Likewise, Choi and Lee (2018) believed a significant correlation exists between EFL teachers' teaching practices and self-efficacy. In short, teachers who believe in their abilities are less likely to get emotionally, mentally, or physically exhausted (Zee & Koomen, 2016), and more likely to have higher mental or psychological well-being thanks to high resilience and teacher efficacy, which may translate into improved performance at work (Dewaele et al., 2019; Wang et al., 2021).

Commitment to the Profession

In the present study, it was a clear conclusion that commitment to the profession positively affects the professional success of foreign language instructors in hybrid foreign language education. Morgan (2011) identically investigated which characteristics predict teacher resilience and self-efficacy and determined that they are influenced by only one common factor (i.e. commitment to teaching). This can also be associated with the instructors' levels of job satisfaction, motivation, and love for the profession. Within this context, it is said that a teacher's self-efficacy might change based on internal and extrinsic motivation (Mehmood 2019). In Beltman et al.'s (2011) perspectives, as a strong intrinsic motivation source, job commitment helps teachers to become more robust to profession-related barriers and demands since teachers who consider themselves

efficient at their professions are more likely to preserve their enthusiasm and tenacity to teach, as well as have higher levels of resilience, owing to increased self-efficacy beliefs (Gibbs, 2009; Tschannen-Moran & Woolfolk-Hoy, 2007) because a strong sense of efficacy enables teachers to be more committed and enthusiastic about teaching (Allinder, 1994; Burić & Moè, 2020; Coladarci, 1992; Evans & Tribble, 1986; Shao, 2023). What is more, a foreign language instructor who loves the profession will feel more resilient against potential challenges due to the satisfaction and motivation derived from their work. This intrinsic motivation and job satisfaction enhance their resilience and help them maintain a strong desire to teach enthusiastically. Research shows that teachers with high self-efficacy and a passion for teaching are more committed, better able to cope with stress, and exhibit greater persistence and adaptability in their roles (Chesnut & Burley, 2015; Loughland, 2019; Saleem & Shah, 2011). This, in turn, fosters a positive and engaging learning environment for students.

Instructor's Personality Traits

Another conclusion reached in the current study indicated that a foreign language instructor's personality such as the instructor's openness to development or learning, namely professional development, perseverance and patience, and the ability not to perceive the events taking place around him or her may also affect the instructor's professional life. Many studies have been conducted on these subjects with similar results. First, it was reported in the 2024 IERR (International Education Recruitment and Retention Report) that professional development opportunities are crucial for retaining educators in teaching, for which self-efficacy and resilience have a crucial role. Also, one of the top contributors to teacher burnout was stated as a lack of professional development opportunities (Teach100 Mentors, 2017). Besides, there has been a mutual interaction between EFL teachers' professional development and their sense of efficacy (Bümen, 2009; Çankaya, 2018; Safari et al., 2020), concluding that the teachers who take part in professional development programs can be more knowledgeable and skillful. In addition to professional development, flexibility and adaptability, not taking things personally, and perseverance are given as some indicators of teacher resilience (Mansfield et al., 2016), implying that resilience creates circumstances for teachers to grow and

succeed in their jobs (Beltman, 2015; Beltman et al., 2011). Moreover, teachers' self-efficacy perceptions can help them to invest in their teaching skills and thereby become more persistent in the face of obstacles (Bray-Clark & Bates, 2003; Walter, 2015; Yost, 2006), which consequently helps to increase their level of resilience. Besides, self-efficacious instructors are considered to be committed to achieving the goals they set for themselves and persevere in doing so (Mehmood, 2019). Taking all these considerations into account, it is reasonable to suggest that self-efficacious and resilient foreign language teachers are highly determined, development-oriented, and persistent in the face of challenges that may impede their ability to teach effectively. These qualities also help create a positive and engaging classroom environment, further supporting teacher and student success. Likewise, foreign language instructors' job performance will inevitably improve when they are supported in professional and personal development.

Teaching Approach and Attitudes

Foreign language instructors who are more effective at encouraging students to participate in classroom activities, using productive and varied teaching methods, and dealing with management issues are more resilient in difficult or stressful situations (Razmjoo & Ayoobian, 2019). The literature also demonstrated the connection between EFL instructors' efficacy beliefs and the teaching methods they preferred to adopt to teach a language, in other words, their teaching approach and attitudes. Kaygısız et al.'s (2018) studies concluded that teachers who possess low self-efficacy are more inclined to utilize teacher-directed teaching methods such as lecture or textbook reading, while those who have high self-efficacy are more likely to utilize student-directed, open-ended, inquiry-based teaching strategies. In the current study, the participants comparably expressed their teaching approaches and attitudes in terms of ensuring student participation. Low student participation has been observed due to various technical or personal reasons, especially during online courses. To prevent this situation, some instructors gave additional points to the students to motivate them to participate in the activities or read their names one by one from the list and waited for their responses; that is, they made participation in the course partially compulsory. On the other hand, some instructors required the students to participate by writing to the chat section, even if not verbally, during

online classes, or respected learner agency and preferred to give flexibility to the student. As for instructional strategies, the EFL instructors preferred not to employ a specific strategy but to act according to the student profile, that is, in line with their needs and interests. This can be a sign that foreign language instructors' self-confidence in handling adversity during language education is at a level that can suit all kinds of scenarios.

Mindfulness of Resilience Capacity

One of the surprising results of the current study is that although they are experienced, foreign language instructors lack awareness of the resistance mechanisms they show in solving and coping with problems. During the focus group interviews, some participants also stated that they had never thought about their resilience. In collectivist societies, individuals prioritize family and group care-giving over individual well-being and responsibilities and this leads to additional pressures and responsibilities for teachers beyond their professional duties, which keeps them from focusing on their resilience (Wang et al., 2022). Owing to the complex and demanding nature of teaching, usually loaded with stress, emotional challenges, job dissatisfaction, and burnout, teachers can be exposed to poor mental health and reduced well-being outcomes (Beltman & Poulton, 2019; Lomas et al., 2017; Zarate et al., 2019; cited in Sheinman & Russo-Netzer, 2021). However, mindfulness signifies a capacity for coping with the challenge of unanticipated circumstances and acting carefully to thrive when facing unexpected events, and therefore helps lay the groundwork for understanding a teacher's strengths and weaknesses (Weick & Sutcliffe, 2007). Shapiro and colleagues (2016) propose that practicing mindfulness can help individuals cope better with daily challenges by decreasing reactivity and impulsiveness, fostering openness, flexibility, and self-regulation in handling emotions, and facilitating adaptive processing of emotions for personal growth. For that reason, it can be asserted that mindfulness can enable instructors to build and maintain resilience, manage stress, and reduce anxiety, depression, and the risk of burnout, which will lead to higher-quality classroom interactions and instruction for their learners (Kowitartawatee & Limphaibool, 2022) since resilience is a crucial element for teachers to remain in their profession. Besides, Cheung et al. (2020) suggested that

mindfulness has great direct and indirect impacts on quality of life through resilience as well. As teachers have more stress, anxiety, and depression than many other occupational categories (Day et al., 2011), they have to develop their mindfulness about their resilience capacities due to the fact that all the stress, anxiety, and depression can cause the teachers not to be able to feel successful in their profession and therefore get in the way of their students' foreign language learning. Teachers who cannot cope with problems may feel exhausted, helpless, and unproductive and may consider leaving the profession at the next stage. For this very reason, it is important to increase the awareness of foreign language instructors about their own resilience, that is, to raise this awareness in them.

Digital Efficacy and Digital Resilience

The ability and knowledge to effectively use digital devices (e.g., computers, smartphones, and tablets) has been recognized as an essential skill for the 21st century and is vital for individuals to participate in education, employment, and everyday tasks in modern societies (OECD, 2016). What is more, with the advancement of technology and its integration into daily life, conventional teaching approaches are no longer able to cater to the evolving requirements and expectations of learners (Ercan & Aydın, 2022) and this situation necessitates teachers to acquire the digital teaching knowledge and skills and effectively use them. That was seen particularly when the shift to online education was mandated across all educational institutions in the wake of the COVID-19 outbreak and lockdowns, and foreign language teachers had to provide instruction in virtual environments that were unfamiliar and challenging for them. However, because of the instructors' inadequate technological knowledge and skills, they faced challenges in their online professional development (Hakim, 2020; Wijaya, 2022), which implies the necessity for teachers to continuously adapt and enhance their proficiency in utilizing technology within the classroom, namely their efficacy in the digital realm or digital efficacy. The findings of the present investigation are consistent with the existing literature on this matter. A notable outcome of the research indicated that EFL teachers in the higher education encountered significant challenges throughout various aspects of foreign language instruction in a hybrid education setting, particularly in terms of student engagement and classroom management during

virtual sessions, possibly because of their limited digital efficacy. The absence of immediate teacher-student interaction, challenges in monitoring students' progress, and unequal access to educational resources caused by technological disparities were only some of the online EFL teaching-related drawbacks. This is in accordance with Parveen et al.'s (2021) study that laid emphasis on teachers' staying up to date on technology to lower the side effects of professional challenges and achieve teaching objectives. In other words, by acquiring these digital teaching skills, EFL educators can also enhance their professionalism, perseverance, and optimism, enabling them to effectively navigate the constantly evolving ELT landscape and the difficulties that come with it (Wijaya, 2022).

The COVID-19 pandemic recovery and digital shifts have accelerated the pace of change in our way of living, learning, and working. Gao and Zhang (2020) conducted a qualitative study on Chinese EFL teachers' perspectives on online teaching during the COVID-19 pandemic. Their findings indicated that teachers' ICT proficiency hindered their effectiveness in online EFL instruction. That is why; to fully leverage the benefits of information and communication technology, teachers must possess not only the necessary skills and knowledge to successfully integrate advanced technologies into their teaching practices (König et al., 2020) (i.e. digital efficacy) but also the ability to navigate related current and future challenges (i.e. digital resilience) as also emphasized by Council of the European Union (2022). Additionally, Salas-Serrano (2022) sheds light on the digital resilience demonstrated by ELT college teachers worldwide, highlighting the transformations in education, student interaction, materials, emotions, and well-being during Emergency Remote Teaching. In accordance with that, in the present study, despite the obstacles, such as lack of expertise and inadequate digital teaching skills, a few participants willingly utilized certain applications even when confronted with obstacles like limited access to technology or poor internet connectivity, as highlighted in the study by Salam et al. (2023). The significance of teachers' digital resilience may be highlighted here in light of the challenges they faced when incorporating technology in the classroom. However, they had a variety of challenges and difficulties that they cannot intervene or are caused by themselves. In that sense, the 2024 IERR (International Education Recruitment and

Retention Report) emphasizes the need for technological support given to teachers for their wellness and help them navigate the possible challenges and problems faced by teachers in online education settings.

5.2.1.2 Contextual-Instructional Demographics Affecting EFL Instructors' Efficacy and Resilience

As multifaceted, social, and dynamic constructs, resilience and sense of efficacy are currently thought to result from the combination of contextual and personal resources (Ainsworth & Oldfield, 2019; Bandura, 1986; Bandura et al., 1996; Gu, 2018; Gu & Day, 2007; Pajares, 2022; Peixoto et al., 2018; Sánchez & Guo, 2023; Ungar, 2013). For that reason, to provide a whole conceptualization of EFL teacher resilience and efficacy beliefs, external variables are just as important as internal ones and must be taken into account to delve into the interrelation between the two constructs. The results of the current study match with the literature in this respect. A significant discovery of this present investigation has also surfaced as contextual-instructional dynamics, denoting the external elements that could impact the effectiveness of delivering courses and the achievement of foreign language learners under the guidance of higher education instructors. Moreover, it involves their capability to manage relevant professional challenges. In summary, the researcher identified that the working conditions and context, materials, and stakeholders (including students, colleagues, school administrators, other departments, and society) are all essential components to be taken into consideration to provide successful and effective hybrid foreign language instruction as social and contextual factors can make the use of technology a complex and daunting task for some educators (Koehler et al., 2011).

The Influence of Stakeholders

Learner Dynamics

In this study, student-related dynamics emerged both in the techniques and tactics used by EFL instructors in language education, in ensuring classroom management, and in promoting students' motivation for learning, and in their self-confidence that they can solve the problems that may be experienced regarding these issues, that is, in all variables. More specifically, it was the factor with the highest frequency (f=45) among stakeholders regarding resilience and the only

external factor affecting EFL instructors' efficacy in classroom management. For instance, the participants stated that a healthy and interactive relationship between teachers and students helps the teacher in many aspects, such as setting up a productive classroom and designing studies that align with the interests and requirements of students. This finding is in accordance with Furrer et al.'s (2014) study, indicating that the academic engagement and achievement of students greatly depend on the quality of their relationships with teachers. One of the obvious results was that the class size, that is, the number of students in a class, has an impact on all of the above-mentioned areas. For example, one participant stated that classroom management becomes difficult as the number of students in the class increases, and this reduces his resilience. At the same time, another emphasized the positive effect of teaching a small class on the possibility of dealing with each student. Although they did not specifically investigate language teachers' resilience, Shamim and Kuchah (2016) said that having 40 or more students in a class can make teaching and learning more difficult. In a similar vein, Bahanshal (2013) pointed out that large class numbers reduce EFL instructors' efficacy by restricting monitoring, student engagement, and individual feedback, impeding effective teaching and learning results. In addition, it was claimed that class size influences teachers' efficacy, with larger classes increasing the possibility of using less effective teaching approaches, lowering teaching quality (Rowe & Hacker, 1998; Schanzenbach, 2014; Ante Boboy, 2017).

The average class size and student demographics are also found to be some of the components improving teacher retention as well as one of the reasons for teacher attrition (Ingersoll, 2003; Isenberg, 2010; Nguyen, 2018; Price & Terry, 2008; Timmer, 2023; Yinger, 2007), which were detected to be two factors affecting EFL instructors' efficacy and resilience in the current study. Furthermore, it was stated in the narratives of many participants that student motivation or lack of motivation affects the efficiency of the foreign language education provided, especially in conditions pertaining to instructional strategies and student engagement. This finding aligns with the fact that the self-efficacy beliefs of educators can differ based on various external factors, including the motivation and achievements of their students (Mehmood, 2019; Wijaya, 2022). Comparably, as

one of few studies related to the role of student motivation in EFL teacher resilience, Ghaslani et al. (2023) mentioned the importance of low student motivation, as a stress reason for teachers in terms of EFL teacher resilience. Furthermore, feedback from students is acknowledged as valuable in enhancing the ability of educators to confront and overcome challenges (Entesari et al., 2020). In short, the results obtained from the study are largely in line with previous studies. Taking all these into consideration, as one of the main components of education, learner-related dynamics also significantly impact the foreign language teachers' efficacy and resilience, in a broader sense, the success of foreign language education.

Collegial Relationship

As individuals, EFL instructors are affected by the people who do the same job as part of their education system. As a result of this study, collegial influence was observed especially regarding teachers' efficacy in instructional strategies and teacher resilience. For example, colleagues with higher titles from other departments can sometimes interfere with EFL instructors' teaching style, causing their professional motivation and satisfaction to decrease. On the other hand, it was expressed by most of the participants that they consult with and get help from their colleagues when any problems arise. Besides, colleague support and healthy collegial relationships including being respected and valued by them serve as protective armor for EFL instructors' self-efficacy and motivation in resisting difficulties. Similar results have also been seen in previous studies in the literature. To give an example, Kazemzadeh et al. (2017) looked into the relationship between Iranian EFL teachers' perceptions and practices of collaboration and their overall levels of self-efficacy and discovered that teachers can become more effective teachers by working collaboratively with their colleagues and exchanging experiences, knowledge, and strategies. More specifically, it was claimed by some scholars (Ge, 2022; Park et al., 2020; Yang, 2021) that colleagues contribute significantly to EFL instructors' efficacy through developing collective efficacy, which improves their agency, job satisfaction, and ability to influence students' literacy development. In the context of EFL teacher resilience, proposing a three-stage model to foster Vietnamese teacher resilience, Le et al. (2023) suggested that colleagues have an important role in EFL instructors' resilience by offering support

and a network for exchanging experiences. Previous research (Beltman et al., 2011; Diasti, 2021; Ding et al., 2023; Gu, 2018; Gu & Li 2013; Gu & Day, 2007; Hong, 2012; Howard & Johnson, 2004; Wang & Pan, 2023; Worsley, 2006) also highlights the significance of professional and social support, including support from colleagues, for EFL teacher resilience. As for the hybrid context, colleagues have been regarded to have an important role in increasing EFL instructors' efficacy through successful group work, according to a study on technology-integrated flipped classroom deployment in higher education (Zhang & Fang, 2022) whereas, in another study, support from colleagues had no direct effect on the effectiveness of EFL teachers when teaching online (Han et al., 2021). In the current study, the participants' statements on this issue generally apply to face-to-face education or general education life. Specifically, no sharing was made regarding colleagues' impact in online language education. This may be due to the fact that none of the participants have any training or experience in teaching foreign languages online. However, it is clear from all these studies that the importance of colleague or peer influence in the success and resilience of foreign language instructors in their professional lives cannot be underestimated.

School Administration

As a result of the research, the issue of management influence appeared in the statements of the subjects in situations related to their efficacy in teaching and the resilience of EFL instructors working at the university level. Complaints such as not being able to learn lesson plans and programs before the start of the school term (i.e., administrative lack of planning), trying to adapt to a new system with the change of the current administrator, indifferent management to teacher needs, and administrative disrespect for teachers are the statements that emerged in the management dimension. Management issues have been studied in the literature on both the self-efficacy and professional resilience of foreign language teachers. Ding et al. (2023) asserted that school management has a significant influence on EFL instructors' resilience, including burnout levels and general well-being, emphasizing the need for supportive school settings depending on the fact that healthy leadership can assist teachers in reducing their stress level by providing a supportive school environment and increasing their intention to keep teaching (e.g.,

Haydon et al., 2018; Kyriacou, 2001; Mulford, 2003), and so creating and maintaining teacher resilience (Fan et al., 2021; Gu & Day, 2007; Xue, 2021), while a lack of administrative support reduces it (Gu & Day, 2007). It was also suggested that teacher resilience and retention are positively impacted by high standards, clear administrative goals, meaningful participation in decision-making, apart from collaboration among colleagues (Malloy & Allen, 2007) while, according to Stavradi and Karagianni (2020), school management has no substantial impact on the resilience of EFL instructors. For that reason, a supportive and caring school culture is essential to promote teacher resilience (Tait, 2008; Yost, 2006). As for foreign language teachers' self-efficacy, Phan (2016) studied the impact of context on EFL college instructors' self-efficacy and came to the conclusion that teachers expressed unvalued, unsupported, self-doubt, and worry as a result of a lack of support from leaders, which damaged their professional self-confidence. Similarly, the possibility of a causal link is discussed to exist between school leadership and teacher efficacy by different scholars (e.g., Bellibas & Liu, 2017; Çalık et al., 2012; Özdemir et al., 2020; Sims & Jerrim, 2020). To sum up, any positive or negative situation experienced in the school management dimension can significantly affect foreign language instructors' or teachers' professional lives, professional development, and teaching knowledge and skills, an indispensable part of the foreign language education process, as well as their capacity to cope with professional problems.

The Prestige of the Profession in Society

Appreciation for teachers' services to society is one of the distinguishing features of the profession (Valieva, 2016). In that vein, Kyriacou (2001) regarded self-esteem and status issues as one of the main stressors for teachers. In the context of both EFL instructors' resilience and self-efficacy, society's view of and respect for the teaching profession and the socio-economic status of the profession come to the fore in the current study as well. Some of the participants stated that they had working hours that were beyond what they could tolerate, but despite this, they were neither financially rewarded for their profession nor valued even by individuals from other professional groups, those with higher titles, or even their own students. Similarly, Ghaslani et al. (2023) scrutinized some risk factors affecting Iranian EFL

teachers' coping skills and found that low social status, socio-cultural view, and lack of fair financial treatment (i.e., a disparity between the quantity of work put in and the remuneration received) lowered their capacity to handle difficulties. The fact that foreign language instructors cannot find the opportunity to rest either during holidays or after school due to the high workload, and even if they can, the current economic conditions cannot provide them with a resting environment was given by the participants as a reason for reducing the resistance of foreign language instructors in the face of adversity, and this situation reflects negatively on their performance in the classroom. Over and above, as a result of the use of technology in education, it has been complained by the participants that respect for the teaching profession is gradually decreasing in society, as students think that they no longer need teachers while learning a foreign language.

First of all, as teacher resilience is a meta construct (Zhang, 2021) that is relative, developmental, and dynamic construct, and is socially created, lower social status in teaching and not being respected by other members of society are some root causes for lowering teacher resilience, which has an impact on dedication, professionalism, and identity in that socio-economic variables influence teachers' motivation and capacity to manage in difficult situations (Flores, 2018; Kyriacou, 2001). Nabavi and Sohrabi (2017) also suggested getting social support and improving the socio-economic situation to boost teachers' self-efficacy as well as their mental wellness. More social support for teachers is also stated to be likely to boost their resilience and help them overcome problems and hurdles (Suryaratri et al., 2020). In the same context, Bandura (1986) stated that verbal/social persuasion is one of the sources of self-efficacy. It means that people are more likely to exert more effort and persevere at a task if they get verbal and social support from others (Bandura, 1994) because individuals are social beings, and as such, they are easily influenced by the ideas and remarks of others. On the other hand, negative assessments are often more effective at undermining self-efficacy beliefs than any supportive feedback (Britner & Pajares, 2006). In other words, being respected by society and the people around, and the ability to receive financial compensation for the work, in short, the prestige of the profession, can significantly affect the teacher's level of endurance and self-efficacy. This situation naturally influences

their tolerance, and as a result, this tolerance reflects negatively or positively on their professional life, job satisfaction, and enthusiasm to continue their profession.

Last of all, it is obvious that teaching necessitates a cognitively and emotionally demanding process (Partovi & Tafazoli, 2016). This situation becomes even more evident when it comes to teaching foreign languages in a foreign language context. Therefore, it is a must for foreign language teachers to enhance their cognitive, affective, and emotional dispositions as well as linguistic knowledge to conduct better actions in response to the demands of the external world (Gibson & Dembo, 1984). In order for this to happen, both their self-efficacy and resilience must be strong and sufficient. It means that foreign language instructors working at the tertiary level need to improve themselves in terms of both endurance and professional competence. However, this requires a better understanding of these two concepts. For this reason, it is necessary to know what they are under the influence of and how they interact with each other and the personal, professional, and environmental dynamics.

Working Conditions and Working Context

Research indicates that the quality of working conditions in schools significantly impacts teachers' decisions to stay or leave the profession and identifying the specific elements of working conditions that have the most profound correlation with teacher retention could potentially enhance the availability of teachers (Sims & Jerrim, 2020). In foreign language instruction, Coşkun-Demirpolat (2015) claimed that working conditions greatly influenced the quality of learning and teaching. The results of the present study align with the literature in this regard. It was seen that the self-efficacy and resilience of foreign language instructors were under the influence of working conditions such as school facilities or resources and working context (i.e., teaching in virtual or face-to-face classrooms). In other words, contextual and instructional dynamics may have a significant impact on instructors' resilience towards the difficulties experienced in the areas of instructional strategies, classroom management, and student engagement in hybrid language teaching contexts. Some similar results have also been obtained in previous studies. For instance, Zhang et al.'s (2023) study identified perceived school climate as a significant predictor of how much EFL

teachers enjoy teaching the foreign language. This enjoyment, in turn, mutually influences teacher efficacy in teaching. The study also found a positive correlation between teachers' self-efficacy and the overall school atmosphere. A supportive and positive school climate enhances teachers' job satisfaction and enthusiasm, reinforces their belief in their teaching capabilities, and fosters a more effective and resilient teaching environment. This highlights the importance of creating a positive school climate to enhance teacher self-efficacy and resilience. On the other hand, poor working conditions and inadequate resources can be some reasons for stress in teachers (Clipa & Boghean, 2015; Kyriacou, 2001; Wyatt, 2018b) and hence can have a negative impact on their professional lives (Gu & Day, 2007; Jentsch et al., 2022; Sims & Jerrim, 2020; Worsley, 2006), which was one of the emerged determinants posing an impact on tertiary-level EFL instructors' sense of efficacy and resilience traits in the context of hybrid language instruction. In that sense, one of the participants in the current study reported that the inadequate technological infrastructure in other departments caused serious problems in language teaching and thus limited the possibility of utilizing digital resources to enhance the effectiveness of language teaching and learning. Lack of sufficient resources available to EFL instructors can significantly affect how effectively the instructors can use their teaching skills, which in turn limits their resilience capacity, or vice versa. In accordance with that, Gu and Day (2013) claimed that teachers' resilience levels alter as a function of organizational contexts in which they work. Similarly, Gu (2018) stated that teachers' resilience depends on the context since it can either support or undermine teachers' ability to grow and learn. This means that whether foreign language education will be effective or not is related not only to the individual characteristics of the educators but also to how healthy the environment in which the education is given is prepared. In short, it can be concluded that building resilience in teachers helps them effectively cope with poor working conditions and this helps lower their burnout level (Demir-Polat & İskender, 2018).

When it comes to the teaching context, online foreign language context in particular, most participants expressed that, compared to employing teaching methods effectively or maintaining the classroom atmosphere, they experienced more problems in terms of involving students in virtual classes because of the

situations beyond teachers' control like the inconvenience of the students' learning atmosphere or students' reluctance toward online classes, and such technical glitches as students' inaccessibility to technology or continuous internet connection problems. This stems from the situation that the online context may lead to challenges for teachers to interact effectively with students while limiting their capacity to transfer their teaching skills established in the physical classroom to online environments (Putri et al., 2020). Regarding that issue, for example, it was stated by the participants in the current study that teacher talking time was much higher in online education due to the limited student participation; unlike the face-to-face classroom environment where the teacher can see whether the students understand the subject even from their facial expressions, there is no interaction or observation opportunity in the virtual environment; or that there were situations where the teacher either taught the lesson on his/her own without any teacher-student interaction or asked questions but mostly received written answers from the students. These findings align with Bao's (2020) study which explained that employing facial expressions and body language can be helpful for teachers in regular classrooms whereas this may be impaired in an online situation, resulting in teachers' higher reliance on speech communication. A similar finding was revealed in Choi and Chung's (2021) study that demonstrated EFL instructors encountered difficulties in motivating students to actively participate in online discussions as opposed to the conventional in-person classroom settings. In a nutshell, EFL instructors are placed in more demanding environments when they teach online (Gao et al., 2022), especially after the pandemic that forced all educators to teach online despite their lack of experience. Therefore, compared to traditional classroom-based instructions, it can be concluded that foreign language instructors may need a different level of self-efficacy and resilience in terms of hybrid foreign language teaching, which again highlights the significance of EFL instructors' having digital efficacy and digital resilience as a requirement of the age, as mentioned above in Teacher-Centric Dynamics. In short, as Hargreaves (2021) stated, digital expertise should include the ability to identify and manage risks associated with digital education.

Material-Related Factors

The subjects of the study emphasized the role of the materials utilized in foreign language teaching within the scope of instructional strategies. This is not a surprising result because teaching a foreign language is based mostly on resources in a foreign language environment. This situation confirms Bandura's (1997) statement that the support and resources available to teachers have a substantial impact on their efficacy as educators. Similarly, Akbari and Tavasoli (2014) stated the importance of materials as a separate title of Material Selection in the scale they developed. Another study by Schlebush et al. (2023) also indicated that a lack of teaching and learning resources emerged as a prevalent obstacle that had a negative impact on teachers' resilience. Inadequate teaching resources were also stressed as one of the important factors likely to cause problems in teachers' professional lives (Clipa & Boghean, 2015; Cunningham, 1983; Wyatt, 2018b) or even insufficient resources, along with a multitude of obstacles present in the classroom and educational setting, play a significant role in the high rate of teacher attrition and burnout (The IERR 2024; Teach100 Mentors, 2017). This material-related issue was also observed in this study. For instance, foreign language instructors, especially those teaching Vocational English courses, stated that they had problems finding resources for the relevant field, which had a negative impact on their teaching skills and resilience. Besides, it was complained that they could not provide feedback to their students due to their limited access to technology while teaching a language in a virtual environment. This situation illustrates that the effectiveness of education, both online and in traditional classroom settings, is significantly influenced by the accessibility of resources for students and teachers. Learning materials are undeniably one of the most critical components of a high-quality language classroom and access to these resources enhances the quality of language education, simplifies the instructors' teaching process, and aids students in better comprehending the subject matter (Damayanti et al., 2018). Consequently, ensuring teachers and students access to appropriate learning materials is essential for maintaining high educational standards and fostering an effective learning environment.

5.2.2 The Role of EFL Instructors' Coping Mechanisms Within a Hybrid Language Education Context

According to the 2024 IERR (International Education Recruitment and Retention Report), teacher attrition can be attributed to a range of stress factors, including low salaries, burnout, limited opportunities for career advancement, lack of administrative support, dealing with challenging student behaviors, feeling disconnected from the school or community, insufficient resources, and various difficulties within the classroom and educational setting. On top of that, unmanaged stress can contribute to teacher burnout, ultimately prompting them to exit the profession (Diasti, 2021). What is more, the advent of an unparalleled circumstance, the COVID-19 pandemic and its impact on foreign language education, has introduced novel and exceedingly demanding elements for educators to manage, which include the challenges arising from the swift shift from traditional in-person instruction to virtual and remote teaching (Nazari et al., 2022). Given the undeniable impact of teacher resilience and teacher efficacy on teacher stress, burnout, and attrition, it is important to examine what foreign language instructors do to maintain their self-efficacy and psychological resilience to prevent these problems and increase teacher retention. In accordance with this purpose, the second research question of the present study analyzed foreign language educators' responses to the difficulties they have experienced or may experience when teaching online or face-to-face. In the next section, the findings of the study will be compared and interpreted with the results of previous studies.

5.2.2.1 Interpersonal Coping Strategies

In this context, the current study showed that foreign language instructors' interpersonal coping strategies ($f=221$) are significantly higher than their instructional coping strategies ($f=33$). This may also be an effect of the socializing-requiring nature of the teaching profession or because they do not have any experience with hybrid foreign language education, and partly because they are forced to teach in an environment for which they do not have any preparation. That is why they depended on their interpersonal skills more. In the earlier research, it was also revealed that resilient teachers possess strong interpersonal skills and are adept at forming connections (e.g., Gu & Day, 2007; Tait, 2008) because teachers'

work revolves around relationships, which are undeniably the focal point (Day & Gu, 2010). In the language teaching profession, similarly, teachers' professional lives are structured around crucial relationships with learners as well as colleagues and superiors in the workplace (Benesch, 2012). However, it can be thought that both types of coping mechanisms have a protective effect on the resilience and self-efficacy of foreign language instructors. In other words, it should be underlined that each coping mechanism plays an important role in the successful progress of foreign language education.

Initially, the predominant approach utilized by foreign language educators in hybrid learning environments involved stimulating and involving students through a variety of methods, primarily due to the challenges often encountered in online student engagement and online classroom management as opposed to the less problematic nature of online instructional techniques. To address these challenges, certain instructors attempted to inspire students by offering additional grades on different tasks to actively involve them in language education, whereas others chose to tailor their approach based on the students' needs. Again, depending on the context in which the education is given, they also mentioned diversifying the activities to provide active foreign language teaching as much as they could. In that sense, the present study has consistency with a separate investigation that found that student participation rose in the educational setting following the instructor's enhanced understanding of the students' needs, leading to adjustments in lesson plans and teaching methods (Fan et al., 2021). Further, understanding students and attending to their needs was preferred by teachers as a guard to depend on regarding teaching problems (Beltman et al., 2012). Furthermore, the limited student engagement problem was minimized by asking each student to respond one by one, which was the second most used method. A similar result was found in the study by Ghanbari and Nowroozi (2022), in which foreign language instructors tried to include inactive students, who did not participate in the course in any way even though they were online, by asking them to turn on their microphones or by sending a private message. In short, EFL instructors utilized a variety of strategies to attract and maintain students' interest and motivation. Instead of giving up, foreign

language instructors have taken action by resorting to various methods to ensure the healthy progress of the language teaching process.

A different observation revealed that the majority of EFL instructors emphasized the importance of their people skills when confronted with challenging situations. When encountering any difficulties, certain instructors opted to discuss the issue with their peers and seek guidance, whereas others sought assistance from the administration or even the students. These findings are consistent with other studies suggesting that strong interpersonal abilities enable teachers to build relationships through which they can better grapple with daily issues (e.g., Gu & Day, 2007; Tait, 2008). Within this scope, MacIntyre et al. (2020) found out that English teachers sought help and advice from others about what to do. Likewise, conducting a study to investigate the challenges EFL instructors had during the pandemic and their solutions, Ghanbari and Nowroozi (2022) detected interactive cooperation between the university's IT department, university counseling center, and EFL lecturers to solve many issues related to the teachers' personal, family, and professional lives brought on by the epidemic. Also, the instructors benefited emotionally from the experiences of other teachers who experienced similar challenges. Furthermore, Rostami and Yousefi (2020) emphasized the crucial role of good communication with peers and superiors in helping English teachers cope with unsuitable working conditions. Thus, effective communication promotes professionalism and enhances teachers' overall well-being. This support network allows instructors to share experiences, seek advice, and collaborate on solutions, which can mitigate the negative impact of challenging work environments. By fostering a supportive and communicative atmosphere, schools can improve teacher satisfaction and effectiveness, ultimately benefiting the quality of education provided. Similarly, some participants in the present study aimed to avoid student engagement-related problems and make the learners active participants by interacting with them to meet their needs and encourage them. This aligns with Fan et al.'s (2021) findings showing that foreign language teachers took such initiatives as consciously making chances to interact with students to have a deeper understanding of them and thus improve collaboration and communication in the classroom.

Examining the coping mechanisms of language teachers during the transition to compulsory online education during the outbreak of the COVID-19 pandemic, MacIntyre et al. (2020) found that the most frequently used strategy was acceptance. However, in the current study, it emerged as the least preferred. This may be an indicator of the foreign language instructors' efforts to correct the situation before moving on to the acceptance stage, that is, their professional endurance and their self-confidence in their teaching competence and skills. In other words, it has been observed that they insisted on looking for different solutions until they reached the stage where they thought there was nothing they could do. By the same token, intrinsic passion for the career is referred to as an enabling factor for foreign language instructors to convert bad feelings into motivation and produce fruitful results (Fan et al., 2021). Seeing students' growth was also described as a facilitator for a teacher's adaptation ability (Rezazadeh et al., 2023). Instructors make similar remarks on this topic. They noted that despite many challenges they encountered in the demanding and particularly stressful field of teaching, they were more resilient and self-assured because they relied on the strength that comes from having a passion for their work and seeing the students' improvement. Most likely, seeing the tangible reward of their efforts motivates them to continue their career.

In addition to affecting teacher self-efficacy and resilience, it has also been revealed that having experience is one of the ways through which foreign language instructors cope with problems. There are already many studies on this subject (e.g., Bandura, 1997; Diasti, 2021; Estaji & Rahimi, 2014; Partovi & Tavasoli, 2016; Tschannen-Moran & Woolfolk-Hoy, 2007; Usher & Pajares, 2008; Yada et al., 2021). In other words, the teacher, who has encountered many problems over the years spent in the profession, will develop the belief that he will be able to cope with these problems and subsequently develop the idea that he will provide a more astute and successful education and training environment.

Five main dimensions are identified by Al-Seghayer (2017) as the critical elements influencing the success of English language teaching. These dimensions include teachers' personality traits, along with some others, like cognitive knowledge, content knowledge, and English language proficiency. The dimensions of personality traits include agreeableness, tolerance, adaptability, and patience. In

addition, a comparable investigation by Mansfield et al. (2012a, 2012b) signified the potential of some emotional aspects like flexibility, adaptability, and keeping calm to improve the adaptability of teachers. Daniilidou et al. (2020) also stated that the capacity for adaptation can prevent teachers from feeling emotional exhaustion and depersonalization. In accordance with these previous studies, the current study discovered that foreign language instructors relied on the same or similar personality traits (i.e., flexibility and tolerance, adaptation to the situation, or staying unresponsive). For instance, most participants stated that their flexibility and tolerance levels were instrumental in finding a solution to a problem. Some, in comparison, preferred to adapt to the situation instead of making it a problem when students do not respond out loud in online courses. In a nutshell, it can be stated based on these results that the characteristic features of foreign language instructors have a resilience and self-efficacy strengthening effect, as well as their teaching skills, knowledge, and professional experience.

5.2.2.2 Instructional Coping Strategies

It has come to light that foreign language educators employ instructional coping strategies, albeit to a lesser degree, alongside interpersonal coping techniques. In addition to drawing upon their prior experiences and seeking assistance from colleagues in their professional settings, they sometimes turn to technology as a means of enhancing student engagement. They may also leverage research findings from scholarly literature or resources on foreign language teaching to compensate for any perceived gaps in their theoretical knowledge.

In spite of various infrastructure issues or the instructors' lack of experience in technology integration into foreign language education, English instructors have expressed that they have found value in utilizing technological tools and applications as a means of seeking assistance through technology. When we look at the literature in this field, we can see that foreign language instructors or teachers benefit from the blessings of technology to cope with similar problems. Examining 47 studies related to technology integration into higher education, Kirkwood & Price (2014) identified three main categories, one of which is enhancing teaching. In that sense, educators provide students with alternative editions of course materials, resources, or tools, which all serve as supplementary aids in the

instructional process to enhance the current instruction (Nguyen, 2021). To address this, the EFL instructors in the present investigation aimed to encourage student participation via educational games on platforms like Kahoot or utilizing educational tutorial videos on YouTube to enhance student motivation and interest. In a similar vein, Nguyen (2020) conducted a case study wherein Kahoot was utilized, revealing its ability to promote personalized and interactive learning, consequently leading to heightened student involvement. Furthermore, foreign language instructors have implemented various practices to alleviate their workload with the help of information technologies. Additionally, they have utilized breakout rooms on the university's Learning Management System (LMS) to foster increased participation and student interaction through group or pair work. Comparably, Latif and Alhamad (2023) discussed employing various coping mechanisms to address the issue of student-student interaction, such as splitting the online class into smaller groups and utilizing alternative platforms to facilitate organizing students into breakout rooms. Moreover, the participants of the present study utilized WhatsApp to require their students to share their activities with their teachers, particularly when student participation is low due to the absence of photocopying facilities or internet connection issues. In summary, educators benefit from technology for various objectives, such as fostering student involvement, motivation, collaboration, and facilitating communication between students and the instructor, as well as interaction among students as in many other studies (Bond & Bedenlier, 2019; Djami, 2022; Fredricks et al., 2004; Latif & Alhamad, 2023; Nguyen, 2020; Nguyen, 2021; Pham, 2020; Teng & Wang, 2021).

Drawing on the technological applications or tools, the tertiary-level EFL instructors also tried to maintain classroom management. Likewise, according to a report (Nguyen, 2021), tertiary-level EFL instructors utilized digital tools to disseminate information, coordinate classroom tasks, transfer and retrieve materials, and communicate and engage with their peers. Another study (Djami, 2022) indicated that technology incorporation into the language classroom enabled the implementation of effective classroom management techniques through student engagement, efficient material delivery, and the utilization of gamification to establish an immersive learning atmosphere via the Internet. Furthermore, Farkhani

et al.'s (2022) research determined that despite the challenges, EFL instructors utilized suitable software applications for delivering materials to their students and enhancing their teaching methods regarding classroom management during the COVID-19 lockdown. To sum up, leveraging information technologies for supporting foreign language education would be fair enough to be described as an efficient method for fostering an immersive language learning environment and facilitating classroom management. However, foreign language educators adjust the technology they utilize in their instructional settings, without altering their teaching approach (Nguyen, 2021), which was another important detail revealed by this study. That means instead of changing or improving their existing education, training methods, approaches, and techniques, the language instructors transferred the knowledge and skills they had in the conventional system into this online environment foreign to them, with the help of technological tools, which may stem from a lack of required knowledge and skills (i.e., digital efficacy), and experience to integrate technology into language teaching as well as unpreparedness in foreign language teaching in an online or hybrid context.

Apart from taking advantage of technological opportunities, English as a Foreign Language (EFL) instructors who provide preparatory education at the university level sometimes take advantage of written books on foreign language education, online sources, and existing studies in the literature to solve any professional difficulties encountered, e.g., low student participation and motivation. Although there are not many findings directly in this field, that is, benefiting from professional literature or resources, some studies support this conclusion. For instance, Entesari et al. (2020) claimed that consulting reference books on foreign language education is stated as helpful in increasing Iranian EFL teachers' capacity to stand up to difficulties. Parveen and colleagues (2021), comparably, highlighted the significance of teachers' subject knowledge and the importance of staying updated to mitigate the negative consequences of professional challenges and attain teaching objectives. This finding is also actually directly related to professional development because if foreign language instructors feel deficient in any field or do not have experience in that field, they may seek secondary sources. In other words, EFL instructors tend to be more influenced by vicarious experiences when

they lack previous experience (i.e., mastery experiences), or feel uncertain about their abilities (Usher & Pajares, 2008).

As a result, by providing both healthy virtual and traditional classroom environments, with the help of various teaching methods and techniques, foreign language instructors have various problem-solving mechanisms to increase students' motivation and success in learning English as a foreign language and to find effective solutions to the issues or difficulties encountered in these subjects. For the very reason, the utilization of coping reactions by teachers in response to different sources of stress holds great importance for their mental well-being and overall adjustment (MacIntyre et al., 2020). In that sense, these coping mechanisms serve as a protective armor for foreign language instructors' professional self-efficacy and professional resilience. In other words, they are a protective layer for a conducive foreign language teaching process as shown in Figure 4.1 below.

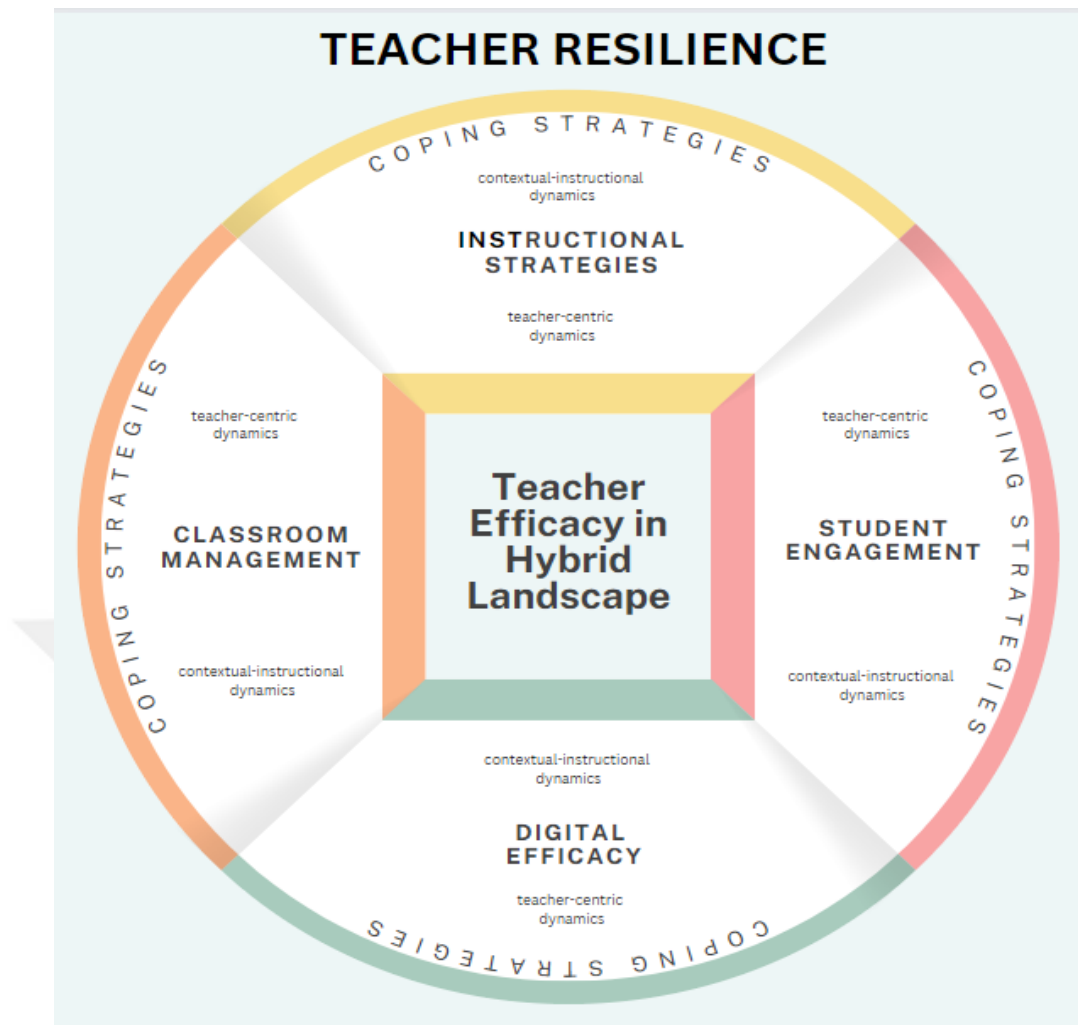


Figure 4.1 The interrelation between EFL instructors’ self-efficacy and resilience, and coping strategies in a hybrid landscape

In line with the main objectives of the research, as given in Figure 4.1, an interconnectedness exists between teacher efficacy in which digital efficacy (i.e., a teacher’s efficacy in digital teaching skills and competence) has been added to other three aspects (i.e., classroom management, student engagement, and instructional strategies), and teacher resilience. In other words, the resilience of foreign language instructors interrelates with their efficacy beliefs (i.e., how resistant they are against the problems they experience and try to cope with them within the scope of the four basic dimensions of teacher self-efficacy during hybrid foreign language education), intertwined with traditional and virtual classroom environments. In relation to this, two different dynamics have emerged that affect both of these two basic concepts, in which numerous factors related to the teacher himself or the

working environment and teaching dimension are collected: Teacher-Centric Dynamics and Contextual-Instructional Dynamics, which refers to the CDST, the framework of the present study, in which the dynamic, interrelated, and inseparable nature of the components of a system are emphasized. These dynamics affect both teacher self-efficacy and resilience interactively with each other. In addition, various coping strategies act as a protective layer for the self-efficacy and resilience of foreign language instructors against the dynamics that have positive or negative effects on foreign language education. In an environment where increasing teacher stress, burnout, and attrition issues are discussed, EFL teachers' self-efficacy, that is, foreign language instructors' belief that they are successful in the profession, and their resilience to cope with professional difficulties must be maintained. It can also be said that instructors' coping strategies play an important role in developing a healthy interaction of these concepts.

CHAPTER 6: CONCLUSION AND IMPLICATIONS

6.1 Overview of the Chapter

The conclusion will summarize the main findings of the study, highlighting the broader insights gained from investigating teacher self-efficacy and resilience in a foreign language teaching context blended with virtual and conventional classes. This section will also emphasize the implications of the study's findings for educational practice and policy. Finally, recommendations for future research will be proposed to address existing gaps in the literature and guide further scholarly exploration in the field.

6.2 Conclusion

This study aimed to investigate any interconnection between the tertiary-level EFL instructors' sense of efficacy and resilience in times of hybrid language teaching. To that end, 12 EFL instructors, working at a preparatory school of a state university in the Black Sea Region of Türkiye, were included in the study through convenient sampling, and they were interviewed by the researcher who is a colleague of these instructors, in four separate focus groups at different times on different days. To triangulate the gathered data, the instructors were also asked to fill out a demographic data form and keep a weekly reflective journal, each of two prepared by the researcher referring to the related literature, regarding hybrid foreign language teaching experiences for a five-week period. That's to say, as a case study, the current research focused on higher education EFL instructors' real-life online and classroom experiences and perceptions of their effectiveness while maintaining a healthy language teaching and learning environment, helping their students to actively engage in class and online activities, and providing the students with appropriate instructional strategies to promote their foreign language learning success in addition to the professional challenges faced by them and how they reacted to these challenges.

What is more, the present study aimed to discuss tertiary-level EFL instructors' methods of dealing with challenges in the connection between self-efficacy and resilience, drawing from their professional background in a hybrid landscape. As a result of the data analysis, a variety of themes and sub-themes were discovered in relation to what positively or negatively affects EFL instructors'

efficacy in classroom management, instructional strategies, and student engagement in a hybrid language teaching environment along with their resilience. In addition, several other themes and sub-themes were revealed regarding the factors affecting EFL instructors' coping strategies.

First of all, some teacher-centric and contextual-instructional factors were detected to influence English language instructors' efficacy and resilience capacities. First, in terms of **the factors affecting EFL instructors' efficacy in instructional strategies**, *teachers' mastery of teaching, language proficiency, workload, openness to learning, motivation level, familiarity with the ESP course content, graduation type: ELT vs non-ELT, experience, teacher-student relationship, being organized/prepared for emergencies, having no specific strategies, and teacher's belief in the effectiveness of the materials* were revealed as **teacher-centric dynamics** whereas **contextual-instructional dynamics** emerged as *stakeholders-related factors (students' motivation, students' English level, student number in a class, students' readiness, lack of administrative planning, trying to adapt to the decisions made by the administration despite having a different perspective, trying to keep up with the changed system, collegial support in raising motivation and enthusiasm, title issue and collegial disrespect), material-related factors (the importance of material selection, teacher's belief in the effectiveness of the material), syllabus-related factors (time constraints), and working conditions*. As a result, the relationship between foreign language instructors' efficacy in instructional strategies and resilience is subject to many variables, both internal and external to teachers.

Concerning **the factors affecting EFL instructors' digital efficacy**, four themes were discovered to be relevant to *online student engagement, some technical problems and limitations, online classroom management, and online instructional strategies*. It has been observed that foreign language instructors have the highest number of problems in terms of online student engagement and online classroom management compared to instructional strategies, which can reduce resilience and self-efficacy in terms of creating and maintaining a healthy foreign language learning environment in the virtual environment. Also, these dynamics

indicate the fact that EFL instructors' digital teaching skills are exposed to a multitude of personal, professional, and environmental factors.

Moreover, as *the factors affecting EFL instructors' efficacy in classroom management*, *experience*, *teacher-student relationship*, and *teacher's personality* as **teacher-centric factors** and **contextual-instructional factors** involving *students' profile*, *students' attitude toward learning*, *students' code-switching habit*, and *students' disinterest* were revealed. The issue of effectiveness of classroom management in relation to the concept of resilience is also affected by different dynamics. However, when compared to instructional strategies and digital efficacy, it can be said that foreign language instructors do not have many problems in sustaining a conducive foreign language classroom.

As for *the factors affecting EFL instructors' efficacy in student engagement*, *teacher-student relationship*, *giving feedback to students*, *job satisfaction*, *teaching approach*, *perseverance and patience*, and *experience* emerged as **teacher-centric factors**. **Contextual-instructional factors** impacting teacher efficacy in student engagement are *student-related factors* (e.g., *students' motivation*, *students' attitude towards the lesson*, *the number of students in a class*) and *teaching context-related factors* (*online vs face-to-face*). In terms of ensuring student participation, factors related to the teacher as well as students and the context in which education is carried out have an important role in enhancing the students' language development.

As for *the factors affecting EFL instructors' resilience* in general, the themes emerged as *teacher's personality* (e.g., *being perseverant and patient*, *openness to developing/learning*, *not taking things personally*, *not reflecting personal issues and daily life into the classroom*, *tolerance and flexibility*), *experience*, *workload*, *job satisfaction*, *teacher's mastery of teaching*, *language proficiency*, *motivation*, *awareness of his/her resilience capacity*, *being organized/prepared for emergencies*, *familiarity with the ESP course content*, *love for job* as **teacher-centric dynamics** while stakeholders (e.g., *students' motivation*, *disrespect*, *English level*, *administrative lack of planning*, (not) *being valued or respected by school administration*, *collegial acceptance*, *collegial support*, *positive relationship with colleagues*, *colleagues' lack of respect and value for their*

*job, socio-economic status of teacher, and society's disrespect for the profession), online/face-to-face teaching context, school facilities and resources, and technical problems and limitations as **contextual-instructional dynamics**. All in all, a great number of determinants pose a facilitating and detrimental effect on foreign language instructors' problem-solving capacity and endurance in the face of trouble.*

Lastly, to answer the second research question of the present study, tertiary-level EFL instructors' ***coping strategies*** were analyzed as *motivating students in different ways, depending on personality traits, depending on the teacher-student relationship, adapting to the situation, getting help from people, staying unresponsive, warning students, and acceptance as **interpersonal coping strategies** and benefiting from technology and benefiting from the related literature as **instrumental coping strategies***. As can be understood from here, English as a Foreign Language instructors mostly develop solutions in an interactive way with the people around them or with the help of their own personal characteristics when coping with the difficulties they encounter while performing their profession, rather than referring to technology or existing literature and resources regarding foreign language education.

Consequently, the results of the current study suggest that the resilience and self-efficacy beliefs of tertiary-level EFL instructors interact with each other in terms of classroom management, student engagement, instructional strategies, and digital efficacy in a hybrid foreign language context. Moreover, to preserve these qualities, when a problem occurs, they try to find or create various solutions to this problem by depending on their coping mechanisms.

6.3 Implications for Foreign Language Teacher Education Context

Under this heading, the contributions of the current study to the literature are discussed in light of the major and significant findings. The outcomes of this investigation may provide valuable insights for enhancing teacher education programs and for developing policies oriented towards growth and solutions, particularly in the context of the potential integration of hybrid or online education. These implications are expected to help promote a more proactive and fruitful

approach to a welcoming, healthy, and productive language acquisition process as well.

The majority of research undertaken thus far has focused on the causes of teacher stress, burnout, and attrition, which are becoming increasingly widespread in foreign language instruction contexts (Güneş & Uysal, 2019; Motallebzadeh et al., 2014; Sulis et al., 2021; Yu & Yu, 2023). However, studies conducted only to identify the causes may not only contribute significantly to the solution of these problems, but it may not give a comprehensive answer to how effectively cope with these problems it as well. For this very reason, apart from their positive impact on student achievement and motivation (Ashton & Webb; 1986; Mojavezi & Tamis, 2012; Rashidi & Moghadam, 2014; Ross, 1992), considering their curative effects on teacher stress, burnout, and attrition (Chang, 2022; Howard & Johnson, 2004, 2014; Li, 2023; Motallebzadeh et al., 2014; Skaalvik & Skaalvik, 2007, 2010, 2014; Sulis et al., 2022; Stewart & Reinders, 2024; Swanson, 2010, 2010b, 2012), and their improving effects on the important factors of teacher retention (Brunetti, 2006; Gu & Day, 2007; Johnson et al., 2014; Skaalvik & Skaalvik, 2007, 2010, 2014; Savaş et al., 2014; Tait, 2008), teacher well-being (Xiyun et al., 2022; Zhang, 2023), job commitment (Ford et al., 2017; Klassen et al., 2011; Tait, 2008), work engagement (Heng & Chu, 2023; Wang & Pan, 2023), foreign language teaching enjoyment (Prioretti-Ergün & Dewaele, 2021; Zhang, 2023), and job satisfaction (Carpara et al., 2003; Gu & Day, 2013; Polat & İskender, 2018; Skaalvik & Skaalvik, 2014), examining the interaction between foreign language teachers' self-efficacy beliefs and professional resilience in detail, as conducted in the current study, may facilitate the solution of problems such as teacher attrition and burnout. Accordingly, developing resilience and self-efficacy beliefs in teachers is a must to increase both 'quality retention' (Gu & Day, 2007) and the quality of education in the very end. Thus, this study sheds light not only on foreign language education in face-to-face or hybrid contexts but also on other teaching domains.

However, significant advancements have been lacking in the relationship between the EFL teachers' or instructors' efficacy beliefs and resilience (Razmjoo & Ayoobian, 2019). Furthermore, to the best of the researcher's knowledge, this study is the first to examine the relationship between the self-efficacy and resilience

of foreign language instructors working at higher education level. Therefore, it can be said that this research will substantially influence the realm of foreign language instruction. Yet, it is imperative to undertake diverse concrete measures to comprehensively explore the correlation between these two concepts to cultivate qualities in foreign language teachers such as self-efficacy and professional resilience, which notably positively help reducing burnout and attrition rates.

While the effectiveness of teaching is not solely dependent on the competence of the teachers, the context in which they operate also plays a significant role in determining the quality of education (OECD, 2005). In that sense, in the current body of literature on language teachers, some scholars (Moradkhani & Haghi, 2017; Stewart & Reinders, 2024) underscored the importance of comprehending the dynamic and adaptable nature of teacher efficacy and resilience. Therefore, one of the significant contributions of the study is to identify internal and external dynamics at the interacting points of EFL instructors' efficacy and resilience. That is, apart from internal-to-teacher factors (i.e., teacher-centric dynamics), the study in hand identified what external-to-teacher ones, namely contextual and instructional factors, affected EFL instructors' self-efficacy beliefs regarding their success and fruitfulness in supporting students' language development in addition to their own capacities to cope with troubles they encountered along the way, and their reactions to these difficulties. The discovery of this situation will thereby pave the way for practices aimed at creating and improving the necessary working conditions that will enable in-service and/or pre-service foreign language teachers to realize or reveal their strengths and weaknesses, namely to improve language teacher education in the long term.

Although the group with the most significant rates of attrition consists of novice teachers (UNESCO, 2023), Gökten-Bayrak (2023) suggests that even experienced teachers often choose to depart from the profession before retirement, and the departure of teachers occurs at a faster pace than retirements, particularly after the pandemic according to the National Education Association (Jotkoff, 2022), leading to unstable conditions that negatively impact school effectiveness and student learning (Santoro, 2018). Considering the studies indicating that teacher efficacy serves as a predictor for both resilience and burnout among

teachers/instructors, and the inverse correlation between resilience and burnout although the issues of teacher burnout and turnover present notable obstacles within the field of education, proactive coping strategies help teachers gain high levels of self-efficacy and resilience (Stewart & Reinders, 2024). That is why the coping mechanisms of foreign language teachers need to be strengthened. Another aim of the current study, therefore, was to discover how experienced English instructors react to and solve the difficulties they experience, namely their coping strategies, while teaching a foreign language in a totally new atmosphere (i.e., hybrid language education landscape) including both online and face-to-face education environments. Considering the findings of the study, various measures can be taken to train more resilient and self-efficacious foreign language instructors or to improve in-service teachers' problem-solving skills in these areas. In the foreign language teacher training programs at education faculties, certain courses should be added to the curriculum so that prospective teachers can deal in detail with the concepts of resilience and self-efficacy and thus raise awareness of their efficacy and resilience. These courses should present what these concepts mean, how they are important in teachers' careers, and strategies can be taught for developing them. Furthermore, mentoring and coaching practices on how to cope with possible difficulties can be added to the curriculum as a course during their education. For in-service peers, on the other hand, incorporated and ongoing in-service training programs can be provided to increase their mindfulness of resilience and self-efficacy to support their professional development. In addition, some professional development opportunities should be provided on topics such as stress management, emotional intelligence, and psychological resilience.

In comparison to traditional work pressure, the development of modern technologies has brought new pressures and challenges to teachers, and long-term pressure and anxiety may lead to teacher burnout (Friedman-Krauss et al., 2014), which significantly influences teachers' mental and physical health, and in turn, impairs their students' mental health (Fathi et al., 2021) and academic achievements (Jennings & Greenberg, 2009) as cited in Yu and Yu (2023, p. 2). Particularly following the COVID-19 pandemic sweeping all the globe, further exploration is needed to center on the specific difficulties experienced by EFL instructors in

hybrid, synchronous, and asynchronous environments, as well as analyze effective methods to alleviate EFL teacher fatigue (Seis, 2023). In that sense, the study in hand, conducted in a hybrid environment, may help to examine the difficulties encountered by in-service EFL instructors in foreign language teaching and how to overcome them. In this context, for example, it has been observed that there are significant deficiencies in foreign language instructors' ability to integrate technology into education (i.e., their digital efficacy) and their capacity to develop effective solutions to technological problems while teaching online (i.e., digital resilience). Also, the instructors lack self-awareness about these issues. In fact, to the best of the researcher's knowledge, there has been no research examining the relationship between tertiary-level EFL instructors' digital resilience and digital efficacy. In this way, the present study can be regarded as a step towards filling the gap in the field. Specifically, more studies can be conducted on foreign language instructors' skills in integrating technology into education and their resilience in the face of problems that may arise in this regard. Furthermore, to support EFL teachers or instructors, some in-service training can be offered to them to enhance and increase their mindfulness of their digital resilience and efficacy in this field during the academic year in a technological environment, considering the external influences and limited opportunities for intervention. In addition, diverse course contents can be developed on how to effectively integrate technology into foreign language education and how to effectively deal with related problems and challenges in order to prepare foreign language teacher candidates for real education and training environments that may be hybrid or fully online, in line with the needs of the age.

What is more, the enhancement of professional development has the potential to positively impact the self-efficacy and resilience levels of teachers/instructors (Bümen, 2009; Fernandes et al., 2020; Karimi, 2011; Kim & Kim, 2024; Ortaçtepe & Akyel, 2015) since instructors demonstrating a strong sense of self-efficacy tend to embrace innovative classroom approaches, utilize impactful teaching techniques, foster student autonomy, and assume responsibility for students with special needs (Allinder, 1994). Nevertheless, it is concerning that a sizable portion of already employed instructors lack formal teacher training (Çınkır & Kurum, 2015), another

significant finding of the study. In such a case, resilience may also be negatively affected due to its dynamic nature influenced by many individual characteristics (Kostoulas & Lämmerer, 2018), such as teaching skills and competence, since teacher efficacy is one of the qualities that might make up a teacher's resilience system (Stewart & Reinders, 2024). This condition may lead to important negative side-effects on students' language development. Accordingly, it is imperative to restrict teaching opportunities solely to graduates of education faculties specializing in foreign language education. To teach a foreign language, pedagogical formation should be abolished, and serious and comprehensive exams should be introduced in addition to the compulsory internship in schools for at least one year.

Last but not least, owing to their undeniable role in education (Freeman & Richards, 1996), teachers' beliefs and cognitive processes affect the success of education (Burns, 1992; Woods, 1996). A high feeling of self-efficacy is regarded essential for teachers to be resilient and effective (Day, 2008) since self-efficacy is connected to one's trust in his or her ability to take the behaviors required to cope with various situations (Bandura, 1982). According to Bandura (1997), people with strong self-efficacy are more driven to do well at work. Similarly, resilient teachers report higher job satisfaction, positive self-belief, overall well-being, and a stronger feeling of commitment to the profession (Richards et al., 2016). Therefore, EFL teacher educators, curriculum developers, and policy makers should consider the necessity of boosting teacher efficacy to help nurture resilience among EFL pre-service teachers as well as instructors (Razmjoo & Ayoobian, 2019). However, the fact that teachers are not directed to in-service training, that in-service training is not rewarded in certain ways, and that teachers themselves do not voluntarily participate in in-service training activities for their self-development are among the factors that create language teaching problems (Coşkun-Demirpolat, 2015). For this reason, monitoring mechanisms are needed for healthy and productive personal development.

6.4 Recommendations for Further Studies

The study in hand aimed at shedding light on the interconnection between self-efficacy and resilience of EFL instructors as well as their coping strategies within a hybrid foreign language teaching context. The current study might be

considered as a beginning step in this regard. However, this study is not without its limitations. Initially, in terms of methodology, the participant group consisted of 12 EFL instructors teaching a variety of English lessons at higher education levels. The setting of the study was limited to a school of foreign languages at a state-run university in the Western Black Sea Region of Türkiye. Therefore, it is a need to carry out diverse studies with larger sample sizes not only in other parts of Türkiye but also all around the world to see the bigger picture of the investigated issue and thus help understanding of and developing EFL teachers or instructors' self-efficacy and resilience-related conditions. Additionally, the study can be replicated by collecting data from EFL instructors working at state and private universities to compare the results.

Moreover, a demographic data form, five-week weekly reflective journals, and semi-structured online focus group interviews were employed to triangulate the collected data. However, conducting studies with different methods (e.g., in-class teacher observations, diary keeping for longer durations, or mixed-method research) will provide a comprehensive perspective with foreign language teachers, teacher trainees, and policy makers on the way to the discovery of what influences the success of foreign language education. Therefore, further studies are needed to investigate how tertiary-level EFL instructors' self-efficacy and resilience evolve in a hybrid language education context. For instance, longitudinal studies can provide a deeper understanding of the long-term impacts of professional development programs and coping strategies on teachers' well-being and instructional effectiveness. Such studies could identify best practices and key components of successful training initiatives, providing actionable recommendations for teacher education programs.

Future studies can include instructors or teachers who teach foreign languages at other levels such as preschool, primary, secondary, high school, and tertiary levels, as well as in purely online versus hybrid environments. This would highlight contextual differences and similarities, offering a broader perspective on the factors influencing teachers' efficacy and resilience. Besides, examining how cultural and institutional factors influence EFL instructors' perceptions of self-efficacy and resilience may help understanding the role of these dynamics and tailor support

mechanisms to better meet the diverse needs of teachers in various educational and cultural contexts. Exploring these may also pave the way to identifying what increases or decreases teachers' or instructors' retention both in foreign language education in addition to other domains.

Besides, only English as a Foreign Language (EFL) instructors were involved in the study. Nonetheless, to fully enhance the resilience and self-efficacy of foreign language instructors in an in-person and virtual environment, that is, to create a successful hybrid foreign language education and training environment, scholars should carry out broader scale studies, and for this purpose, teachers and instructors of other languages, such as German, French, Spanish or Chinese, should also be worked with. Additionally, more studies on experienced foreign language teachers are needed as the literature bears the brunt of scarcity in that sense.

Furthermore, students' perceptions of their instructors' efficacy and resilience and how these perceptions impact their learning experiences and outcomes may be examined to provide a more comprehensive view of the educational environment and the dynamics between teachers and students. Also, exploring the specific technological tools and resources that most effectively support EFL instructors in hybrid and online learning environments may help identify which technologies enhance teacher resilience and efficacy, and how these tools can be integrated into daily teaching practices. Finally, it is a need to study the policy implications of enhancing EFL instructors' self-efficacy and resilience, focusing on institutional support mechanisms, to research how policies and administrative practices can create supportive environments that foster teacher well-being and professional growth.

7. REFERENCES

(APA 7th Edition citation system was adopted in this thesis.)

- Adi Badiozaman, I. F., Ng, A., & Mung Ling, V. (2023). "Here we go again": unfolding HE students' hybrid experience and resilience during post-covid times. *Asia Pacific Journal of Education*, 1–22. <https://doi.org/10.1080/02188791.2023.2238324>
- Ainsworth, S., & Oldfield, J. (2019). Quantifying teacher resilience: Context matters. *Teaching and Teacher Education*, 82, 117–128. <https://doi.org/10.1016/j.tate.2019.03.012>
- Akbari, R. & Tavassoli, K. (2014). Developing an ELT context-specific teacher efficacy instrument. *RELC Journal*, 45(1), 27-50. doi: 10.1177/0033688214523345
- Al Ajmi, H. R. (2022). Teachers' knowledge of hybrid teaching practiced during the COVID-19 pandemic and its effects on student achievement. *Journal of Education and e-Learning Research*, 9(3), 166-174.
- Alhawsawi, H., Alhawsawi, S. & Sadeck, O. (2022). Understanding resilience and coping in a digitally transformed educational environment during COVID-19. *Journal of Further and Higher Education*, 47(2), 242-254. doi: 10.1080/0309877X.2022.2106124
- Allinder, R. (1994). The relationship between efficacy and the instructional practices of special education teacher and consultants. *Teacher Education and Special Education*, 17, 86-95.
- Al-Seghayer, K. (2017). The central characteristics of successful ESL/EFL teachers. *Journal of Language Teaching Research*, 8(5), 881–890. doi: 10.17507/jltr.0805.06
- Ante Boboy, M. M. (2017). The influence of large-size classes on English teachers' performance. *International Congress on the Didactics of the English Language*, 2(1). <https://revistas.pucese.edu.ec/ICDEL/article/view/141>
- Aperribai, L., Cortabarria, L., Aguirre, T., Verche, E., & Borges, A. (2020). Teacher's physical activity and mental health during lockdown due to the COVID-2019 pandemic. *Frontiers in Psychology*, 11, 577886. doi: 10.3389/fpsyg.2020.577886
- Astor, D., Conroy-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., Pauly, E., & Zellman, G. (1976). *Analysis of the school preferred reading programs in selected Los Angeles minority schools* (Rep. No. R-2007-LAUSD). Santa Monica, CA: RAND. (ERIC Document Reproduction Service No. 130 243)
- Arnup, J., & Bowles, T. (2016). Should I stay or should I go? Resilience as a protective factor for teachers' intention to leave the teaching profession. *Australian Journal of Education*, 60(3), 229-244. <https://doi.org/10.1177/0004944116667620>
- Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. Longman.
- Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context. *Teacher Development*, 11(2), 203-219.
- Ayar, Z. (2023). The coping strategies of English instructors and teachers with perceived stress while giving synchronous e-lectures in the Covid-19 era: A non-native EFL context. *rEFlections*, 30(3), 596-619.
- Aydin, S. (2016). A qualitative research on foreign language teaching anxiety. *The Qualitative Report*, 21(4), 629-642. <https://nsuworks.nova.edu/tqr/vol21/iss4/2>

- Aydın, S., & Ustuk, O. (2020). The foreign language teaching anxiety scale: Preliminary tests of validity and reliability. *Journal of Language and Education*, 6(2), 44-55. <https://doi.org/10.17323/jle.2020.10083>
- Ayoobian, H., & Rashidi, N. (2021). Can reflective teaching promote resilience among Iranian EFL teachers? A mixed-method design. *Reflective Practice*, 22(3), 293-305. <https://doi.org/10.1080/14623943.2021.1873758>
- Bahanshal, D. A. (2013). The effect of large classes on English teaching and learning in Saudi secondary schools. *English Language Teaching*, 6(11), 49-59. doi: 10.5539/ELT.V6N11P49
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychology*, 37, 122-147. <https://doi.org/10.1037/0003-066X.37.2.122>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development: Six theories of child development* (pp. 1-60). Greenwich, CT: JAI Press.
- Bandura, A. (1994). *Self-efficacy*. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, p. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology: An International Review*, 51(2), 269-290. <https://doi.org/10.1111/1464-0597.00092>
- Bao, W. (2020). COVID -19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115. <https://doi.org/10.1002/hbe2.191>.
- Barnová, S., Gabrhelová, G., Hlásna - Krásna, S., Hasajová, L. & Barna, D. (2023). Teacher resilience and coping with teacher stress in vocational schools. *Societies*, 13, 204. <https://doi.org/10.3390/soc13090204>
- Bartosiewicz, A., Łuszczki, E., Zaręba, L., Kuchciak, M., Bobula, G., Dereń, K., & Król, P. (2022). Assessment of job satisfaction, self-efficacy, and the level of professional burnout of primary and secondary school teachers in Poland during the COVID-19 pandemic. *PeerJ*, 10, e13349. <https://doi.org/10.7717/peerj.13349>
- Bellibas, M.S. & Liu, Y. (2017). Multilevel analysis of the relationship between principals' perceived practices of instructional leadership and teachers' self-efficacy perceptions. *Journal of Educational Administration*, 55(1), 49-69. <https://doi.org/10.1108/JEA-12-2015-0116>
- Beltman, S. (2015). *Teacher professional resilience: Thriving not just surviving*. In S. Beltman (Ed.), *Learning to teach in the secondary school* (pp. 20-38). Cambridge University Press.
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6(3), 185-207. <http://dx.doi.org/10.1016/j.edurev.2011.09.001>.
- Benesch, S. (2012). *Considering Emotions in Critical English Language Teaching: Theories and Praxis*. New York: Routledge.

- Béteille, T. & Evans, D. K. (2021). *Successful teachers, successful students: Recruiting and supporting society's most crucial profession*. World Bank Policy Approach to Teachers. World Bank Group. <https://thedocs.worldbank.org/en/doc/7b72550a6aec51f4e6fbbd31199d7b3b-0200022021/original/SuccessfulTeachers-Oct-5.pdf>
- Betoret, F. (2006). Stressors, self-efficacy, coping resources, and burnout among secondary school teachers in Spain. *Educational Psychology*, 26(4), 519-539.
- Bobek, B. L. (2002). Teacher resiliency: A key to career longevity. *The Clearing House*, 75(4), 202-205.
- Bond, M., & Bedenlier, S. (2019). Facilitating student engagement through educational technology: Towards a conceptual framework. *Journal of Interactive Media in Education*, 11(1), 1-14. <https://doi.org/10.5334/jime.528>
- Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367-409. <https://doi.org/10.3102/0034654308321455>
- Bray-Clark, N., & Bates, R. (2003). Self-Efficacy beliefs and teacher effectiveness: Implications for professional development. *The Professional Educator*, 26, 13-22.
- British Council & the Economic Policy Research Foundation of Türkiye. (2015). *The state of English in higher education in Türkiye*. https://www.britishcouncil.org.tr/sites/default/files/he_baseline_study_book_web_-_son.pdf
- Britner, S. L. & Pajares, F. (2006). Sources of science self-efficacy beliefs of middle school students. *Journal of Research in Science Teaching*, 43(5), 485-499. doi:0.1002/tea.20131
- Brooks, R. & Goldstein, S. (2008). The mindset of teachers capable of fostering resilience in students. *Canadian Journal of School Psychology*, 23(1), 114-126.
- Brunetti, G. J. (2006). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching and Teacher Education*, 22(7), 812-825. <https://doi.org/10.1016/j.tate.2006.04.027>
- Buehl, M. M., & Beck, J. S. (2014). The relationship between teachers' beliefs and teachers' practices. In H. Fives and M. Gregoire Gill (Eds.), *Handbook of Research on Teachers' Beliefs* (pp. 66-84). Routledge.
- Burić, I. & Moè, A. (2020). What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction. *Teaching and Teacher Education*, 89, 103008. <https://doi.org/10.1016/j.tate.2019.103008>
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56-66.
- Bümen, N. T. (2009). Possible effects of professional development on Turkish teachers' self-efficacy and classroom practice. *Professional Development in Education*, 35(2), 261-278. doi:10.1080/13674580802568385
- Cabaroglu, N. (2014). Professional development through action research: Impact on self-efficacy. *System*, 44, 79-88. 10.1016/j.system.2014.03.003.
- Cambridge Assessment English Perspectives. (2018). *Teacher professional development report*. <https://www.cambridgeenglish.org/Images/539683-perspectives-teacher-professional-development.pdf>
- Campbell-Sills, L., & Stein, M. B. (2007). Psychometric analysis and refinement of the Connor-Davidson Resilience Scale (CD-RISC): Validation of a 10-item measure of resilience. *Journal of Traumatic*

- Can, S., & Daloğlu, A. (2021). University prep school instructors' self-efficacy perceptions. *Journal of Language and Linguistic Studies*, 17, 493–516. <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=85101777600&origin=inward>
- Canning E. A., Murphy M. C., Emerson K. T. U., Chatman J. A., Dweck C. S., Kray L. J. (2020). Cultures of genius at work: Organizational mindsets predict cultural norms, trust, and commitment. *Personality and Social Psychology Bulletin*, 46(4), 626–642. <https://doi.org/10.1177/0146167219872473>
- Capa-Aydin, Y., Uzuntiryaki-Kondakci, E., & Ceylandag, R. (2018). The relationship between vicarious experience, social persuasion, physiological state, and chemistry self-efficacy: The role of mastery experience as a mediator. *Psychology in the Schools*, 55(10), 1224–1238. <https://doi.org/10.1002/pits.22201>
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473–490. doi:10.1016/j.jsp.2006.09.001
- Carroll, M. & Constantinou, F. (2023). *Teachers' experiences of teaching during the Covid-19 pandemic*. Cambridge University Press & Assessment. <https://www.cambridgeassessment.org.uk/Images/682359-teachers-experiences-of-teaching-during-the-covid-19-pandemic.pdf>
- Ceylan, A., & Mohammadzadeh, B. (2016). Examining the burnout levels of EFL lecturers at the school of foreign languages of a state university in Türkiye. *International Journal of New Trends in Arts, Sports & Science Education*, 5(3), 12–23. <http://www.ijtase.net/index.php/ijtase/article/view/194/223>
- Chacón, C. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education*, 21, 257–272.
- Chang, H. (2022). Stress and burnout in EFL Teachers: The mediator role of self-efficacy. *Frontiers in Psychology*, 13, 880281. <https://doi.org/10.3389/fpsyg.2022.880281>
- Chen, J. (2024). Reimagining teacher resilience for flourishing. *The Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00810-5>
- Chesnut, S. R. & Burley, H. (2015). Self-efficacy as a predictor of commitment to the teaching profession: A meta-analysis. *Educational Research Review*, 15, 1–16. <https://doi.org/10.1016/j.edurev.2015.02.001>
- Cheung, H. Y. (2008). Teacher efficacy: A comparative study of Hong Kong and Shanghai primary in-service teachers. *The Australian Educational Researcher*, 35(1), 103–123. doi:10.1007/BF03216877
- Cheung, S., Xiaoxia, X., & Chien-Chung, H. (2020). Mind over matter: Mindfulness, income, resilience, and life quality of vocational high school students in China. *International Journal of Environmental Research and Public Health*, 17(16), 5701. <https://doi.org/10.3390/ijerph17165701>
- Choi, E., & Lee, J. (2018). EFL teachers' self-efficacy and teaching practices. *ELT Journal*, 72(2), 175–186.
- Choi, L. & Chung, S. (2021). Navigating online language teaching in uncertain times: Challenges and strategies of EFL educators in creating a sustainable technology-mediated language learning environment. *Sustainability*, 13, 7664. <https://doi.org/10.3390/su13147664>

- Cicchetti, D. (2010). Resilience under conditions of extreme stress: A multilevel perspective. *World Psychiatry: Official Journal of The World Psychiatric Association (WPA)*, 9(3), 145–154. <https://doi.org/10.1002/j.2051-5545.2010.tb00297.x>
- Clipa, O. & Boghean, A. (2015). Stress factors and solutions for the phenomenon of burnout of preschool teachers. *Social and Behavioral Sciences*, 180, 907-915.
- Cohen, L., Ferguson, C., Harms, C., Pooley, J. & Tomlinson, S. (2011). Family systems and mental health issues: A resilience approach. *Journal of Social Work Practice*, 25, 109-125. 10.1080/02650533.2010.533754.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). London and New York, NY: Routledge Falmer.
- Cohen, L., Pooley, J. A., Ferguson, C., and Harms, C. (2011). Psychologists' understandings of resilience: Implications for the discipline of psychology and psychology practice. *Community Psychologist* 23, 7–22.
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *The Journal of Experimental Education*, 60(4), 323-337, doi: 10.1080/00220973.1992.9943869
- Connor, K. M. & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depress Anxiety*, 18(2), 76-82. doi: 10.1002/da.10113. PMID: 12964174.
- Coombe, C., Anderson, N. J., & Stephenson, L. (2020). *Professionalizing your English language teaching*. Springer.
- Coşkun-Demirpolat, B. (2015). Türkiye'nin yabancı dil öğretimiyle imtihanı: Sorunlar ve çözüm önerileri. *SETA*, 131.
- Council of the European Union (2022). *Proposal for a council recommendation on a European approach to micro-credentials for lifelong learning and employability*. <https://data.consilium.europa.eu/doc/document/ST-9237-2022-INIT/en/pdf>
- Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Sage.
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.
- Creswell, J. W. (2015). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Pearson Education Inc.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Creswell, J. W., Hanson, W. E., Clark, V. L. P., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236–264. <https://doi.org/10.1177/0011000006287390>

- Creswell, J.W. & Poth, C.N. (2018). *Qualitative inquiry and research design choosing among five approaches* (4th ed.). Sage.
- Crompton, H., Chigona, A., & Burke, D. (2023). Teacher resilience during COVID-19: Comparing teachers' shift to online learning in South Africa and the United States. *TechTrends*, 1–14. <https://doi.org/10.1007/s11528-022-00826-6>
- Cunningham, W.G. (1983). Teacher burnout—Solutions for the 1980s: A review of the literature. *The Urban Review*, 15, 37–51. <https://doi.org/10.1007/BF01112341>
- Çalık, T., Sezgin, F., Kavgacı & H., Kılınç, A.Ç. (2012). Okul müdürlerinin öğretim liderliği davranışları ile öğretmen özyeterliliği ve kolektif öğretmen yeterliliği arasındaki ilişkilerin incelenmesi. *Educational Sciences: Theory & Practice*, 12(4), 2487-2504.
- Çam, E. (2023). EFL instructors' occupational wellbeing during the COVID-19 pandemic in Türkiye: A study of burnout and work engagement. *Western Anatolia Journal of Educational Sciences*, 14 (3), 46-67. DOI. 10.51460/baebd.1282299
- Çankaya, P. (2018). The exploration of the self-efficacy beliefs of English language teachers and student teachers. *Journal of Language and Linguistic Studies*, 14(3), 12-23.
- Çinkır, Ş. & Kurum, G. (2015). Discrepancy in teacher employment: The problem of out-of-field teacher employment. *Educational Planning*, 22(1), 29-47.
- Damayanti, D., Fauzi, A. & Inayati, A. M. (2018). Learning materials: The “nucleus” of language teaching. *Journal of English Education*, 3(1), 1-8, doi:10.31327/jee.v3i1.417.
- Daniilidou, A., & Platsidou, M. (2018). Teachers' resilience scale: An integrated instrument for assessing protective factors of teachers' resilience. *Hellenic Journal of Psychology*, 15, 15-39. doi:10.1037/t70816-000
- Daniilidou, A., Platsidou, M. & Gonida, E. (2020). Primary school teachers' resilience: Association with teacher self-efficacy, burn-out and stress. *Electronic Journal of Research in Educational Psychology*, 18(3), 549-582. doi:10.25115/ejrep.v18i52.3487
- Day, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change*, 9(3), 243–260.
- Day, C. & Gu, Q. (2010). *The New Lives of Teachers*. London: Routledge.
- Day, C. (2018). Research on teacher identity. In P. A. Schutz, J Hong, & D. C. Francis (Eds), *Research on Teacher Identity*. Springer.
- Day, C., & Qing, G. (2009). *Teachers' emotions: Well-Being and effectiveness*. In P. A. Schutz, & M. Zembylas (Eds.), *Advances in Teacher Emotions Research: The Impact on Teachers Lives* (pp. 15-32). New York: Springer.
- Day, C., Edwards, A., Griffiths, A., & Gu, Q. (2011). Beyond Survival: Teacher and Resilience: The University of Nottingham. <https://www.nottingham.ac.uk/research/groups/crelm/documents/teachers-resilience/teachers-resilience.pdf>
- Day, C., Sammons, P., Stobart, G., Kington, A. & Gu, Q. (2007) *Teachers matter: Connecting lives, work and effectiveness*. Open University Press.
- Day, S. L., Connor, C. M., & McClelland, M. M. (2015). Children's behavioral regulation and literacy: The impact of the first-grade classroom environment. *The Journal of School Psychology*, 53(5), 409-428. <http://dx.doi.org/10.1016/j.jsp.2015.07.04>

- de Bot, K., Lowie, W. M., & Verspoor, M. H. (2007). A dynamic systems theory approach to second language acquisition. *Bilingualism: Language and Cognition*, 10(1), 7-21. <https://doi.org/10.1017/S1366728906002732>
- Demir-Polat, D. & İskender, M. (2018). Exploring teachers' resilience in relation to job satisfaction, burnout, organizational commitment and perception of organizational climate. *International Journal of Psychology and Educational Studies*, 5(3), 1-13. <https://doi.org/10.17220/ijpes.2018.03.001>
- Dewaele, J. M., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. *Frontiers in Psychology*, 10, 21-28. <https://doi.org/10.3389/fpsyg.2019.021>
- Diasti, K. S. (2021). Constructing professional identity: Investigating stress factors and resilience experienced by EFL novice teachers. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 11(1), 1-10. <https://doi.org/10.24246/j.js.2021.v11.i1.p1-10>
- Dimitriou, L., & Panaoura, R. (2024). School counselors' self-efficacy in addressing adolescents' mental issues in the after-Covid-19 era. *Psychological Thought*, 17(1), 271-298.
- Ding, X., Liu, Y., & Peng, J. E. (2023). Straddling burnout and resilience: A Q methodology study among high school EFL teachers. *Journal of Multilingual and Multicultural Development*, 1-18. <https://doi.org/10.1080/01434632.2023.2193171>
- Djami, C. B. N. (2022). Integrated technology for classroom management strategies in a computer-assisted language learning. *Jurnal Pendidikan Indonesia Gemilang*, 2(2), 70-94. DOI. 10.53889/jpig.v2i2.121
- Dolgun, H., & Caner, M. (2018). Self-efficacy belief profiles of pre-service and in-service EFL teachers. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 48, 602-623.
- Doney, P. A. (2013). Fostering resilience: A necessary skill for teacher retention. *Journal of Science Teacher Education*, 24(4), 645-664. <https://doi.org/10.1007/s10972-012-9324-x>
- Dörnyei, Z. & Macintyre, P. & Henry, A. (2014). Introduction: Applying complex dynamic systems principles to empirical research on L2 motivation. 10.21832/9781783092574-003. https://www.researchgate.net/publication/292423127_Introduction_Applying_complex_dynamic_systems_principles_to_empirical_research_on_L2_motivation
- Drew, S.V. & Sosnowski, C. (2019). Emerging theory of teacher resilience: A situational analysis. *English Teaching: Practice & Critique*, 18(4), 492-507. <https://doi.org/10.1108/ETPC-12-2018-0118>
- Education First (2023). *The world's largest ranking of countries and regions by English skills*. <https://www.ef.com.tr/epi/regions/europe/turkey/>
- Ellis, N. C., & Larsen-Freeman, D. (2006). Language emergence: Implications for applied linguistics--introduction to the special issue. *Applied Linguistics*, 27(4), 558-589. <https://doi.org/10.1093/applin/aml028>
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, 4(1). <https://doi.org/10.1177/2158244014522633>
- Entesari, E., Yousefi, M. H. & Eslami, H. (2020). A mixed-method study of Iranian EFL teachers' achieving resiliency: Implications for teacher development. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(15).
- Erarslan, A. (2021). English language teaching and learning during Covid-19: A global perspective on the first year. *Journal of Educational Technology & Online Learning*, 4(2), 349-367. <https://doi.org/10.31681/jetol.907757>

- Ercan, G. P., & Aydın, S. (2022). Teachers' and learners' perceptions of flipped learning in a foreign language context. *Futuristic Implementations of Research in Education (FIRE)*, 3(2), 111-128.
- Erdağ, G., & Tavil, Z. M. (2021). The burnout levels of EFL teachers at primary schools, and their coping strategies. *International Journal of Curriculum and Instruction*, 13(2), 1063–1073. <https://files.eric.ed.gov/fulltext/EJ1292328.pdf>
- Erdin, Y. & Uzun, L. (2022). An in-depth look into perceived technology proficiency of Turkish teachers of English and their technology practices. *Journal of Educational Technology & Online Learning*, 5(1), 169-189.
- Eslami, Z. R., & Fatahi, A. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: A study of nonnative EFL teachers in Iran. *TESL-EJ*, 11 (4). <http://tesle.org/ej44/a1.pdf>.
- Estaji, M., & Rahimi, A. (2014). Examining the ESP teachers' perception of resilience. *Procedia-Social and Behavioral Sciences*, 98, 453-457. doi.org/10.1016/j.sbspro.2014.03.439
- Evans, E. D. & Tribble, M. (1986). Perceived teaching problems, self-efficacy, and commitment to teaching among preservice teachers. *The Journal of Educational Research*, 80(2), 81-85. DOI: 10.1080/00220671.1986.10885728
- Fan, L., Ma, F., Liu, Y., Liu, T., Guo, L., & Wang, L. (2021). Risk factors and resilience strategies: Voices from Chinese novice foreign language teachers. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.565722>
- Farkhani, Z. A., Badiei, G., & Rostami, F. (2022). Investigating the teacher's perceptions of classroom management and teaching self-efficacy during Covid-19 pandemic in the online EFL courses. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1), 25. <https://doi.org/10.1186/s40862-022-00152-7>
- Fathi, J., & Saeedian, A. (2020). A structural model of teacher self-efficacy, resilience, and burnout among Iranian EFL teachers (research paper). *Iranian Journal of English for Academic Purposes*, 9(2), 14-28.
- Fathi, J., Greenier, V. & Derakhshan, A. (2021). Self-efficacy, reflection, and burnout among Iranian efl teachers: The mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, 9(2), 13-37. https://ijltr.urmia.ac.ir/article_121043_acd981758a128582cba252b669d36d8d.pdf
- Fernandes, L., Gouveia, M.J., Castro Silva, J., Peixoto, F. (2020). 'Positive education': A professional learning programme to foster teachers' resilience and well-being. In Mansfield, C.F. (Ed.) *Cultivating Teacher Resilience*. Springer, Singapore. https://doi.org/10.1007/978-981-15-5963-1_7
- Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., & Montenegro-Rueda, M. (2021). Impact of educational technology on teacher stress and anxiety: A literature review. *International journal of environmental research and public health*, 18(2), 548. <https://doi.org/10.3390/ijerph18020548>
- Fleming, J., & Ledogar, R. J. (2008). Resilience, an evolving concept: A review of literature relevant to aboriginal research. *Pimatisiwin*, 6(2), 7–23.
- Flores, M. A. (2004). The impact of school culture and leadership on new teachers' learning in the workplace. *International Journal of Leadership in Education*, 7(4), 297-318. <https://doi.org/10.1080/1360312042000226918>
- Flores, M. A. (2018). Teacher resilience in adverse contexts: Issues of professionalism and professional identity. In Wosnitza, M., Peixoto, F., Beltman, S., Mansfield, C.F. (Eds.). *Resilience in Education* (pp. 167-184). Springer. https://doi.org/10.1007/978-3-319-76690-4_10

- Flores, M. A. (2020). Surviving, being resilient and resisting: Teachers' experiences in adverse times. *Cambridge Journal of Education*, 50(2), 219–240. <https://doi.org/10.1080/0305764x.2019.1664399>
- FocusedEDU Staffing Group (2023). *The global issue of teacher burnout and attrition: causes and solutions* [LinkedIn profile]. <https://www.linkedin.com/pulse/global-issue-teacher-burnout-attrition-causes-solutions/>
- Ford, T. G., Van Sickle, M. E., Clark, L. V., Fazio-Brunson, M., & Schween, D. C. (2017). Teacher self-efficacy, professional commitment, and high-stakes teacher evaluation policy in louisiana. *Educational Policy*, 31(2), 202–248. <https://doi.org/10.1177/0895904815586855>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. doi:10.3102/00346543074001059
- Freeman, D., & Richards, J. (1996). *Teacher learning in language teaching*. Cambridge, UK: Cambridge University Press.
- Frenzel, A. C., & Stephens, E. J. (2013). Emotions. In N. C. Hall & T. Goetz (Eds.), *Emotion, Motivation, and Self-Regulation: A Handbook for Teachers* (pp. 1–56). Bingley, UK: Emerald.
- Frenzel, A. C., Becker-Kurz, B., Pekrun, R., Goetz, T., & Lüdtke, O. (2018). Emotion transmission in the classroom revisited: A reciprocal effects model of teacher and student enjoyment. *Journal of Educational Psychology*, 110(5), 628–639. <https://doi.org/https://doi.org/10.1037/edu0000228>
- Friedman, I. A. (2003). Self-efficacy and burnout in teaching: The importance of interpersonal-relations efficacy. *Social Psychology of Education*, 6, 191–215. <https://doi.org/10.1023/A:1024723124467>
- Fu, W. & Zhou, H. (2020). Challenges brought by 2019-nCoV epidemic to online education in China and coping strategies. *J. Hebei Normal Univ. (Educ. Sci.)*, 22, 14–18.
- Furrer, C., Skinner, E., & Pitzer, J. (2014). The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience. *National Society for the Study of Education*, 113(1), 101–123.
- Gao, L. X. & Zhang, L. J. (2020). Teacher learning in difficult times: Examining foreign language teachers' cognitions about online teaching to tide over COVID-19. *Front. Psychol.* 11:549653. doi: 10.3389/fpsyg.2020.549653
- Gao, Y., Wong, S., Khambari, N., Noordin, N., & Geng, J. (2022). Assessing the relationship between English as a foreign language (efl) teachers' self-efficacy and their acceptance of online teaching in the Chinese context. *Sustainability*, 14(20), 13434. <https://doi.org/10.3390/su142013434>
- Garmezy, N. (1983). Stressors of childhood. In N. Garmezy, M. Rutter (Eds.) & Ctr for Advanced Study in the Behavioral Sciences, Inc, *Stress, coping, and development in children* (pp. 43–84). Johns Hopkins University Press.
- Ge, L. (2022). Enhancing Chinese EFL teachers' work engagement: The role of self and collective efficacy. *Front. Psychol.* 13: 941943. doi: 10.3389/fpsyg.2022.941943
- Ghanbari, N., & Nowroozi, S. (2022). Iranian EFL teachers' challenges and coping strategies during covid-19 pandemic: A case study. *The Qualitative Report*, 27(3), 605–625. <https://doi.org/10.46743/2160-3715/2022.5066>
- Ghaslani, R., Yazdani, H., Admadian, M. & Dowlatabadi, H. R. (2023). Investigating EFL teachers' resilience: Using grounded theory approach. *Iranian Journal of Language Teaching Research*, 11(1), 1–24. Doi:10.30466/ijltr.2023.121270

- Gibbs, C. (2009). Explaining effective teaching: Self-efficacy and thought control of action. *Journal of Educational Enquiry*, 4(2). <https://ojs.unisa.edu.au/index.php/EDEQ/article/view/520>
- Gibbs, S., & Miller, A. (2014). Teachers' resilience and well-being: A role for educational psychology. *Teachers and Teaching: Theory and Practice*, 20(5), 609–621. <https://doi.org/10.1080/13540602.2013.844408>
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569–582. <https://doi.org/10.1037/0022-0663.76.4.569>
- Glazer, J. (2018). Learning from those who no longer teach: Viewing teacher attrition through a resistance lens. *Teaching and Teacher Education*, 74, 62–71.
- Goldstein, S., Brooks, R. B. (2013). Why Study Resilience?. In: Goldstein, S., Brooks, R. (Eds.), *Handbook of Resilience in Children*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4614-3661-4_1
- González, C., Ponce, D., & Fernández, V. (2023). Teachers' experiences of teaching online during COVID-19: Implications for postpandemic professional development. *Educational technology research and development: ETR & D*, 71(1), 55–78. <https://doi.org/10.1007/s11423-023-10200-9>
- Göker, S. (2006). Impact of peer coaching on self-efficacy and instructional skills in TEFL teacher education. *System*, 34, 239–254. 10.1016/j.system.2005.12.002.
- Gökten-Bayrak, Ö. (2023). *Teacher attrition: Why do teachers leave?*. [Doctoral dissertation, Middle East Technical University].
- Graham, S. (2022). Self-efficacy and language learning – what it is and what it isn't. *The Language Learning Journal*, 50(2), 186–207. <https://doi.org/10.1080/09571736.2022.2045679>
- Gratacós, G., Mena, J., & Ciesielkiewicz, M. (2021). The complexity thinking approach: Beginning teacher resilience and perceived self-efficacy as determining variables in the induction phase. *Eur. J. Teach. Educ.*, 46, 331–348. doi: 10.1080/02619768.2021.1900113
- Greenier, V., Derakhshan, A. & Fathi, J. (2021). Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. *System*, 97, 1–18.
- Griffin, G.A. (1999). Changes in Teacher Education: Looking to the Future. In G.A. Griffin (Ed.), *The education of teachers: 98th yearbook of National Society for the Study of Education*. Chicago: University of Chicago Press.
- Griffiths, C. (2023). What about the teacher? *Language Teaching*, 56(2), 210–222. doi:10.1017/S0261444821000100
- Gu, Q. & Day, C. (2007). Teachers' resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23, 1302–1316.
- Gu, Q. (2018). (Re)conceptualising teacher resilience: A social-ecological approach to understanding teachers' professional worlds. In M. Wosnitza, F. Peixoto, S. Beltman, & C. F. Mansfield (Eds.), *Resilience in education* (pp. 13–33). Springer. https://doi.org/10.1007/978-3-319-76690-4_2
- Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, 1–23. doi: 10.1080/01411926.2011.623152
- Gu, Q., & Li, Q. (2013). Sustaining resilience in times of change: Stories from Chinese teachers. *Asia-Pacific Journal of Teacher Education*, 41(3), 288–303. <http://dx.doi.org/10.1080/1359866X.2013.809056>

- Gutentag, T. & Asterhan, C. (2022). Burned-out: Middle school teachers after one year of online remote teaching during Covid-19. *Frontiers in Psychology*, 13, 802520. <https://doi.org/10.3389/fpsyg.2022.802520>
- Gümüş, E. & Bellibaş, M. Ş. (2023). The relationship between the types of professional development activities teachers participate in and their self-efficacy: A multi-country analysis. *European Journal of Teacher Education*, 46(1), 67-94. <https://doi.org/10.1080/02619768.2021.1892639>
- Güneş, Ç., & Uysal, H. H. (2019). The relationship between teacher burnout and organizational socialization among English language teachers. *Journal of Language and Linguistic Studies*, 15(1), 339-361.
- Gwet, K. L. (2014). *Handbook of inter-rater reliability: The definitive guide to measuring the extent of agreement among raters*. Advanced Analytics, LLC.
- Hakim, B. (2020). Technology integrated online classrooms and the challenges faced by the efl teachers in Saudi Arabia during the Covid-19 pandemic. *International Journal of Applied Linguistics & English Literature*, 9(5), 33-39. <http://dx.doi.org/10.7575/aiac.ijalel.v.9n.5p.33>
- Han, J., Gao, C., & Yang, J. (2021). Chinese university efl teachers' perceived support, innovation, and teaching satisfaction in online teaching environments: The mediation of teaching efficacy. *Frontiers in Psychology*, 12, 761106. <https://doi.org/10.3389/fpsyg.2021.761106>
- Hanson, K. (2013). Turnover in teachers: Stress, burnout, and fixing the problem. *BU Journal of Graduate Studies in Education*, 5(2), 50-54.
- Hargreaves, A. (1995). Realities of teaching. In L. W. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (2nd ed., pp. 80–87). Oxford: Pergamon.
- Hargreaves, A. & Fullan, M. (1998). *What's worth fighting for in education?*. Buckingham, Open University Press.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, 811–826.
- Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity*. New York: Teachers College Press.
- Hargreaves, A. (2021). What the COVID-19 pandemic has taught us about teachers and teaching. *FACETS*, 6, 1835-1863. <https://doi.org/10.1139/facets-2021-0084>
- Hascher, T., Beltman, S. & Mansfield, C. (2021). Teacher wellbeing and resilience: Towards an integrative model. *Educational Research*, 63(4), 416-439. <https://doi.org/10.1080/00131881.2021.1980416>
- Haydon, T., Stevens, D. & Leko, M. M. (2018). Teacher stress: Sources, effects, and protective factors. *Journal of Special Education Leadership*, 31(2), 99-107.
- Haznedar, B. (2010). Türkiye’de yabancı dil eğitimi: Reformlar, yönelimler ve öğretmenlerimiz. In *International Conference on New Trends in Education and Their Implications*, 11(13), 747-755.
- Heng, Q. & Chu, L. (2023). Self-efficacy, reflection, and resilience as predictors of work engagement among English teachers. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1160681>
- Hennink, M. & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science and Medicine*, 292, 114523. <https://doi.org/10.1016/j.socscimed.2021.114523>

- Henson, R. (2001). Teacher self-efficacy: Substantive implications and measurement dilemmas. <https://files.eric.ed.gov/fulltext/ED452208.pdf>
- Hidayah, R., Wangid, M. N., Wuryandani, W., & Salimi, M. (2023). The influence of teacher efficacy on education quality: A meta-analysis. *International Journal of Educational Methodology*, 9(2), 435-450. <https://doi.org/10.12973/ijem.9.2.435>
- Higgins, G.O. (1994) *Resilient adults: Overcoming a cruel past*. San Francisco: Jossey-Bass.
- Hişmanoğlu, M., & Ersan, Y. (2016). Investigating Turkish EFL teachers' burnout levels in relation to demographic variables. *Journal Of Educational and Instructional Studies in The World*, 6(4), 21–31.
- Hiver, P. (2018). Teachstrong: The power of teacher resilience for L2 practitioners. In S. Mercer, & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 231–246). Multilingual Matters.
- Hiver, P., & Sánchez-Solarte, A. (2021). Resilience in language learning and use. In T. Gregersen & S. Mercer (Eds.), *Routledge Handbook of the Psychology of Language Learning* (pp. 215–217). Routledge.
- Hoang, T. & Wyatt, M. (2021). Exploring the self-efficacy beliefs of Vietnamese pre-service teachers of English as a foreign language. *System*, 96. <https://doi.org/10.1016/j.system.2020.102422>
- Hoang, T. (2018). Teacher self-efficacy research in English as foreign language contexts: A systematic review. *Journal of Asia TEFL*, 15, 976-990. 10.18823/asiatefl.2018.15.4.6.976.
- Hoca, A. & Tavail, Z. M. (2024). Enhancing self-efficacy levels of EFL teachers: A suggested model for tertiary level. *International Online Journal of Education and Teaching (IOJET)*, 11(2). 289-311.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*, 3. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Holmes, E. (2005). *Teacher well-being: Looking after yourself and your career in the classroom*. Routledge.
- Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26(8), 1530-1543. <http://dx.doi.org/10.1016/j.tate.2010.06.003>.
- Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay? understanding teacher resilience through psychological lenses. *Teachers and Teaching: Theory and Practice*, 18, 417-440. <http://dx.doi.org/10.1080/13540602.2012.696044>
- Howard, S., & Johnson, B. (2004). Resilient teachers: Resisting stress and burnout. *Social Psychology of Education*, 7, 399-420. <https://doi.org/10.1007/s11218-004-0975-0>
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15, 1277-1288. <http://dx.doi.org/10.1177/1049732305276687>
- Ingersoll, R.M. (2003). *Who controls teachers' work?*. Cambridge, MA, Harvard University Press.
- Isenberg, E. P., (February 1, 2010). *The effect of class size on teacher attrition: evidence from class size reduction policies in New York state*. US Census Bureau Center for Economic Studies Paper No. CES-WP-10-05, Available at SSRN: <https://ssrn.com/abstract=1557228> or <http://dx.doi.org/10.2139/ssrn.1557228>

- İpek, H., Akçay, A., Bayındır-Atay, S., Berber, G., Karalık, T., & Yılmaz, T. S. (2018). The relationship between occupational stress and teacher self-efficacy: A study with EFL instructors. *Anadolu Journal of Educational Sciences International*, 8(1), 126-150. DOI: 10.18039/ajesi.393945
- Jackson, R. & Drummond, D. & Camara, S. (2007). What Is Qualitative Research?. *Qualitative Research Reports in Communication*, 8(1), 21-28. 10.1080/17459430701617879.
- Janesick, V.J. (2007). *Peer debriefing*. In The Blackwell Encyclopedia of Sociology. New York: Wiley.
- Jentsch, A., Hoferichter, F., Blömeke, S., König, J., & Kaiser, G. (2022). Investigating teachers' job satisfaction, stress and working environment: The roles of self-efficacy and school leadership. *Psychology in the Schools*, 60(3), 679-690. <https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/pits.22788>
- Jeremey, R. (1995). Learning in interactive environments: Prior knowledge and new experience. In J.F. Falk & L.D. Dierking (Eds.), *Public institutions for personal learning: Establishing a research agenda* (pp.37-51). Washington, D.C, IN: AmerAssn of Museums.
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: A framework for understanding and acting. *Teachers and Teaching: Theory and Practice*, 20(5), 530e546. <https://doi.org/10.1080/13540602.2014.937957>
- Johnson, C. C., Walton, J. B., Strickler, L. & Elliott, J. B. (2020). Online teaching in k-12 education in the United States: A systematic review. *Review of Educational Research*, 93(3), 353–411. <https://journals.sagepub.com/doi/pdf/10.3102/00346543221105550>
- Johnson, M., & Coleman, V. (2023). Teaching in uncertain times: Exploring links between the pandemic, assessment workload, and teacher wellbeing in England. *Research in Education*, 0(0). <https://doi.org/10.1177/00345237231195270>
- Jotkoff, E. (2022). NEA survey: Massive staff shortages in schools leading to educator burnout; alarming number of educators indicating they plan to leave profession. The National Education Association. <https://www.nea.org/about-nea/media-center/press-releases/nea-survey-massive-staff-shortages-schools-leading-educator-burnout-alarming-number-educators>
- Kanik, M. & Hadizadeh, A. (2022). An exploration of EFL teachers' challenges and strategies during the pandemic: A case of emergency blended synchronous education. *Register Journal*, 15(1), 1-19.m <http://dx.doi.org/10.18326/rgt.v15i1.1-19>
- Karaoğlu, İ. B. (2019). Öğretmen öz yeterlik algısı ölçeği kısa formu'nun Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *Akademik Sosyal Araştırmalar Dergisi*, 7(99), 123-139. <http://dx.doi.org/10.29228/ASOS.37797>
- Karcı-Aktaş, C. & Gündoğdu, K. (2020). An extensive evaluation study of the English preparatory curriculum of a foreign language school. *Pegem Eğitim ve Öğretim Dergisi*, 10(1), 169-214. <http://dx.doi.org/10.14527/pegegog.2020.007>
- Karim, M. R., Masud, N., Taherun, M., Suborna, T., Billah, M. & Wienaah, P. (2021). Self-efficacy: A key components of teacher effectiveness. *Asian Journal of Education and Social Studies*, 25, 24-34. doi: 10.9734/AJESS/2021/v25i130590.
- Karimi, M. N. (2011). The effects of professional development initiatives on EFL teachers' degree of self efficacy. *Australian Journal of Teacher Education (Online)*, 36(6), 50–62. <https://search.informit.org/doi/10.3316/ielapa.859008424114482>
- Kaur, H., Arukesamy, A. S., Ganesan, S., & Kaur, G. (2023). Mental health and well-being of elementary school teachers affected by hybrid teaching during the COVID-19 pandemic. *International Journal*

of *Academic Research in Progressive Education and Development*, 12(3), 367-387.
<https://ijarped.com/index.php/journal/article/view/943>

- Kavanoz, S., Yüksel, H. & Özcan, E. (2015). Pre-service teachers' self-efficacy perceptions on web pedagogical content knowledge. *Computers & Education*, 85. DOI:10.1016/j.compedu.2015.02.005.
- Kavgacı, H. (2022). The relationship between psychological resilience, teachers' self-efficacy, and attitudes towards teaching profession: A path analysis. *International Journal of Progressive Education*, 18(3), 278-296. DOI: 10.29329/ijpe.2022.439.18
- Kaya F, & Odacı H. (2021). Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu: Türkçe'ye Uyarlama, Geçerlik ve Güvenirlilik Çalışması. *HAYEF: Journal of Education*, 18(1): 38-54.
- Kaya, S., Eryılmaz, N., & Yuksel, D. (2024). A cross-cultural comparison of self-efficacy as a resilience measure: Evidence from PISA 2018. *Youth & Society*, 56(3), 597-621.
<https://doi.org/10.1177/0044118X231186833>
- Kaygısız, S. & S. Anagun, S. & Karahan, E. (2018). The predictive relationship between self-efficacy levels of English teachers and language teaching methods. *Eurasian Journal of Educational Research (EJER)*, 78, 183-202. doi: 10.14689/ejer.2018.78.9.
- Kazemzadeh, F. A., Tahriri, A. & Hassaskhah, J. (2017). The relationship between EFL teachers' perception and practice of collaboration and their self-efficacy. *Journal of Education and Practice*, 8(28), 148-155.
- Kelchtermans, G. (2017) 'Should I stay or should I go?': Unpacking teacher attrition/retention as an educational issue. *Teachers and Teaching*, 23(8), 961-977, DOI: 10.1080/13540602.2017.1379793
- Kim, Y. & Kim, T-Y. (2024). The interplay of teacher resilience and professional development: The case of two beginning EFL teachers in South Korea. *Special Issue*, 9, 173-192.
<https://doi.org/10.30827/portalin.viIX.29889>
- King, J. & Ng, K. (2018). 9. Teacher emotions and the emotional labour of second language teaching. In S. Mercer & A. Kostoulas (Eds.), *Language Teacher Psychology* (pp. 141-157). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781783099467-013>
- Kirkwood, A., & Price, L. (2012). The influence upon design of differing conceptions of teaching and learning with technology. In A. D. Olofsson & J. O. Lindberg (Eds.), *Informed Design Of Educational Technologies In Higher Education: Enhanced Learning And Teaching* (pp. 1- 20). IGI Global.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741–756.
- Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology*, 36(2), 114-129. <http://dx.doi.org/10.1016/j.cedpsych.2011.01.002>
- Klassen, R.M., Tze, V.M.C., Betts, S.M., & Gordon, K.A. (2011). Teacher efficacy research 1998-2009: Signs of progress or unfulfilled promise? *Educational Psychology Review*, 23, 21-43.
<https://link.springer.com/article/10.1007/s10648-010-9141-8>
- Koçoğlu, Z. (2011). Emotional intelligence and teacher efficacy: a study of Turkish EFL pre-service teachers. *Teacher Development*, 15(4), 471–484. <https://doi.org/10.1080/13664530.2011.642647>
- Koehler, M. J., Shin, T. S., and Mishra, P. (2011). How do we measure TPACK? Let me count the ways. In R. N. Ronau, C. R. Takes, and M. L. Ness (Eds.), *Educational Technology, Teacher Knowledge*,

and Classroom Impact: A Research Handbook on Frameworks and Approaches, (pp. 16–31). Hershey, PA: IGI Global. doi: 10.4018/978-1-60960-750-0.ch002

- Kostoulas A., & Mercer S. (2018). Reflections on complexity: TESOL researchers reflect on their experiences. *Theory and Practice of Second Language Acquisition*, 4(2), 109-127. <https://www.journals.us.edu.pl/index.php/TAPSLA/article/view/6216>
- Kostoulas, A., & Lämmerer, A. (2018). Making the transition into teacher education: Resilience as a process of growth. In S. Mercer & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 247–263). Multilingual Matters.
- Kowitarttawatee, P. & Limphaibool, W. (2022). Fostering and sustaining teacher resilience through integration of Eastern and Western mindfulness. *Cogent Education*, 9(1), 2097470. DOI: 10.1080/2331186X.2022.2097470
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>
- Krishnan, L. A. & Hoon, L.H. (2002). Diaries: Listening to ‘voices’ from the multicultural classroom. *ELT Journal*, 56(3), 227–239. <https://doi.org/10.1093/elt/56.3.227>
- Kundu, A. (2020). Toward a framework for strengthening participants' self-efficacy in online education. *Asian Association of Open Universities Journal*, 15(3), 351-370. <https://doi.org/10.1108/AAOUJ-06-2020-0039>
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35. <https://doi.org/10.1080/00131910120033628>
- Larsen-Freeman, D. (1997). Chaos/complexity science and second language acquisition. *Applied Linguistics*, 18(2), 141–165.
- Larsen-Freeman, D. (2012). Complex, dynamic systems: A new transdisciplinary theme for applied linguistics?. *Language Teaching*, 45(2), 202-214. <https://doi.org/10.1017/S0261444811000061>
- Larsen–Freeman, D. (2019a). On language learner agency: A complex dynamic systems theory perspective. *The Modern Language Journal*, 103(1), 61–79. <https://doi.org/10.1111/modl.12536>
- Larsen-Freeman, D. (2019b). Thoughts on the Launching of a New Journal: A Complex Dynamic Systems Perspective. *Journal for the Psychology of Language Learning*, 1, 67-82. <http://www.iapll.com/journal>
- Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford University Press.
- Latif, M.M.M.A. & Alhamad, M.M. (2023). Emergency remote teaching of foreign languages at Saudi universities: Teachers’ reported challenges, coping strategies and training needs. *Education Information Technologies*, 28, 8919–8944. <https://doi.org/10.1007/s10639-022-11512-8>
- Le, T.T., Do, T.T.T., Nguyen, T.T.L. (2023). Enhancing teacher resilience for coping with uncertainty and riding the waves of change: Voices of efl teacher educators in Vietnam. In: TSO, A.W.B., NG, S.K.K., LAW, L., BAI, T.S. (Eds.), *The Post-pandemic Landscape of Education and Beyond: Innovation and Transformation*. HKAECT 2022. Educational Communications and Technology Yearbook. Springer, Singapore. https://doi.org/10.1007/978-981-19-9217-9_17

- Ledger, S. (2021). Resilience Building for Pre-service Teachers: BRiTE, Micro-Teaching and Augmented Reality/Simulation (BRiTE-AR). In Mansfield, C.F. (Eds), *Cultivating Teacher Resilience* (pp. 245-262). Springer. https://doi.org/10.1007/978-981-15-5963-1_15
- Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: A mediation model. *Frontiers in psychology*, 14, 1185079. <https://doi.org/10.3389/fpsyg.2023.1185079>
- Li, Q., Gu, Q., & He, W. (2019a). Resilience of Chinese teachers: Why perceived work conditions and relational trust matter. *Measur. Interdisc. Res. Perspect.* 17, 143–159. doi: 10.1080/15366367.2019.1588593
- Li, S. (2022). *A dynamic systems theory perspective on L2 writing development* (1st ed.). Routledge. <https://doi.org/10.4324/9781003273639>
- Li, X. (2012). The role of teachers' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies*, 2(7), 1397-1402.
- Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage. [http://dx.doi.org/10.1016/0147-1767\(85\)90062-8](http://dx.doi.org/10.1016/0147-1767(85)90062-8)
- Liu, S., Liu, H., Yu, Y., Li, Y., & Wen, T. (2014). TPACK: A new dimension to EFL teachers' PCK. *Journal of Education and Human Development*, 3(2), 681-693.
- Liu, H. & Chu, W. (2022). Exploring EFL teacher resilience in the Chinese context. *System*, 105, 102752. <https://doi.org/10.1016/j.system.2022.102752>
- Loughland, T. (2019). "Adaptive teaching for students' critical and creative thinking," in *Teacher Adaptive Practices*. Springer Briefs in Education (Singapore: Springer). doi: 10.1007/978-981-13-6858-5_1
- Lowie, W. M. (2012). *Dynamic systems theory approaches to second language acquisition*. In C. Chapelle (Ed.), *The Wiley-Blackwell Encyclopedia of Applied Linguistics*. Blackwell Publishing.
- Luthar, S. (2006). Resilience in development: A synthesis of research across five decades. In D. Chiccetti & D. Cohen (Eds.), *Developmental psychopathology* (2nd ed., Vol. 3) (pp. 739–795). John Wiley.
- Luthar, S., Chiccetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71(3), 543–562.
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. *The Modern Language Journal*, 103(1), 262–274. doi:10.1111/modl.12544
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 102352. <https://doi.org/10.1016/j.system.2020.102352>
- MacIntyre, P.D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 102352.
- Mahmoodzadeh, M. & Gkonou, C. (2015). A complex dynamic systems perspective on foreign language anxiety. *Konin Language Studies*, 3(1), 89-108. https://www.researchgate.net/publication/309721885_A_complex_dynamic_systems_perspective_on_foreign_language_anxiety
- Malloy, W. W., & Allen, T. (2007). Teacher retention in a teacher resiliency-building rural school. *Rural Educator*, 28(2), 19–27. <https://doi.org/10.35608/ruraled.v28i2.482>

- Mansfield, C., Beltman, S. & Weatherby-Fell, N. (2020). "I actually felt more confident": An online resource for enhancing pre-service teacher resilience during professional experience. *Australian Journal of Teacher Education*, 45(4), 30-48.
- Mansfield, C., Beltman, S., Broadley, T., & Wetherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, 54, 77–87.
- Mansfield, C., Papatraianou, L., McDonough, S., King, L. (2018). Building Resilience in Times of Uncertainty and Complexity: Teacher Educator Perceptions of Pre-service Teacher Resilience. In: Heck, D., Ambrosetti, A. (eds) *Teacher Education In and For Uncertain Times*. Springer, Singapore. https://doi.org/10.1007/978-981-10-8648-9_6
- Mansfield, C., Price, A., McConney, A., Beltman, S., Pelliccione, L. & Wosnitza, M. (2012). *Keeping cool: Embedding resilience in the initial teacher education curriculum*. Australian Government. Office for Learning and Teaching.
- Mardani, N., Baghelani, E., & Azizi, R. (2015). Exploring the relationship between self-efficacy and burnout: The case of Iranian EFL teachers. *Cumhuriyet University Faculty of Science Science Journal (CSJ)*, 36(3), 3538-3548.
- Masten, A. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 227–238.
- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry* (7th ed.). Pearson.
- Mehmood, N. (2019). Factors impacting EFL teachers' self-efficacy: A theoretical perspective. *English Language Teaching*, 12(4), 39-48. doi: 10.5539/elt.v12n4p39
- Mercer S. (2018). Psychology for language learning: Spare a thought for the teacher. *Language Teaching*, 51(4):504-525. doi:10.1017/S0261444817000258
- Mercer, S. (2020). The wellbeing of language teachers in the private sector: An ecological perspective. *Language Teaching Research*, 1, 1–24. doi: 10.1177/1362168820973510
- Milner, H. (2002). A case study of an experienced English teacher's self-efficacy and persistence through "crisis" situations: Theoretical and practical considerations. *The High School Journal*, 86, 28-35. 10.1353/hsj.2002.0020.
- Mishra, L. (2016). Focus group discussion in qualitative research. *TechnoLearn: An International Journal of Educational Technology*, 6(1). 10.5958/2249-5223.2016.00001.2.
- Mojavezi, A., & Tamiz, M. P. (2012). The impact of teacher self-efficacy on the students' motivation and achievement. *Theory and Practice in Language Studies*, 2(3), 483-491.
- Moradkhani, S. & Haghi, S. (2017). Context-based sources of EFL teachers' self-efficacy: Iranian public schools versus private institutes. *Teacher and Teacher Education*, 67, 259-269. <http://dx.doi.org/10.1016/j.tate.2017.06.019>
- Morgan, M. (2011). Resilience and recurring adverse events: Testing an assets-based model of beginning teachers' experiences. *The Irish Journal of Psychology*, 32(3–4), 92–104. <https://doi.org/10.1080/03033910.2011.613189>
- Motallebzadeh, K., Ashraf, H. & Tabatabaee-Yazdi, M. (2014). On the relationship between Iranian EFL teachers' burnout and self-efficacy. *Procedia-Social and Behavioral Sciences*, 98, 1255-1262. 10.1016/j.sbspro.2014.03.541.

- Mousavi, E. S. (2007). Exploring teacher stress in non-native and native teachers of EFL. *English Language Teacher Education and Development*, 10, 33-41.
- Mulford, B. (2003). School leaders: Challenging roles and impact on teacher and school effectiveness. OECD Commissioned Paper. <http://www.oecd.org/education/school/37133393.pdf>
- Nabavi, S. S. & Sohrabi, F. (2017). Predicting the mental health of teachers through self-efficacy, social support and socio-economic status. *Journal of Health Promotion Management*, 6(4), 15-24. URL: <http://jhpm.ir/article-1-725-en.html>
- Nang, A. F. M., Maat, S. M., & Mahmud, M. S. (2022). Teacher technostress and coping mechanisms during Covid-19 pandemic: A systematic review. *Pegem Journal of Education and Instruction*, 12(2), 200-212.
- Nazari, F., Ghanizadeh, A., & Mirzaee, S. (2022). EFL teachers' coping strategies amidst the Covid-19 virtual education and their association with work engagement and teacher apprehension. *Educational Research for Policy and Practice*, 22, 1-22. <https://doi.org/10.1007/s10671-022-09317-0>
- Nguyen, H. H. & Pham, T. T. (2023). EFL teachers' emotions at online teaching throughout the Covid-19 pandemic: Changes and coping strategies. *The Electronic Journal for English as a Second Language (TESL-EJ)*, 26(4). <https://doi.org/10.55593/ej.26104a13>
- Nguyen, T. D. (2018). *The theories and determinants of teacher attrition and retention*. [Doctoral Dissertation, Vanderbilt University]. Nashville, TN.
- Nguyen, T. T. (2020). Investigating students' perception of Kahoot in improving their engagement and collaboration. *Journal of Inquiry into Languages and Cultures*, 4(3), 420 – 432.
- Nguyen, T. T. H. (2021). Implementing digital techniques to stimulate EFL students' engagement: A case study in Vietnam. *International Journal of TESOL & Education*, 1(3), 105-129. <https://i-ite.org/index.php/journal/article/view/81/27>
- Okkan, A. & Aydın, S. (2022). Instructor perceptions of the use of computers in English language teaching in higher education. *International Journal of Teacher Education and Professional Development (IJTEPD)*, 5(1), 1-21. <http://doi.org/10.4018/IJTEPD.304872>
- Olson, K. (2011). *Essentials of Qualitative Interviewing* (1st ed.). Routledge. <https://doi.org/10.4324/9781315429212>
- Opitz, C. (2019). A complex dynamic systems perspective on personal background variables in L1 attrition. In M. S. Schmid & B. Köpke (Eds), *The Oxford Handbook of Language Attrition* (pp. 49-60). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198793595.013.5>
- Organisation for Economic Co-operation and Development. (2005). *Education at a glance* (Paris, OECD).
- Organisation for Economic Co-operation and Development. (2011). *Teachers matter: Attracting, developing and retaining effective teachers*. <https://www.oecd.org/education/school/34990905.pdf>
- Organisation for Economic Co-operation and Development. (2016). *Skills for a digital world*.
- Organisation for Economic Co-operation and Development. (2021). "What proportion of teachers leave the teaching profession?", in *Education at a Glance 2021: OECD Indicators*, OECD Publishing, Paris.
- Ortaçtepe, D. & Akyel, A.S. (2015). The effects of a professional development program on English as a foreign language teachers' efficacy and classroom practice. *TESOL Journal*, 6, 680-706. <https://doi.org/10.1002/tesj.185>

- Oxford, R. (2016b). Toward a psychology of well-being for language learners: The EMPATHICS vision. In P.D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive psychology in SLA* (pp. 10–87). Multilingual Matters.
- Özdemir, G., Şahin, S. & Öztürk, N. (2020). Teachers' self-efficacy perceptions in terms of school principal's instructional leadership behaviours. *International Journal of Progressive Education*, 16(1), 25-40. DOI: 10.29329/ijpe.2020.228.3
- Özkanal, Ü. & Arıkan, N. (2010). Investigation of burnout among instructors working at ESOGU preparatory school. *English Language Teaching*, 3(1), 166–172.
- Öztürk, G. & Aydın, B. (2019). English language education in Türkiye: Why do we fail and what policy reforms are needed? *Anadolu Journal of Educational Sciences International*, 9(1), 181-213. doi: 10.18039/ajesi.520842
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543–578.
- Pajares, F. (2002). Gender and perceived self-Efficacy in self-regulated learning. *Theory into Practice*, 41, 116-225. http://dx.doi.org/10.1207/s15430421tip4102_8
- Pajares, F. (2009). Toward a positive psychology of academic motivation: The role of self-efficacy beliefs. In R. Gilman, E.S. Huebner, & M.J. Furlong (Eds.), *Handbook of positive psychology in schools* (pp. 149–160). Routledge.
- Park, V., Fisher, D. & Frey, N. (2020). Building collective teacher efficacy through teacher collaboration. In: Gallagher, T.L., Ciampa, K. (Eds.), *Teaching Literacy in the Twenty-First Century Classroom*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-47821-6_11
- Partovi, N. & Tafazoli, D. (2016). On the relationship between Iranian EFL teachers' self-regulation, self-resiliency, gender and teaching experience. *Iranian Journal of Research in English Language Teaching* 4, 7-25.
- Parveen, N., Zamir, S. & Haroon, H. (2021). Assessment of resilience among college teachers. *International Review of Social Sciences*, 9(4), 379-393.
- Patterson, M. E., & Williams, D. R. (2002). *Collecting and analyzing qualitative data: Hermeneutic principles, methods, and case examples*. Sagamore Publishing.
- Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage Publications.
- Patton, M., Q. (2015). *Qualitative research & Evaluation methods*. London: Sage Publications.
- Pearce, J & Morrison, C. (2011). Teacher identity and early career resilience: Exploring the links. *Australian Journal of Teacher Education*, 36(1), 48-59.
- Pearman, C., Bowles, F. & Polka, W. (2021). Teacher educator perceptions of characteristics of self-efficacy. *Critical Questions in Education*, 12(1), 81-99.
- Peixoto, F., Wosnitza, M., Pipa, J., Morgan, M., & Cefai, C. (2018). A multidimensional view on pre-service teacher resilience in Germany, Ireland, Malta and Portugal. In M. Wosnitza, F. Peixoto, S. Beltman, & C. F. Mansfield (Eds.), *Resilience in education: Concepts, contexts and connections* (pp. 73–89). Cham: Springer.
- Peixoto, F., Wosnitza, M., Pipa, J., Morgan, M., Cefai, C. (2018). A Multidimensional View on Pre-service Teacher Resilience in Germany, Ireland, Malta and Portugal. In Wosnitza, M., Peixoto, F., Beltman, S., Mansfield, C.F. (Eds.), *Resilience in Education* (pp. 73-89). Springer, Cham. https://doi.org/10.1007/978-3-319-76690-4_5

- Penington, M., & Ho, B. (1992). A comparison of work-related attitudes of TESOL members with other educators and employee groups: An international survey using The Maslach Burnout Inventory. *Perspectives*, 4(1), 29-38.
- Perrachione, B., Rosser, V., & Petersen, G. (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *The Professional Educator*, 32(2).
- Petrakova, A. V., Kanonire, T. N., Kulikova, A. A., & Orel, E. A. (2021). Characteristics of teacher stress during distance learning imposed by the Covid-19 pandemic. *Educational Studies Moscow*, 1, 93–114. <https://doi.org/10.17323/1814-9545-2021-1-93-114>
- Pfitzer-Eden, F. (2016). Why do I feel more confident? Bandura's sources predict preservice teachers' latent changes in teacher efficacy. *Frontiers in Psychology*, 7(1486). doi: 10.3389/fpsyg.2016.01486
- Pham, T. T. (2020). Mobile-assisted language learning in a university context in Vietnam: Students' attitudes. *VNU Journal of Foreign Studies*, 36(1), 103-116.
- Phan, N. (2016). The impact of context on Vietnamese EFL teachers' self-efficacy. *Waikato Journal of Education*, 21(1), 65-76.
- Polat, D. D., & İskender, M. (2018). Exploring teachers' resilience in relation to job satisfaction, burnout, organizational commitment and perception of organizational climate. *International Journal of Psychology and Educational Studies*, 5(3), 1–13. <https://doi.org/10.17220/ijpes.2018.03.001>.
- Polat, Y. (2013). -Pedagogik Formasyon Sertifika Programı ve Eğitim Fakültesi Öğrencilerinin Öğretmenlik Mesleğine Yönelik Tutumlarının İncelenmesi. *E-Uluslararası Eğitim Araştırmaları Dergisi*, 4(2), 48-60.
- Potter, W. J. & Levine-Donnerstein, D. (1999). Rethinking validity and reliability in content analysis. *Journal of Applied Communication Research*, 27(3), 258-284, DOI: 10.1080/00909889909365539
- Poulus, D. R., Sargeant, J., Zarate, D., Griffiths, M. D., & Stavropoulos, V. (2024). Burnout, resilience, and coping among esports players: A network analysis approach. *Computers in Human Behavior*, 153, 1–9. <https://doi.org/10.1016/j.chb.2024.108139>
- Pressley, T. & Ha, C. (2021). Teaching during a pandemic: United States teachers' self-efficacy during COVID-19. *Teaching and Teacher Education*, 106, 103465. <https://doi.org/10.1016/j.tate.2021.103465>
- Pressley, T., Marshall, D. T., & Moore, T. (2024). Understanding teacher burnout following COVID-19. *Teacher Development*, 1-16.
- Price, W. & Terry, E. J. (2008). Can small class sizes help retain teachers to the profession?. *International Journal of Educational Leadership Preparation*, 3(2).
- Prifti, R. (2022). Self-efficacy and student satisfaction in the context of blended learning courses. *Open Learning: The Journal of Open, Distance and e-Learning*, 37(2), 111-125, DOI: 10.1080/02680513.2020.1755642
- Prioetti-Ergün, A. L. & Dewaele, J.M. (2021). Do well-being and resilience predict the foreign language teaching enjoyment of teachers of Italian? *System*, 99, 1-12.
- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*, 29, 4809–4818.

- Rai, P. (2022). Coping strategies of university EFL teachers for online instruction during Covid-19 in Nepal. *Journal of NELTA*, 27(1-2), 40-52. <https://doi.org/10.3126/nelta.v27i1-2.53194>
- Rakıcıoğlu Söylemez, A. Ş. (2012). *An exploratory case study of pre-service EFL teachers' sense of efficacy beliefs and perceptions of mentoring practices during practice teaching*. [Doctoral dissertation, Middle East Technical University]. Open METU. <https://open.metu.edu.tr/handle/11511/22130>
- Randolph, J., (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research, and Evaluation*, 14(1), 13. <https://doi.org/10.7275/b0az-8t74>
- Rashidi, N. & Moghadam, M. (2014). The effects of teachers' beliefs and sense of efficacy on Iranian EFL learners' satisfaction and academic achievement. *The Electronic Journal for English as a Second Language*, 18(2), 1-23.
- Razmjoo, S. A., & Ayoobian, H. (2019). On the relationship between teacher resilience and self- efficacy: The case of Iranian EFL teachers. *Journal of English Language Teaching and Learning*, 11(23), 277-292.
- Rezazadeh, K., Enayat, M. J., & Poorebrahim, F. (2023). Exploring bilingual EFL teacher resilience in the Iranian non-profit and state schools: A mixed-methods study. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1).
- Richards, K., Levesque-Bristol, C., Templin, T. & Graber, K. (2016). The impact of resilience on role stressors and burnout in elementary and secondary teachers. *Social Psychology of Education*, 19. 10.1007/s11218-016-9346-x.
- Ross, J. A. (1992). Teacher efficacy and the effect of coaching on student motivation. *Canadian Journal of Education*, 17, 185-190
- Rostami, F. & Yousefi, M.H. (2020). Iranian novice English teachers' agency construction: The complexity dynamic/system perspective. *Asian. J. Second. Foreign. Lang. Educ.*, 5(4). <https://doi.org/10.1186/s40862-020-00082-2>
- Rowe, M. & Hacker, R. (1998). Class size and teaching quality. *School Science Review*, 79, 47-51.
- Rubin, H.J. & Rubin, I.S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Sage Publications.
- Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology*, 24(2), 335–344. doi:10.1017/S0954579412000028
- Rutter, M. (2012). Resilience: Causal pathways and social ecology. In M. Ungar (Ed.), *The social ecology of resilience: A handbook of theory and practice* (pp. 33–42). Springer.
- Rutter, M., Graham, P., Chadwick, O. F. & Yule, W. (1976). Adolescent turmoil: fact or fiction? *J Child Psychol Psychiatry*, 17(1), 35-56. doi: 10.1111/j.1469-7610.1976.tb00372.x. PMID: 1249139.
- Safari I., Davaribina M., & Khoshnevis I. (2020). The influence of EFL teachers' self-efficacy, job satisfaction and reflective thinking on their professional development: A structural equation modeling. *Journal on Efficiency and Responsibility in Education and Science*, 13(1), 27-40. <http://dx.doi.org/10.7160/eriesj.2020.130103>
- Salam, U., Surmiyati, W., Sri Rezeki, Y., Riyanti, D. & Suthathothon, P. (2023). Teachers' challenges and strategies in using digital media in teaching. *English. Journal of English Language Teaching Innovations and Materials (Jeltim)*, 5(49). 10.26418/jeltim.v5i1.63204.

- Salas-Rodríguez, F., Lara, S. & Martínez, M. (2021). Spanish version of the teachers' sense of efficacy scale: An adaptation and validation study. *Frontiers in Psychology*, 12, 714145. doi: 10.3389/fpsyg.2021.714145
- Salas-Serrano., L. A. (2022). A resilience path for English teachers during emergency online teaching. *Pedagogy: Journal of English Language Teaching*, 10(1), 49-59. doi: 10.32332/joelt.v10i1.4603
- Saldana, J. (2012). *The coding manual for qualitative researchers* (2nd ed.). SAGE.
- Saleem, A. & Shah, A. (2011). Self-efficacy as a stress-coping mechanism among teachers: A critical literature review. *African Journal of Business Management*, 5(35), 13435-13441. DOI: 10.5897/AJBMX11.023
- Santoro, D. (2018). *Demoralized: Why teachers leave the profession they love and how they can stay*. Cambridge, MA: Harvard University Press.
- Savaş, A. C., Bozgeyik, Y. & Eser, İ. (2014). A study on the relationship between teacher efficacy and burnout. *European Journal of Educational Research*, 3(4), 159-166.
- Schanzenbach, W. D. (2014). Does class size matter. https://www.greatlakescenter.org/docs/Policy_Briefs/Schanzenbach_ClassSize.pdf
- Schlebusch, L., & Schlebusch, G., & Matjeane, L. (2023). Fostering resilience in South African township primary school teachers. *International Journal of Learning, Teaching and Educational Research*, 22(5), 58-73. <https://doi.org/10.26803/ijlter.22.5.3>
- Schwarzer, R., & Warner, L. M. (2013). Perceived self-efficacy and its relationship to resilience. In A. Prince Embury & D. H. Saklofske (Eds.), *Resilience in children, adolescents, and adults: Translating research into practice* (pp. 139–150). New York, NY: Springer. DOI:10.1007/978-1-4614-4939-3_10
- Seis, Z. (2023). The challenge EFL teachers face in Türkiye: Burnout. *Futurity Education*, 3(2), 227–250. <https://doi.org/10.57125/FED/2023.06.25.14>
- Serdar-Tülüce, H. (2018). Resilience in foreign language learning: a study on pre-service teachers' language learning experiences. *International Online Journal of Education and Teaching (IOJET)*, 5(4), 895-908. <http://iojet.org/index.php/IOJET/article/view/461/300>
- Shamim, F. & Kuchah, K. (2016). Teaching large classes in difficult circumstances. In G. Hall (Ed.), *The Routledge Handbook of English Language Teaching* (1st ed) (pp. 527-541). Routledge.
- Shao, G. (2023). A model of teacher enthusiasm, teacher self-efficacy, grit, and teacher well-being among English as a foreign language teachers. *Frontiers in Psychology*, 14, 1169824. doi: 10.3389/fpsyg.2023.1169824
- Shapiro, S., Rechtschaffen, D., & de Sousa, S. (2016). Mindfulness training for teachers. In K. Schonert-Reichl (Ed.), *Handbook of mindfulness in education: Integrating theory and research into practice*. New York: Springer.
- Sheinman, N., & Russo-Netzer, P. (2021). Mindfulness in Education: Insights Towards an Integrative Paradigm. In M. L. Kern & M. L. Wehmeyer (Eds.), *The Palgrave handbook of positive education*. (pp. 609-642) Palgrave Macmillan. https://doi.org/10.1007/978-3-030-64537-3_24
- Shim, J.W. (2001). *The efficacy beliefs of Korean teachers of English as a foreign language*. [Unpublished doctoral dissertation, The Ohio State University]. Columbus, Ohio
- Shirazizadeh, M. & Abbaszadeh, A. (2023). EFL teacher resilience: Instrument development and validation. *Reflective Practice*, 24(3), 375-388. doi: 10.1080/14623943.2023.2200926

- Shoulders, C. W., Estepp, C. M., & Johnson, D. M. (2021). Teachers' stress, coping strategies, and job satisfaction in covid-induced teaching environments. *Journal of Agricultural Education*, 62(4), 67-80. <https://doi.org/10.5032/jae.2021.04067>
- Sikma, L. (2021). Building resilience: using BRiTE with beginning teachers in the United States. In C. F. Mansfield (Ed.), *Cultivating Teacher Resilience* (pp. 85–101). Singapore: Springer. doi: 10.1007/978-981-15-5963-1_6
- Sims, S. & Jerrim, J. (2020). TALIS 2018: Teacher working conditions, turnover and attrition”, statistical working paper, UK Department for Education, https://assets.publishing.service.gov.uk/media/5f6484c28fa8f5107025c17a/TALIS_201_teacher_working_conditions_turnover_and_attrition.pdf
- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611-625. <https://doi.org/10.1037/0022-0663.99.3.611>
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069. <http://dx.doi.org/10.1016/j.tate.2009.11.001>.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038. <http://dx.doi.org/10.1016/j.tate.2011.04.001>.
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, 114(1), 68–77. <https://doi.org/10.2466/14.02.PR0.114k14w0>
- Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. *Social Psychology of Education: An International Journal*, 20(4), 775–790. <https://doi.org/10.1007/s11218-017-9391-0>
- Solar-Şekerci, A. (2011). *Self-efficacy levels of prep-school instructors and its predictors*. [Master's thesis, Middle East Technical University].
- Stavraki, C., & Karagianni, E. (2020). Exploring Greek EFL teachers' resilience. *Journal For the Psychology of Language Learning*, 2(1), 142-179. https://www.jpall.org/index.php/journal/article/view/stavraki_karagianni
- Stewart, G., & Reinders, H. (2024). Language teacher resilience: Antecedents and experiences. *Journal For the Psychology of Language Learning*, 6(1), 1-18. Retrieved from <https://www.jpall.org/index.php/journal/article/view/122>
- Sulis, G., Babic, S., Mairitsch, A., Mercer, S., Jin, J. & King, J. (2022). Retention and attrition in early-career foreign language teachers in Austria and the United Kingdom. *Modern Language Journal*, 106(1), 155–171. 10.1111/modl.12765
- Sulis, G., Mercer, S., Mairitsch, A., Babic, S., & Shin, S. (2021). Pre-service language teacher wellbeing as a complex dynamic system. *System*, 103, 102642.
- Suryaratri, R. D., Yudhistira, S., & Ulayya, D. (2020). The influence of social support towards high school teachers' resilience in Jakarta, Indonesia. *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (pp. 1-6). <https://doi.org/10.1145/3452144.3452241>
- Swanson, P. (2010). Efficacy and language teacher attrition: A case for mentorship beyond the classroom. *NECTFL Review*, 66, 48-72.

- Swanson, P. (2010b). Teacher efficacy and attrition: Helping students at the introductory levels of language instruction appears critical. *Hispania*, 93(2), 305-321.
- Swanson, P. (2012). Second/foreign language teacher efficacy and its relationship to professional attrition. *The Canadian Modern Language Review*, 68(1), 78-101. <https://doi.org/10.3138/cmlr.68.1.078>
- Syabilla, Z. F., Ubaidillah, M. F., Mustofa, M., & Romadhon, M. G. E. (2023). Uncovering resilience and stress factors of Indonesian EFL teachers: A narrative study. *English Review: Journal of English Education*, 12(1), 231-244. <https://doi.org/10.25134/erjee.v12i1.8934>
- Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. *Teacher Education Quarterly*, 35(4), 57-75.
- Taşçı, Ç. (2019). *A Multivariable examination of the relationships between efl instructors' self-efficacy beliefs and motivation in higher education* [Doctoral dissertation, Middle East Technical University].
- Taşer, D. (2015). *Predictors of university EFL instructors' self efficacy beliefs in Türkiye* [Doctoral dissertation, Middle East Technical University].
- Teach100 Mentors: Teacher burnout causes, effects, and remedies. (2017, October 3). Teach.com with edX. <https://teach.com/resources/teacher-burnout-causes-effects-and-remedies/>
- Teachaway (2024). *International Education Recruitment and Retention Report 2024*. <https://www.teachaway.com/recruitment/international-education-recruitment-report-2024-teacher-recruitment-retention-creating-sustainable-schools>
- Teng, Y., Wang, X. (2021). The effect of two educational technology tools on student engagement in Chinese EFL courses. *Int J Educ Technol High Educ*, 18(27). <https://doi.org/10.1186/s41239-021-00263-0>
- Thompson, G., & Woodman, K. (2019). Exploring Japanese high school English teachers' foreign language teacher efficacy beliefs. *Asia-Pacific Journal of Teacher Education*, 47(1), 48-65. <https://doi.org/10.1080/1359866X.2018.1498062>
- Thornberg, R., Wänström, L., Lindqvist, H., Weurlander, M., & Wernerson, A. (2023). Motives for becoming a teacher, coping strategies and teacher efficacy among Swedish student teachers. *European Journal of Teacher Education*, 1-19. <https://doi.org/10.1080/02619768.2023.2175665>
- Timmer, S. (2023). Teacher attrition: Exploring the literature on teacher attrition. *Culminating Experience Projects*, 249. <https://scholarworks.gvsu.edu/gradprojects/249>
- Topkaya, E. (2010). Pre-service English language teachers' perceptions of computer self-efficacy and general self-efficacy. *Turkish Online Journal of Educational Technology*, 9, 143-156.
- Triyason T., Tassanaviboon A., Kanthamanon P. (2020). *Hybrid classroom: Designing for the new normal after COVID-19 pandemic*. In IAIT 2020: Proceedings of the 11th International Conference on Advances in Information Technology (pp. 1-8), July 2020. IAIT. <https://doi.org/10.1145/3406601.3406635>
- Tschannen-Moran, M. & Woolfolk-Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956.

- Tschannen-Moran, M., Woolfolk-Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202–248.
- Ulla, M. B. & Perales, W. F. (2022). Hybrid teaching: Conceptualization through practice for the post Covid-19 pandemic education. *Frontiers in Education*, 7, 1-8. doi: 10.3389/educ.2022.924594
- Ungar, M. (2013). Resilience, trauma, context, and culture. *Trauma, Violence, & Abuse*, 14(3), 255–266. <https://doi.org/10.1177/1524838013487805>
- United Nations Educational, Scientific and Cultural Organization (2024). *Global report on teachers: Addressing teacher shortages and transforming the profession*. <https://unesdoc.unesco.org/ark:/48223/pf0000388832>
- United Nations Educational, Scientific and Cultural Organization. (2014). *On World Teachers' Day, UN agencies urge investing in educators*. United Nations. <https://news.un.org/en/story/2014/10/480382>
- United Nations Educational, Scientific and Cultural Organization. (2023). *Global report on teachers - Addressing teacher shortages*. https://teachertaskforce.org/sites/default/files/2023-11/2023_TTF-UNESCO_Global-report-on-teachers-Addressing-teacher-shortages_EN.pdf
- Usher, E. L. & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751-796. Doi: 10.3102/0034654308321456
- Utah Leading through Effective, Actionable and Dynamic Education (ULEAD). (2019). *Teacher recruitment and retention*. <https://schools.utah.gov/ulead/uleadfiles/reports/bestpractice/Best%20Practices%20in%20Teacher%20Recruitment%20and%20Retention.pdf>
- Valieva, F. (2016). Resiliency in education: The case of foreign language teachers. *Journal of Language and Education*, 2(3), 54-60. <https://doi.org/10.17323/2411-7390-2016-2-3-54-60>
- VanBreda, A. D. (2001). *Resilience theory: A literature review*. Pretoria, South Africa: South African Military Health Service. https://pathwaysu.com/pluginfile.php/13119/mod_resource/content/1/resilience2.pdf
- Varlı, A. K. & Yılmaz, A. (2020). The relationship between in-service teachers' mindset types and their self-efficacy beliefs in instructional strategies. *IZUJED*, 2 (4) 191-203. doi: 10.46423/izujed.752446
- Vella, S-L, C. & Pai, N. (2019). A theoretical review of psychological resilience: Defining resilience and resilience research over the decades. *Archives of Medicine and Health Sciences*, 7(2), 233. DOI:10.4103/amhs.amhs_119_19.
- Walter, H. L. & Fox, H. B. (2021). Understanding teacher well-being during the Covid-19 pandemic over time: A qualitative longitudinal study. *Journal of Organizational Psychology*, 21(5), 36-50.
- Walter, O. (2015). Self-efficacy as an accurate predictor of teaching skills. *Journal of Education Research*, 9(3), 309-322.
- Wang Y. (2021). Building teachers' resilience: Practical applications for teacher education of China. *Frontiers in psychology*, 12, 738606. <https://doi.org/10.3389/fpsyg.2021.738606>
- Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 47, 120-130. <http://dx.doi.org/10.1016/j.tate.2014.12.005>

- Wang, Y., & Pan, Z. (2023). Modeling the effect of Chinese efl teachers' self-efficacy and resilience on their work engagement: A structural equation modeling analysis. *Sage Open*, 13(4). <https://doi.org/10.1177/21582440231214329>
- Wang, Y., Derakhshan, A. & Rahimpour, H. (2022): Developing resilience among Chinese and Iranian EFL teachers: A multi-dimensional cross-cultural study. *Journal of Multilingual and Multicultural Development*. DOI: 10.1080/01434632.2022.2042540
- Wang, Y., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: The past, current status and future directions. *Frontiers in Psychology*, 12, 1-10. <https://doi.org/10.3389/fpsyg.2021.731721>
- Weatherby-Fell, N., Neilsen-Hewett, C., Duchesne, S. (2021). Building resilience for early years teachers. In: Mansfield, C.F. (Eds), *Cultivating Teacher Resilience* (pp. 51-67). Springer, Singapore. https://doi.org/10.1007/978-981-15-5963-1_4
- Weber, R.P. (1990). *Basic Content Analysis*. Newbury Park, CA: Sage Publications.
- Weick, K. E., & Sutcliffe, K. M. (2007). *Managing the unexpected: Resilient performance in an age of uncertainty* (2nd ed). USA: Jossey-Bass.
- Wijaya, K. F. (2022). Investigating Indonesian efl teachers' perceptions on their self-efficacy. *Eternal (English, Teaching, Learning & Research Journal)*, 8(1), 1-17. doi: 10.24252/eternal.v8i1.2022.a1
- Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers' engagement with inclusive practices. *Teaching and Teacher Education*, 117, 103802. <https://doi.org/10.1016/j.tate.2022.103802>
- Woods, D. (1996). *Teacher cognition in language teaching: Beliefs, decision-making and classroom practice*. Cambridge, UK: Cambridge University Press.
- Woolfolk-Hoy, A. & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, 21, 343-356. <http://dx.doi.org/10.1016/j.tate.2005.01.007>
- Worsley, L. (2006). *The Resilience Doughnut. The secret of strong kids*. Wild and Woolley publications.
- Worsley, L. (2010). *The Resilience Doughnut Framework: The contextual factors which combine to build resilience in young people*. Resilience Report, The Resilience Centre.
- Wright, D. S., Balgopal, M. M., McMeeking, L. B. S., & Weinberg, A. E. (2018). Developing resilient k-12 stem teachers. *Advances in Developing Human Resources*, 21(1), 16-34. <https://doi.org/10.1177/1523422318814483>
- Wyatt, M. (2018b). Language teachers' self-efficacy beliefs: A review of the literature (2005-2016). *Australian Journal of Teacher Education*, 43, 92-120. 10.14221/ajte.2018v43n4.6.
- Xiyun, S., Fathi, J., Shirbagi, N., & Mohammaddokht, F. (2022). A structural model of teacher self-efficacy, emotion regulation, and psychological wellbeing among English teachers. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.904151>
- Xue, L. (2021). Challenges and resilience-building: A narrative inquiry study on a mid-career Chinese EFL teacher. *Frontiers in Psychology*, 12. doi: 10.3389/FPSYG.2021.758925
- Yada, A., Björn, P. M., Savolainen, P., Kytälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education*, 105, 103398. <https://doi.org/10.1016/j.tate.2021.103398>

- Yakut, M. & Aydın, S. (2022). Teaching anxiety and perceived technological pedagogical content knowledge among foreign language teachers. *Eurasian Journal of Language Teaching and Linguistic Studies*, 2(2), 221-236.
- Yang, J. (2021). The predictive role of Chinese EFL teachers' individual self-efficacy and collective efficacy in their work engagement. *Frontiers in Psychology*, 12.
- Yang, X., & Du, J. (2024). The effect of teacher self-efficacy, online pedagogical and content knowledge, and emotion regulation on teacher digital burnout: A mediation model. *BMC psychology*, 12(1), 51.
- Yeşiloğlu, A. N. (2023). *Pre-service EFL teachers' professional learning experiences and stakeholder interactions during emergency remote teaching practicum*. [Master of arts, Bolu Abant İzzet Baysal University]
- Yıldırım-Eroğlu, A. & İnal, S. (2023). The impact of the Covid-19 pandemic on EFL instructors' stress levels. *Innovational Research in ELT*, 4(2), 42-52. <https://doi.org/10.29329/irelt.2023.623.4>
- Yılmaz, C. (2011). Teachers' perceptions of self-efficacy, English proficiency, and instructional strategies. *Social Behavior and Personality: An International Journal*, 39(1), 91-100. doi:10.2224/sbp.2011.39.1.91
- Yi, J. (2008). The use of diaries as a qualitative research method to investigate teachers' perception and use of rating schemes. *Journal of PanPacific Association of Applied Linguistics*, 12(1), 1-10.
- Yin, R.K. (1981). The case study as a serious research strategy. *Knowledge*, 3(1), 97-114.
- Yin, R.K. (2003). *Case study research: Design and methods* (3rd ed.). Sage.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage.
- Yinger, J. (2007). The impact of class size on teacher retention. *It's Elementary*. <https://surface.syr.edu/cgi/viewcontent.cgi?article=1369&context=cpr>
- Yoldaş, G. (2019). *Investigating novice and experienced young learner Turkish EFL teachers' self-efficacy beliefs*. [Master's thesis, Çığ University]. <https://acikbilim.yok.gov.tr/handle/20.500.12812/71396?show=full>
- Yoo, J. H. (2016). The effect of professional development on teacher efficacy and teachers' self-analysis of their efficacy change. *Journal of Teacher Education for Sustainability*, 18(1), 84-94. doi: 10.1515/jtes-2016-0007
- Yost, D. S. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly*, 33(4), 59-76.
- Yu, Q. & Yu, X. (2023). Job burnout among teachers handling English as a foreign language in China: Review and prospects. *Front. Psychol.*, 4, 1202830. doi: 10.3389/fpsyg.2023.1202830
- Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981-1015. <https://doi.org/10.3102/0034654315626801>
- Zehir-Topkaya, E., & Yavuz, A. (2011). Democratic values and teacher self-efficacy perceptions: A case of pre-service English language teachers in Türkiye. *Australian Journal of Teacher Education*, 36(8). <https://doi.org/10.14221/ajte.2011v36n8.1>
- Zhang, L. (2023). Reviewing the effect of teachers' resilience and wellbeing on their foreign language teaching enjoyment. *Front. Psychol.* 14:1187468. doi: 10.3389/fpsyg.2023.1187468

- Zhang, L. J., Fathi, J., & Mohammaddockht, F. (2023). Predicting teaching enjoyment from teachers' perceived school climate, self-efficacy, and psychological wellbeing at work: EFL teachers. *Perceptual and motor skills*, 130(5), 2269–2299. <https://doi.org/10.1177/00315125231182269>
- Zhang, M. (2021). Efl/Esl teacher's resilience, academic buoyancy, care, and their impact on students' engagement: A theoretical review. *Frontiers in Psychology*, 12. DOI:10.3389/fpsyg.2021.731859.
- Zhang, M., & Fang, X. (2022). Exploring university EFL teachers' technological pedagogical content knowledge and teacher efficacy in technology-integrated flipped classroom. *Sage Open*, 12(3). <https://doi.org/10.1177/21582440221116105>
- Zhang, Y., & Wildemuth, B. M. (2009). *Unstructured interviews: Applications of social research methods to questions in information and library science*. Exeter: Libraries Unlimited.
- Zheng, H. (2009). A review of research on EFL pre-service teachers' beliefs and practices. *Journal of Cambridge Studies*, 4(1), 73-81.
- Zhi, R., & Derakhshan, A. (2024). Modelling the interplay between resilience, emotion regulation and psychological well-being among Chinese English language teachers: The mediating role of self-efficacy beliefs. *European Journal of Education*, 1-17. <https://doi.org/10.1111/ejed.12643>

APPENDICES

Appendix 1 Consent Form



ONAM FORMU

(Araştırmacı nüshası ve Katılımcı nüshası olmak üzere iki nüsha halinde basılmalı ve imzalı araştırmacı nüshası saklanmalıdır. Gerekli olduğunda İAEK tarafından onam formları istenebilir)

Araştırmanın Adı: İngilizce Öğretim Görevlilerinin Öz-yeterlik İnançları ve Mesleki Sağlamlıkları Arasındaki İlişkilerin İncelenmesi Üzerine Bir Durum Çalışması

	Evet	Hayır
Bilgilendirme Formunu okudunuz mu?		
Araştırma projesi size sözlü olarak da anlatıldı mı?		
Size araştırmayla ilgili soru sorma, tartışma fırsatı tanındı mı?		
Sorduğunuz tüm sorulara tatmin edici yanıtlar alabildiniz mi?		
Araştırma hakkında yeterli bilgi aldınız mı?		
Herhangi bir zamanda herhangi bir nedenle ya da neden göstermeksizin araştırmadan çekilme hakkına sahip olduğunuzu anladınız mı?		
Araştırma sonuçlarının uygun bir yolla yayınlanacağına katılıyor musunuz?		
Yukarıdaki soruların yanıtları size kim tarafından açıklandı? <i>Lütfen ismini yazınız....</i>		

İmza:

Katılımcının Adı ve Soyadı:

Tarih:

Appendix 1 Continued

KATILIMCI BİLGİLENDİRME FORMU

Sayın Katılımcı,

Katıldığınız bu çalışma bilimsel nitelikte bir araştırma olup konusu “İngilizce Öğretim Elemanlarının Öz-yeterlik İnançları ve Mesleki Sağlamlıkları Arasındaki İlişkilerinin İncelenmesi”dir. Bu araştırma, Bolu Abant İzzet Baysal Üniversitesi Yüksek Lisans Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı’nda yüksek lisans öğrencisi olan araştırmacı Damla Tanrıverdi’nin yüksek lisans tezi kapsamında, Doç. Dr. Anıl Rakıcıoğlu-Söylemez danışmanlığında yürütülmektedir. Çalışmanın amacı doğrultusunda sizlerle yarı yapılandırılmış görüşmeler yapılacaktır. Ayrıca demografik veri formuna ek olarak, sizlerden beş haftalık bir süre boyunca, öncesinde araştırmacı tarafından hazırlanan sorulara cevaplar vermeniz istendiği haftalık yansıtıcı günlükler tutmanız istenecektir.

Bu çalışmaya katılım gönüllülük esasına dayanmaktadır. Çalışmaya katılmama ve çalışmanın herhangi bir aşamasında, hiçbir cezaya/yaptırıma maruz kalmaksızın, çalışmadan ayrılma hakkına sahiptir. Veri toplama sürecinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Düzce Üniversitesi Hâkime Erciyas Yabancı Diller Yüksekokulu biriminden Öğr. Gör. Damla Tanrıverdi’ye mail veya telefon ile yöneltebilirsiniz.

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Adı ve Soyadı:

İmza:

Tarih:

Appendix 2 The Teacher Self-Efficacy Scale Short Form (Karaoğlu, 2019) and Permission to Use the Teacher Self-Efficacy Scale Short Form (Karaoğlu, 2019)

10.12.2021 22:28

Re: Öğretmen Öz Yeterliği Ölçeği Kısa Formu Kullanım İzni - DAMLA TANRIVERDİ - Outlook

« Tümünü yanıtla » Sil Gereksiz Engelle ...

Re: Öğretmen Öz Yeterliği Ölçeği Kısa Formu Kullanım İzni

İK

İZZET BAKİ KARAOĞLU <...>

21.11.2021 Paz 21:03

Kime: Siz

Merhaba, Öğretmen Öz-yeterliği Ölçeği Kısa Formu'nun Türkçe uyarlamasını çalışmanızda kullanabilirsiniz. Çalışmalarınızda başarılar dilerim.

2021-11-17 12:41, DAMLA TANRIVERDİ yazmış:

İzzet Baki Hocam merhaba,

Ben, Bolu Abant İzzet Baysal Üniversitesi İngiliz Dili Eğitimi Bölümü'nde yüksek lisans yapmaktayım. Tez aşamasındayım ve aktif olarak çalışmakta olan İngilizce öğretim görevlilerinin psikolojik sağlamlık, öz-yeterlik ve dil düşünce yapılan üzerine tezimi yazmayı düşünüyorum. İzniniz olursa tezim için sizin adapte ettiğiniz Öğretmen Öz-yeterliği Ölçeği Kısa Formu'nu kullanmak istiyorum. Şimdiden teşekkürler.

Saygılarımla,

Öğr. Gör. Damla Tanrıverdi

Düzce Üniversitesi

Hakime Erciyas YDYO

Konuralp/ Düzce

Windows için [Posta](#) ile gönderildi

Yanıtla | İlet

Appendix 2 Continued

Yönerge: Bu anket öğretmenlere okul etkinliklerinde ne tür şeylerin sıkıntı yarattığını anlamamızda yardımcı olması için hazırlanmıştır. Lütfen aşağıdaki ifadelerin her biri hakkındaki görüşünüzü yandaki derecelerden bir tanesini işaretleyerek belirtiniz.	Ne kadar yapabilirsiniz?								
	1	2	3	4	5	6	7	8	9
1. Sınıfın düzenini bozucu davranışları kontrol etmek için ne kadar çabalayabilirsiniz?									
2. Derslerine düşük ilgi gösteren öğrencileri motive etmek için ne kadar çabalayabilirsiniz?									
3. Öğrencilerinizi okulda başarılı olacaklarına inandırmak için ne kadar çabalayabilirsiniz?									
4. Öğrencilerinizin, öğrenmeye değer vermelerini sağlamak için ne kadar çabalayabilirsiniz?									
5. Öğrencileriniz için ne derece iyi sorular hazırlayabilirsiniz?									
6. Öğrencilerinizin sınıf kurallarına uymalarını sağlamak için ne kadar çabalayabilirsiniz?									
7. Gürültü yapan veya rahatsızlık veren öğrencileri sakinleştirmek için ne kadar çabalayabilirsiniz?									
8. Her bir öğrenci grubu için bir sınıf yönetim sistemini ne kadar iyi kurabilirsiniz?									
9. Çeşitli değerlendirme stratejilerini ne kadar kullanabilirsiniz?									
10. Öğrencilerin kafası karıştığında ne çoklukta alternatif açıklamalar veya örnekler sunabilirsiniz?									
11. Çocuklarının okulda daha iyi öğrenci olmalarına yardımcı olmaları için ailelere ne kadar yardım yapabilirsiniz?									
12. Sınıfınızda alternatif stratejileri ne kadar iyi uygulayabilirsiniz?									

Appendix 3 The Connor-Davidson Resilience Scale Short Form (Kaya & Odacı, 2021) and Permission to Use the Connor-Davidson Resilience Scale Short Form (Kaya & Odacı, 2021)

10.12.2021 22:29 Re: Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu Türkçe Versiyonu Kullanım İzni - DAMLA TANRIVERDİ - Outlo...

« Tümünü yanıtla ▼ Sil Gereksiz Engelle ...

Re: Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu Türkçe Versiyonu Kullanım İzni

FK

feridun Kaya

18.06.2021 Cum 00:22

Kime: Siz

CDPSÖ-KF.docx

16 KB

CDPSÖ-KF Makale.pdf

569 KB

2 ek (585 KB) Tümünü indir Tümünü OneDrive'a kaydet

Merhaba Damla Hocam, ölçeğin yönergesi ve puanlaması oldukça kolay. Bu konuda sorun yaşıyorsanız tekrardan iletişime geçebilirsiniz. Ekte hem ölçek maddelerini hem de ölçeğin makalesini gönderiyorum. Çalışmalarınızda başarılar ve kolaylıklar dilerim..

Dr. Feridun KAYA

DAMLA TANRIVERDİ <

şunu yazdı:

Feridun Hocam merhaba,

Ben, Bolu Abant İzzet Baysal Üniversitesi İngiliz Dili Eğitimi Bölümü'nde yüksek lisans yapmaktayım. Şuan tez aşamasındayım, ve tezimi "Üniversitelerin yabancı diller yüksek okullarında çalışmakta olan İngilizce öğretim elemanlarının dil düşünce yapıları, öz-yeterlik ve psikolojik sağlamlıkları" üzerine yazmayı düşünüyorum. İzniniz olursa çalışmam için sizin Türkçeye uyarladığınız Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu'nu kullanmak istiyorum. Sakıncası yoksa benimle anketi paylaşabilir misiniz Hocam?

Şimdiden teşekkür ederim.

Saygılarımla,

Öğr. Gör. Damla Tanrıverdi

(

Düzce Üniversitesi

Hakime Erciyas YDYO

Konuralp/ Düzce

about:blank

1/1

Appendix 3 Continued

Lütfen aşağıdaki ifadelerin geçtiğimiz ay içinde size ne kadar uyduğunu gösteriniz. Eğer yakın zamanda belirgin bir şey olmadıysa, ne hissetmiş olabileceğinizi düşünerek cevaplayınız.		Hiç doğru değil	Nadiren doğru	Bazen doğru	Sıklıkla doğru	Neredeyse her zaman doğru
1.	Değişiklikler karşısında uyum sağlayabilirim.	0	1	2	3	4
2.	Önüme çıkan her şeyle başa çıkabilirim.	0	1	2	3	4
3.	Sorunlarla karşılaştığım zaman, onların komik yönlerini görmeye çalışırım.	0	1	2	3	4
4.	Stresle mücadele etmek durumunda kalmak, beni daha da güçlendirebilir.	0	1	2	3	4
5.	Hastalık, yaralanma ya da benzeri güçlüklerden sonra çabuk normale dönerim.	0	1	2	3	4
6.	Engeller olsa da hedeflerime ulaşacağıma inanırım.	0	1	2	3	4
7.	Stres altında dikkatim dağılmaz ve açık bir şekilde düşünebilirim.	0	1	2	3	4
8.	Başarısızlık karşısında kolay pes etmem.	0	1	2	3	4
9.	Yaşamdaki zorluklarla uğraşmada kendimi güçlü bir insan olarak görürüm.	0	1	2	3	4
10.	Üzüntü, korku ve öfke gibi hoş olmayan ve acı verici duygularla baş edebilirim.	0	1	2	3	4

Appendix 4 Weekly Reflective Journal Questions

1. Bu hafta yaşadıklarınızın kısa bir özetini yapınız.
2. Bu hafta genel olarak ne gibi sorunlarla karşılaştınız ve bunlarla nasıl başa çıktınız?
 - *Online / uzaktan eğitim açısından:*
 - *Yüzyüze eğitim açısından:*
3. Bu hafta sınıf içi uygulamalarınıza yönelik olarak sınıf yönetimi konusunda deneyimleriniz nelerdi? Ne gibi sorunlarla karşılaştınız ve bunlarla nasıl başa çıktınız?
 - *Online / uzaktan eğitim açısından:*
 - *Yüz yüze eğitim açısından:*
4. Bu hafta öğrenci katılımını sağlama konusunda deneyimleriniz nelerdi? Ne gibi sorunlarla karşılaştınız ve bunlarla nasıl başa çıktınız?
 - *Online / uzaktan eğitim açısından:*
 - *Yüz yüze eğitim açısından:*
5. Bu hafta sınıf içi ders anlatımı konusunda deneyimleriniz nelerdi? Ne gibi sorunlarla karşılaştınız ve bunlarla nasıl başa çıktınız?
 - *Online / uzaktan eğitim açısından:*
 - *Yüz yüze eğitim açısından:*

Appendix 5 Demographic Data Form

İsim-Soyisim: _____

1. Yaşınız:
2. Cinsiyetiniz:
3. Mesleki deneyiminiz (yıl):
4. Mezun olduğunuz bölüm:
 - i) İngilizce Öğretmenliği / İngiliz Dili Eğitimi
 - ii) Mütercim-tercümanlık / Çeviri bilim
 - iii) Dil bilim
 - iv) İngiliz/Amerikan Dili ve Edebiyatı
 - v) Diğer:
5. En son bitirilen program ve alanınız: Yüksek lisans () Doktora ()
6. İngilizce dışında bildiğiniz yabancı dil/diller (Varsa) _____
7. Haftalık ders yükünüz (saat):
8. Verilen ders türleri:
 - Mesleki İngilizce ()
 - Akademik İngilizce ()
 - Temel İngilizce ()
 - İş İngilizcesi
 - Hazırlık (Maincourse, Vocabulary, Grammar, Laboratory) ()
9. Toplam öğrenci sayınız: _____
10. Mesleki gelişiminize yönelik hizmet içi eğitim, seminer, webinar gibi etkinliklere katılıyor musunuz? Evet () Hayır ()

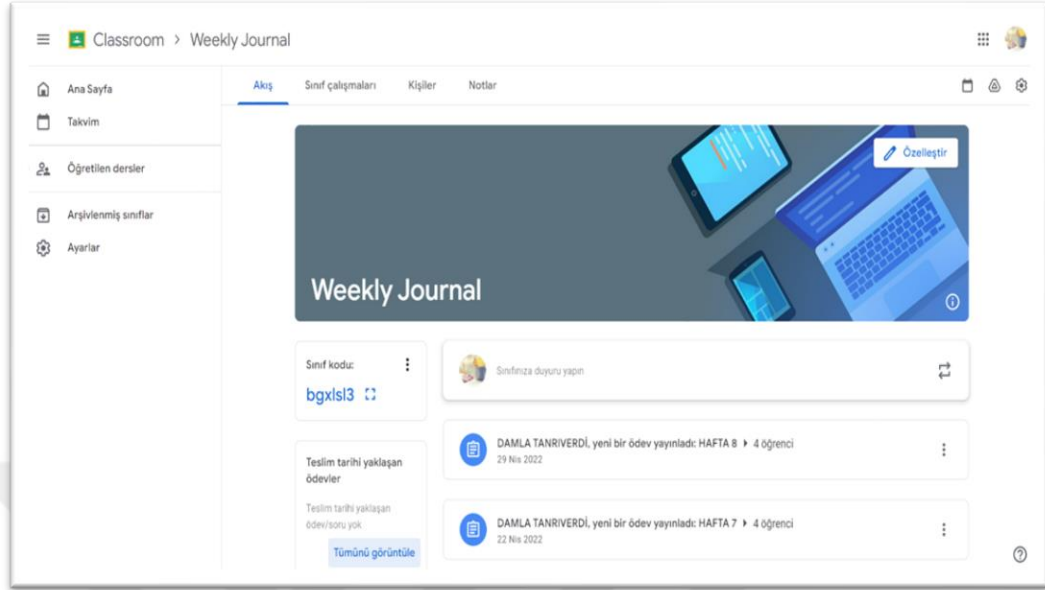
Katılıyorsanız, ne kadar sıklıkta katılıyorsunuz?
Haftada bir () İki haftada bir () Ayda bir () Dönemde bir () Yılda bir ()
Diğer ()
11. Sahip olduğunuz sertifika(lar) (Varsa):
12. Yurtdışı eğitim tecrübeniz var mı? Evet () Hayır ()
13. Materyallerinizi kendiniz mi hazırlıyorsunuz? Evet () Hayır ()
14. Meslektaşlarınızdan eğitim-öğretim sürecinde destek görüyor musunuz?

Evet () Hayır ()
15. Kendinizi gelişim odaklı bir öğretmen olarak tanımlar mısınız? Açıklayınız.
16. Mesleki olarak karşılaştığınız zorluklarla nasıl başa çıkarsınız? Açıklayınız.
17. Mesleki yönden geliştirmeniz gereken yönleriniz olduğunu düşünüyor musunuz? Varsa, bu yönler nelerdir? Açıklayınız.

Appendix 6 Semi-Structured Focus Group Interview Questions

- 1) ‘Mesleki yeterlilik’ kavramını “Sınıf yönetimi, Öğretim uygulamaları, Öğrenci katılımını sağlama” konularında nasıl tanımlarsınız?
- 2) Mesleki olarak geliştirmek istediğiniz yönleriniz var mı? Varsa, lütfen açıklayınız.
- 3) İngilizce öğretme yeterliliğinizi etkileyen faktörler nelerdir? (Eğitim stratejileri, ders anlatım yöntemleri, sınıf yönetimi, öğrenci katılımını sağlama, materyal geliştirme, ölçme-değerlendirme gibi)
- 4) Mesleki uygulamalarınızda olumsuz bir durumla karşılaştığınızda bu durumla nasıl başa çıkıyorsunuz?
- 5) Mesleki dayanıklılık kavramını nasıl tanımlarsınız?
- 6) Kendinizi mesleki anlamda dayanıklı buluyor musunuz?
- 7) Hangi yönlerden kendinizi dayanıklı olarak değerlendiriyorsunuz?
- 8) Sizce mesleki dayanıklılığınızı arttıran faktörler nelerdir?
- 9) Sizce mesleki dayanıklılığınızı azaltan faktörler nelerdir?
- 10) Mesleki dayanıklılık açısından geliştirmek istediğiniz bir yönünüz var mı?
- 11) Sınıf içi uygulamalarda (öğrenci katılımını sağlama, materyal geliştirme, vb.) dayanıklılığınızı etkileyen faktörler nelerdir? Bunlarla nasıl başa çıkıyorsunuz?
- 12) Sınıf dışı mesleki hayatınızda dayanıklılığınızı etkileyen faktörler nelerdir? Bunlarla nasıl başa çıkıyorsunuz?

Appendix 7 A Screenshot of the Google Classroom Page for Weekly Reflective Journals



Appendix 8 Focus Group Interview Groups and the Participants

Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4
Participant 1 Participant 3 Participant 6	Participant 4 Participant 5 Participant 8 Participant 10	Participant 7 Participant 12	Participant 9 Participant 11



Appendix 9 A Sample of Focus Group Interview Transcription with Code Samples

THEMES	SUB-THEMES	EXCERPTS
Factors affecting EFL Instructors' self-efficacy (Classroom management)	Contextual-Instructional Dynamics	Excerpt 1 (Student profile) "Adult olduğu için bunlar hani sınıf yönetiminde çok rahatız. Hani young learnerlara göre ya da ortaokulda şey yapanlara göre yetişkinlerle çalışmak çok rahat olduğu için sınıf yönetimi konusunda herhangi bir zorluk yaşamıyorum, kuralları veriyorum ve öğrenciler harfiyen yerine getiriyorlar." (P12)
		Excerpt 2 (Students' attitude) "Hepimizin de karşılaştığı sorun öğrencinin derse ilgisi... Yani öğrenci sınıfta bir, ne diyeyim, yaramazlık çıkarmıyor öyle bir durum olmuyor zaten de. En fazla bir distraktör olabiliyor önünde bir cep telefonu gibi ya da işte yanındakiyle ufak tefek konuşmalar gibi." (P3)
	Teacher-Centric Factors	Excerpt 1 (Graduation type) "İngilizce öğretmeye yönelik tamamıyla kendi sınıfımı düşündüğümde ya öğrencilerden öğrenciler tarafından çıkan zorluklarla çok rahatlıkla baş edebileceğimi düşünüyorum çünkü onun eğitimi aldık biz. Yani hani biz burada ideal olan nedir diye eğitilmedik, her türlü sorunla nasıl başa çıkabiliriz buna göre yöntem teknikleri öğrendik." (P12)
		Excerpt 2 (Teacher-student relationship) "Bazen bir sınıfla çok iyi diyalog kurabiliyorsunuz, o sınıfta hiçbir şekilde sınıf yönetimi ile ilgili en ufak bir sorun yaşamıyorsunuz." (P6)
Factors affecting EFL Instructors' self-efficacy (Student Engagement)	Contextual-Instructional Dynamics	Excerpt 1 (Students-related factors/Students' motivation level) "Gerçekten motivasyonu yüksek öğrenciler her koşulda katılıyor, o gün yanında laptop yoksa telefonundan katılıyor, otobüsten katılıyor. Hani konuşmak istediği zaman bir şekilde katılıyor." (P9)

		Excerpt 2 (Students-related factors/Abuse) "Teknolojiyle benim aram iyidir. Yeni çıkan şeyi çoğu zaman görürüm ama bazen bu şeylerin sınıfta bir uygulamada bir karşılığı yok. Yani hani öğrenci bakışında da bazı şeyler, ne bileyim, böyle bir dersten kaçış... Hani öyle bir ciddiyetten kopuş gibi de algılanabiliyor." (P3)
	Teacher-Centric Dynamics	Excerpt 1 (Giving feedback to students) "...burada öğrenci bazında hakikaten feed-back çok iyi işe yarıyor. Yani öğrencinin bir sonraki katılımını ciddi manada etkiliyor. Öğrenciye uygun feed-back vermek gerek yazılı gerekse sözlü olarak... bu da önemli bir faktör..." (P1)
		Excerpt 2 (Teacher-Student Relationship) "Onun dışında kişisel şeyler sormak... Bugün mesela bir konu vardı, onda kendilerini eğlendirmek için ne yaptıklarıyla ilgiliydi. Eğer öğrencileri biraz tanıyorsak onların kendi yaptıkları şeyler hakkında sorular sorup biraz açtığımızda konuyla ilgil, onlarla da ilgilendiğinizin de farkında oldukları için aynı zamanda kişisel bir durum olduğundan, daha fazla katılım gösterebiliyorlar." (P10)
Factors affecting EFL Instructors' self-efficacy (Instructional Strategies)	Contextual-Instructional Dynamics	Excerpt 1 (Stakeholders-related factors/Colleagues) "...iş arkadaşlarımızın bize destek olduğunu gördüğümüz zaman kendimizi daha bir motive hissediyoruz, kendimizi daha bir işte adıyoruz bu işleme. E tabi bu sayede daha başarılı oluyoruz." (P3)
		Excerpt 2 (Syllabus-related factors/Time Constraints) "Özellikle Grammar dersinde, sürenin kısıtlı olmasından dolayı bazı alıştırmaları ödevlendirip, ders dışında öğrencilerin kendi kendilerine bunların kontrollerini yapmalarını istedim ve biraz hızlı bir şekilde konuyu yetiştirmeye çalıştım." (P2)

	Teacher-Centric Dynamics	Excerpt 1 (Teacher's mastery of teaching) "Özellikle hazırlıkta, çoğunlukla reading & writing derslerine girdiğim için, speaking öğretme konusunda eksiklerim olduğunu düşünüyorum. Belki bu konuda kendimi biraz geliştirmem gerekebilir." (P8)
		Excerpt 2 (Teacher's motivation) "Ben hep şey diyorum. Okey student motivation çok önemli ama bizim motivasyonumuz da önemli." (P12)
Factors affecting EFL Instructors' self-efficacy (Digital Efficacy)	Difficulty in Online Student Engagement	Excerpt 1 "Online'de açıkçası biraz sıkıntı yaşıyorum çünkü derse katılmak istemiyorlar hele İngilizce 1'lerde hiç ses yok. Sadece bir iki kişi cevap ya da üç beş kişi hani cevap yazarsa yazıyor gibi geçiyor maalesef." (P11)
		Excerpt 2 "Ben online eğitim veriyorum. Online eğitim gerçekten çok zor zor, çok çok zor bir şey çünkü interaction'un en alt seviye olduğu bir şey." (P12)
	Difficulty in Online Classroom Management	Excerpt 1 "Ben online eğitim veriyorum. Online eğitim gerçekten çok zor zor, çok çok zor bir şey çünkü ıııı hani interaction'un en alt seviye olduğu bir şey. Yani tutamıyorsunuz öğrenciyi ya da karşı tarafta ne olduğuna ne bittiğine çok hâkim değilsiniz." (P12)
		Excerpt 2 "...bu sene de hala yurttan mesela internet bağlantısı sorunu, işte diğer sorunlar işte... İşte odalarında, online olarak gönderdiğimiz günlerde, başka öğrencilerin de dersleri var. Konsantre olma, tam ortama sınıf ortamını oluşturamadığımız için o sınıflarda eee istekli öğrenciye işte derse katmak daha zor oluyor ya da işte kontrol etmek... Çocuk tamam kulaklarında kulaklık var ama sana bakıyor mu, ekrana bakıyor mu? Bunu kontrol edemiyorsun. Bilmiyorsun." (P6)

	Difficulty in Online Instructional Strategies	Excerpt 1 "...teknolojinin derste kullanımıyla ilgili kendimi daha çok geliştirmem gerekiyor." (P6)
		Excerpt 2 "Onun dışında bir de online ve yüz yüze açıkçası. Bu da benim öğretimimi biraz etkiliyor. Ben yüz yüzeyi kesinlikle tercih ediyorum, yani online'da kendimi o kadar esnek hissedemiyorum açıkçası. Yüz yüzedeki olduğu gibi, o kadar verimli de hissedemiyorum." (P11)
	Technical Problems & Limitations	Excerpt 1 "Çünkü o gün gerçekten uygun bir yerde olmayabiliyor ve şu çocuğun şu an yaşadığı teknik aksaklıklar da söz konusu. Çoğu öğrencinin biliyorsunuz yurtlardaki internet sorunları." (P9)
		Excerpt 2 " Mikrofonu aç diyorsun, mikrofon çalışmıyor, bozuk. Bir şey deme şansın yok. Kamera yok, bozuk. Bir şey deme şansınız yok. Hatta neden gelmedin, elektrik kesildi; internet bozuk (gülüyor). Bir şey deme şansın yok öğrenciye. Onun için Allah'a emanet gidiyor sanki." (P2)
Factors Affecting EFL Instructors' Resilience	Teacher-Centric Dynamics	Excerpt 1 (Teacher's personality / Perseverance & Patience) "...dayanıklı olduğumu düşünmeye iten sebeplerimiz var. Hem mesleğin kendine ilişkin zorlukları olsun hem de işi yürütme sürecinde karşılaştığımız zorluklar olsun bunlara karşı çözüm bulmaya çalışıyoruz, yılmıyoruz. Ben kendi açımdan dayanıklı olduğumu düşünüyorum mesleki olarak." (P2)
		Excerpt 2 (Workload) "...bazen kendine vakit ayıramamak. Tabi sadece okul olmuyor, bu yani sadece mesleki şeyler olmuyor ama bunun da olduğu durumlar oluyor ve özelle mesainin okulda daha doğrusu 5'te bitmemesi; öğretmenseniz eğer mesainiz 5'te bitmiyor, hatta hiç bitmiyor. Gece yatarken bile okulu düşünerek yatıyorsunuz. Bazen bu yorucu olabiliyor süreç içerisinde." (P2)

COPING STRATEGIES	Contextual-Instructional Dynamics	Excerpt 1 (Teaching Context) "Sadece online da biraz işte grupwork falan gibi ben çok fazla bir şey yapamıyorum. Ee hani o herhalde teknik aksaklıklardan dolayı. Yani UZEM'i falan biz bir türlü yapamadık; olmadı o sınıflarımızda. O yüzden hani grupdur, işte peerdir o tarz workleri çok fazla yapamadığım için bireysel katılım oluyor." (P11)
		Excerpt 2 (Material-Related Factors) "Mesleki dersler veriyoruz. Mesela bunların içeriği bazen hani alakamız olmayan bir bölüm denk gelebiliyor. Öyle bir ders geldiğinde gerek içerik olarak gerek materyal olarak gerek birçok açıdan, öğrenci profili açısından çok zorlayıcı olabiliyor." (P6)
	Interpersonal Strategies	Excerpt 1 (Motivating Students in Different Ways/ Diversifying Activities) "Kalabalık gruplarda hiçbir şey yani her öğrencinin bir şekilde söz almasını sağlamak lazım ama her zaman mümkün değil. Bazen diyaloglarda grubu ikiye üçe bölüp işte herkesin en azından bir cümleyi bir kere bir şekilde söylemesini sağlamak falan olabiliyor. O tamamen hani o anki atmosfere göre değişebiliyor." (P8)
		Excerpt 2 (Acceptance) "Bazen nadiren hiç katılmayanlar olabiliyor. Onları artık ne yapsanız şey yapamazsınız yani o mecburiyetten geldiğini görüyorsunuz. Hazırlıkta değil de bu daha çok diğer bölümlerde olabiliyor. Onlara yapacak bir şey olduğunu da düşünmüyorum açıkçası." (P2)
	Instructional Strategies	Excerpt 1 (Benefiting from technology) "Aynı zamanda tabi bilişim teknolojilerini de derste kullanmaya çalışıyorum ve bu öğretmenin yükünü hafifleten şeyler. Ben o yüzden kullanılması gereken şeyler diye düşünüyorum. Daha işi böyle bizim daha kolay odaklanmanızı yani o fazla işi bizden alan şeyler. Yani bunları

		kullanmaya çalışıyorum uygulama olarak." (P5)
		Excerpt 2 (Benefiting from the Related Literature) "Ben örneğin Grammar-Translation'dan yararlanıp bir text götürüyorum. Hani bazen inanın bunu yani İngilizce öğretmenliği sınıfı için kullanıyorum. İngilizce hani bizim alanla ilgili bir makale götürüyorum, oradan bir paragraf götürüyorum. Biz oradaki gramer yapılarını çalışıyoruz, onu çeviriyoruz." (P9)

Appendix 10 A Screenshot of Qualitative Data Analysis on MAXQDA 24

The screenshot displays the MAXQDA 24.3.0 software interface. The top menu bar includes options like 'Giriş Sayfası', 'İçerikler', 'Kodlar', 'Memolar', 'Değişiklikler', 'Analiz', 'Karma Yöntemler', 'Görsel Araçlar', 'Raporlar', and 'MAXDicto'. Below the menu is a toolbar with icons for file operations and analysis. The main workspace is divided into three panels:

- Left Panel (Project Explorer):** Shows a hierarchical view of the project. The 'FG1-INTERVIEW TRANSCRIPT' is selected, showing a list of segments with line numbers (155, 152, 180, 4, 7, 30, 56, 39, 16, 75). Below this, a 'Kodlar' (Codes) section lists various codes and their frequencies: 'FACTORS AFFECTING SELF-EFFICACY' (0), 'Instructional Strategies' (0), 'Contextual-Instructional Dynamics' (91), 'Teacher-Centric Dynamics' (89), 'Digital Efficacy' (104), 'Classroom Management' (0), 'Contextual-Instructional Dynamics' (16), 'Teacher-Centric Dynamics' (47), 'Student Engagement' (29), 'Contextual-Instructional Dynamics' (23), 'Teacher-Centric Dynamics' (23), 'FACTORS AFFECTING RESILIENCE' (0), 'Internal factors' (124), 'External factors' (109), and 'COPING STRATEGIES' (0).
- Center Panel (Text Editor):** Displays the 'FG1-INTERVIEW TRANSCRIPT (190 Paragraflar)' at 75% zoom. The text is in Turkish and discusses educational topics. On the left margin, there are vertical lines indicating code assignments: 'Students' age', 'Students' Att', 'staying unwe', 'asking quesio', 'Teacher-Centri', 'ENGİN', 'flexibility anc', 'interacting wit', 'teacher-stud', and 'giving impor'.
- Right Panel (Code Manager):** Shows a list of codes and their frequencies, matching the 'Kodlar' section in the left panel. It also includes a search bar and a 'Mod: Basit arama' button.

Appendix 11 Focus Group Interview Protocol

Introduction

The moderator, who is also the researcher, commences by introducing herself and providing an overview of the focus group interview's objective. She clarifies that the interview will be recorded to ensure the comprehensive documentation of the participants' experiences and ideas for the current study. Additionally, the moderator assures the participants that their shared statements will remain confidential and will not be disclosed to any external parties.

Ground Rules

The moderator will explain the ground rules:

1. Initially, there is no right or wrong response. Your thoughts and perspectives are valued. Our aim is to comprehend your perspectives.
2. You do not have to align with the opinions of others in the group if it does not truly reflect your own beliefs.
3. Also, you can comment on other participants' statements. We kindly request that you take turns speaking.

Interviewing Phase

The moderator starts asking the semi-structured focus group interview questions one by one.

Closing

The moderator expresses her gratitude towards the participants for generously sharing their experiences and perspectives. She also offers the participants an opportunity to ask any questions they may have, if time allows.