

Do well-being and emotion regulation predict L2-teacher grit?

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ABSTRACT: This study probed the association between second or foreign language (L2) teacher well-being, emotion regulation, and L2 grit with a cohort of 172 (120 female and 52 male) EFL (English as a foreign language) university instructors. The results of multiple regression revealed that well-being and emotional regulation were significant predictors of L2 grit among EFL instructors in the context of Turkey. Moreover, the findings indicated that teachers' well-being was a better predictor of domain-specific grit than emotion regulation. The findings suggest that L2 teachers' perseverance and passion for L2 teaching might hinge upon their well-being and the ability to sustain positive emotions. The implications are further discussed in the context of teacher education.

Keywords: well-being, language teacher emotion regulation, L2-teacher grit

El bienestar y la regulación emocional predicen la tenacidad del profesor de L2?

RESUMEN: Este estudio exploró la asociación entre el bienestar, la regulación emocional y la tenacidad en profesores de segunda o lengua extranjera (L2) con una cohorte de 172 instructores universitarios de inglés como lengua extranjera (120 mujeres y 52 hombres). Los resultados de la regresión múltiple revelaron que el bienestar y la regulación emocional fueron predictores significativos de la tenacidad en L2 entre los instructores de en el contexto de Turquía. Además, los hallazgos indicaron que el bienestar de los profesores fue un mejor predictor de la tenacidad específica del dominio que la regulación emocional. Los resultados sugieren que la perseverancia y pasión de los profesores de L2 para la enseñanza podrían

depender de su bienestar y de su habilidad para mantener emociones positivas. Se discuten las implicaciones en el contexto de la educación de profesores.

Palabras clave: bienestar, regulación emocional del profesor de lengua, tenacidad del profesor de L2

1. INTRODUCTION

There is a common consensus that positive affective orientations promote learning, and a wealth of research has highlighted significant correlations between the positive psychological mindset of teacher and student well-being (e.g., Derakhshan & Zare, 2023; Harding et al., 2019; James et al., 2019; Roffey, 2012; Shakki, 2023; Solhi, Kesen Mutlu, et al., 2023). With the growth of positive psychology in L2 studies (e.g., Budzińska & Majchrzak, 2021; Dewaele et al., 2019; Lake, 2013; Leung et al., 2019), the prominence of L2 teacher well-being (TWB) has gained increased attention (Hofstadler et al., 2021; King & Ng, 2018; Li, 2021; MacIntyre et al., 2019; Mercer & Gregersen, 2020; Mercer, 2020, 2021; Solhi & Elahi Shirvan, 2023). Previous research findings indicate that higher L2 TWB is significantly linked with teacher effectiveness, personal accomplishment, and flourishing in L2 teaching (Talbot, & Mercer, 2021). A factor closely related to L2 TWB is teacher emotion regulation (TER) (Heydarnejad et al., 2021; Talbot & Mercer, 2018). More specifically, the way teachers exert some level of control over emotions and the way they regulate emotions has also been linked with TWB (Taxer & Frenzel, 2015; Xiyun et al., 2022; Yin et al., 2016). Studies indicate that L2 TWB and TER closely correlate and significantly influence professional outcomes, teaching enjoyment, and work engagement (Azari Noughabi et al., 2022b; Fan & Wang, 2022; Greenier et al., 2021).

Despite a body of L2 research on the close association between L2 TWB and TER, including their impact on different affective orientations as well as professional achievements, the way they contribute to L2 teachers' personality traits has received scant attention. One of the L2 teacher personality traits that has recently seen a surge of attention in L2 research is L2 teachers' grit (i.e., L2 teachers' perseverance of effort and consistency of interest). In other words, the studies on L2 teachers' domain-specific grit are in their nascent state and the prominence of L2 teacher grit has lately been recognized in second language acquisition research (Sudina et al., 2021b). This personality trait has been shown to be linked with teachers' emotion regulation (ER) and L2 TWB (Methlagl & Vogl, 2022; Nazari & Alizadeh Oghyanous, 2021; Zheng et al., 2022). In Methlagl and Vogl's (2022) study, both dimensions of grit were antecedents of pre-service teachers' ER strategies. More specifically, the teachers with the highest levels of perseverance of effort were found to be more frequent users of TER strategies, while consistency of interest was closely linked with lower frequency of TER strategies. Nazari and Alizadeh Oghyanous (2021) demonstrated a significant correlation between grit and psychological TWB for both novice and experienced teachers. The findings indicated that this correlation is notably stronger among novice teachers in comparison to their experienced counterparts. Aligned with the findings of these studies, it appears to be intriguing to comprehensively investigate the interplay between L2 TWB, TER, and their impact on personality traits like grit. In the current research, it is firstly hypothesized that EFL teachers with higher degrees of TWB are more likely to put in a great deal of sustained effort (i.e., perseverance of effort) and continuity of passion for long-term goals (i.e., consistency of interest) in their profession.

Additionally, despite the recent studies on the link between EFL learners' ER strategies and L2 grit (e.g., Shafiee Rad & Jafarpour, 2023; Solhi, Derakhshan, et al., 2023), the association between the use of TER strategies and facets of grit has remained unexplored (Kalia et al., 2022), and there is a scarcity of L2 research on the association between L2 teachers' ER and L2-teacher grit (Zheng et al., 2022). Considering that L2 teacher's ER might influence the maintenance of teaching interest and efforts in the social context of teaching, it is also hypothesized that their strategies used to regulate emotions can foster the development of grit, enabling them to strategically cope with challenges, sustain enthusiasm, and persevere in their L2 teaching career. This investigation holds the potential to provide an understanding of how L2 TWB and TER can shape L2 teacher grit, thereby contributing to L2 studies on EFL teachers' personality traits, emotional orientations, and mental states. Additionally, examining the impacts of L2 TWB and TER on L2 teacher grit would provide insights into the complex interplay of these affective and psychological factors, enhancing our understanding of how they contribute to EFL teachers' consistency of interest and passion in their teaching endeavors. The purpose of the present study was thus to extend and integrate these three L2 constructs so as to further illuminate the interplay among L2 TWB, TER strategies, and L2 teacher grit.

2. LITERATURE REVIEW

2.1. Teacher well-being

Teacher well-being (TWB) is characterized as a teacher's dynamic affective orientation encompassing "professional fulfillment, satisfaction, purposefulness, and happiness" (Acton & Glasgow, 2015, p. 101). Benevene et al. (2020) also define TWB as an essential aspect that teachers develop to fulfill the demands of effective teaching and learning, individual and social needs, as well as cognitive and physical requirements. Within this regard, investigation of L2 teachers in the ever-changing educational agenda provides opportunities to focus on positive states of mind, negative aspects such as stress, burnout, and attrition as well as the sources of potential adverse outcomes that teachers might experience (see Hiver & Dörnyei, 2017; Mercer, 2020).

Over the last decade, with the rise of positive psychology, TWB has become the subject of numerous studies to understand how teachers develop and sustain healthy and positive mental representations despite challenging job circumstances. These studies have highlighted the positive influence of TWB on job satisfaction and retention (Dreer, 2021), personal growth and academic achievement (Corcoran & O'Flaherty, 2022), teacher immunity (Wang et al., 2022), and healthy relationships in the school environment (Lovett & Lovett, 2016). The effect of TWB on student achievements along with teachers' personal accomplishments has also been the focus of scrutiny in educational as well as psychological studies (e.g., Adler, 2016; Barker & Martin, 2009; Powell et al., 2018). In general, it appears that teachers' positive psychological mindset and mental well-being promote student well-being, while lower levels of TWB are associated with poorer student well-being and educational performance (Granziera et al., 2023; Harding et al., 2019). In a similar vein, a remarkable number of studies have demonstrated that instructors who possess a higher level of well-being

and have good relationships with others tend to have a meaningful purpose to teach and a desire for achievement (Seligman, 2012), being more satisfied with their teaching career and dedicated to their workplace (Kern et al., 2014). Moreover, Dreer's (2021) study revealed that having positive emotions is the strongest predictor of job satisfaction, supporting the positive impacts of TWB on teacher retention.

Recent studies also suggest that well-being could be facilitated through teacher motivation and engagement (Shao, 2023), as well as self-efficacy (Zhang et al., 2023). Another strand of L2 research has probed the associations between L2 teacher well-being and personality traits such as grit and TER. For example, in Nazari and Alizadeh Oghyanous's (2021) study, L2 grit was positively correlated with L2 TWB. The results revealed that this connection is particularly stronger among novice EFL teachers. Furthermore, Greenier et al.'s (2021) research revealed that TER and TWB are significantly predictive of EFL teachers' work engagement. Apparently, these two psychological orientations work in tandem and there is a need for scholarly attention to investigate the contributory impact of TWB and TER on cultivating grit among L2 teachers.

2.2. L2 teacher emotion regulation

ER is a multifaceted construct that is defined as a set of various actions and operational procedures to modulate emotions at a particular time (Gross, 1999). More specifically, TER is a personality trait that can pertain to external as well as internal emotional processing which a teacher is likely to go through so as to evaluate and manage feelings (Thompson et al., 2008). TER plays a fundamental role in various dimensions of teachers' professional commitments (Lavy & Eshet, 2018; Luque-Reca et al., 2022), TWB as well as student well-being (Braun et al., 2020; Han et al., 2020), and effective classroom management (Sutton et al., 2009; Valente et al., 2022). The increasing body of research lends support to the positive influences of TER on effective language teaching and learning practices (Azari Noughabi et al., 2022a; Toraby & Modarresi, 2018; Wang & Ye, 2021). A strand of research on the impact of TER on the professional growth of L2 teachers (e.g., Ghanizadeh & Royaei, 2015; Hoffmann et al., 2020; Sarkhosh & Rezaee, 2014) indicates that L2 teachers tend to apply ER strategies for varying educational purposes such as establishing rapport with students and eliminating negative thoughts in classes (Wijaya, 2021) and selecting appropriate teaching contexts (Akbari et al., 2017). Implementing such strategies to develop and maintain a convenient affective environment for L2 learning plays an important role for L2 teachers as they multitask in education settings.

The positive effect of L2 TER on professional development has been identified in various studies, suggesting that L2 teachers can more effectively regulate emotions as they gain experience (Alhebaishi, 2019), and L2 TER results in higher levels of job and life satisfaction (Fathi & Derakhshan, 2019; Luque-Reca et al., 2022) and professional development (Martin & Ochsner, 2016). Fan and Wang's (2022) study with EFL teachers indicated a strong correlation between L2 TWB, TER, and professional achievement. In their study, both TWB and TER significantly contributed to the professional success of Chinese EFL instructors. Recently, attention has also been given to the associations between TER, and grit as a personality trait (e.g., Methlagl & Vogl, 2022; Zheng et al., 2022). For example, in the

research conducted by Methlagl and Vogl (2022), both components of grit were precursors to the TER strategies employed by pre-service teachers. More specifically, the teachers with the highest levels of perseverance of effort were found to use TER more frequently, whereas the consistency of interest was strongly associated with a lower frequency of utilizing TER. In Zheng et al.'s (2022) study, EFL university instructors' ER strongly predicted two aspects of L2-teacher grit. In their study, it is highlighted that TER can significantly foster EFL teachers' perseverance and passion in L2 teaching.

2.3. L2-teacher grit

The construct of grit is generally characterized as individuals' passion and perseverance for enduring goals, and gritty individuals are more likely to keep their enthusiasm and tenacity despite obstacles or challenges (Duckworth et al., 2007). This personality trait stems from positive psychology and has recently seen a surge of interest in various fields of inquiry, encompassing sociology, psychology, and education (e.g., Derakhshan et al., 2023; Fathi et al., 2023; Kwon, 2017, 2018; Pawlak, Csizér et al., 2022; Teimouri, Plonsky et al., 2022; Vela et al., 2018; Zawodniak et al., 2021). Over the last few years, in the field of L2 education, the pendulum has swung from domain-general or global grit to domain-specific grit so as to more accurately measure the construct (Azari Noughabi et al., 2022b; Botes et al., in press; Yang et al., 2022). The shift has resulted in the development and validation of various scales to measure grit in different fields of inquiry such as sport (Mosewich et al., 2021), politics (Mondak, 2020), education (Clark & Malecki, 2019), L2 learning (Alamer, 2021; Sudina et al., 2021b; Teimouri et al., 2021), and L2 teaching (Sudina et al., 2021b). Indeed, the domain-specific scales have been revealed to measure the construct more accurately than domain-general scales (e.g., Cormier et al., 2019; Mondak, 2020; Mosewich et al., 2021). Hence, there is a need to characterize and assess grit as a construct that is specific to various domains and settings (Hasan et al., 2020; Kazemkhan Hasankiadeh & Azari Noughabi, 2022; Mosewich et al., 2021).

Despite a bulk of research on the construct of grit in educational psychology over the last decade, domain-specific research on L2 grit is still in an emerging line of inquiry (Alamer, 2021; Pawlak, 2022; Sudina et al., 2021b). More importantly, although L2 grit is hypothesized to have an influential impact on L2 learners' success in language skills (Wei et al., 2019) and to act as a significant predictor of L2 achievement and motivational behavior (Teimouri et al., 2021), this personality trait has received less attention in L2 research (Azari Noughabi et al., 2022b; Pawlak, Zarrinabadi et al., 2022). In other words, there is a limited body of recent research on L2 grit (e.g., Alamer, 2021; Teimouri, Plonsky, et al., 2022; Wei et al., 2019), and the role of grit in L2 teaching is yet to be comprehensively captured (Derakhshan et al., 2022; Shahvarani et al., 2023; Teimouri, Tabandeh, et al., 2022).

The concept of L2-teacher grit has recently captured the attention of L2-domain researchers (Sudina et al., 2021b). Arguing in favor of an occupation-specific approach to grit, Sudina et al. (2021b) developed and validated the L2-Teacher Grit Scale (L2TGS) so as to more precisely measure L2 teachers' grit levels (see Instruments). Sudina et al. (2021b) examined the L2 domain specificity of L2TGS so as to seek validity evidence. Despite a bulk of studies on domain-general teacher grit, research on L2-teacher grit is in its nascent state.

In a handful of research on L2-teacher grit, the construct has been shown to be linked with EFL teachers' work engagement and immunity (Azari Noughabi et al., 2022b), self-efficacy (Kazemkhah Hasankiadeh & Azari Noughabi, 2022), resilience (Shahvarani et al., 2023), L2 teaching enjoyment (Derakhshan et al., 2022), L2 TER (Zheng et al., 2022), critical thinking (Yüce, 2023) and psychological TWB (Nazari & Alizadeh Oghyanous, 2021). For example, Azari Noughabi et al.'s (2022b) study revealed that L2-teacher grit significantly influences L2 teachers' immunity. The study also indicated that gritty L2 teachers tended to be more immune to professional challenges, which subsequently helped them remain committed to the profession and resiliently overcome stressors. Nazari and Alizadeh Oghyanous's (2021) study similarly showed a significant correlation between L2-teacher grit and psychological TWB among novice and experienced teachers.

As aforementioned, even though the correlation between teachers' ER strategies and TWB has been acknowledged (Talbot & Mercer, 2018; Taxer & Frenzel, 2015; Yin et al., 2016), the exploration of how these two psychological characteristics align with the inclination of teachers to exhibit perseverance of effort and consistency of interest in their profession is an area that has received limited attention. More specifically, it appears that the predicting role of L2 TWB and L2 TER on L2-teacher grit has not been taken into closer scrutiny in studies on L2 teacher psychology. As L2 teachers might experience diversified emotions and regulate these emotions in various ways in different contexts (Talbot & Mercer, 2018), there is a need to understand how EFL instructors' TER and TWB can predict their gritty endeavors in L2 teaching. In this respect, as part of their social activity and social stances, a high level of L2 TWB and variations in the strategies they employ for ER might play an important role in fostering grit among L2 teachers. Thus, in the current study, we explored how L2 TWB and TER strategies predict L2 grit in the context of higher education.

RQ: To what extent can Turkish EFL instructors' well-being and emotion regulation uniquely predict their L2 grit?

3. METHOD

3.1. Context and participants

The study involved 172 Turkish EFL instructors, comprising 120 females and 52 males. These instructors, who were recruited based on convenience sampling, were actively employed in English preparatory schools across multiple universities in Istanbul, Turkey, throughout the academic year 2022-2023. It is noteworthy that English preparatory schools in Turkish universities provide mandatory general English courses for students enrolled in various majors, especially those intended for departments where the medium of instruction is English. A significant majority, comprising 78% (N = 134), fell within the age range of 23 to 44 years old, with the remaining participants (N = 38) falling in the age range of 45 to 64 years old. Regarding teaching experience, approximately half of the participants (N = 78) had English teaching experience spanning 7 to 18 years. About 34% (N = 58) of the participants had less than 7 years of teaching experience, while a smaller group of instructors (N = 36) reported having more than 18 years of teaching experience. The majority of English

language instructors held postgraduate degrees, specializing primarily in English language education and English language teaching. Throughout the data collection period, participating English language instructors were actively involved in teaching, dedicating approximately 24-26 hours per week over five days. The courses covered a range of subjects, including basic English, language skills, and English for specific purposes.

3.2. Data collection procedures

An online questionnaire measuring their TWB, TER strategies, and L2 grit was administered to a cohort of EFL instructors to voluntarily participate. They were informed about the purposes of the study by the first and the second authors during the 2022-2023 academic year. The instructors who willingly provided their responses were also asked to fill in a consent form. The data collection continued for a whole month, resulting in a total of 172 (52 = 30.2 % males, 120 = 69.8 % females) completed responses.

3.3. Instruments

In the current study, the data were collected through various instruments to obtain information about the well-being, emotion regulation, and grit levels of L2 teachers.

3.3.1. *The Warwick-Edinburgh mental well-being scale*

To measure participating teachers' mental well-being, Tennant et al.'s (2007) 7-item Warwick-Edinburgh Mental Well-being Scale (WEMWBS) was used. The scale consists of a single factor that measures psychological functioning, affective-emotional aspects, and cognitive-evaluative dimensions of mental well-being on a 5-point Likert scale, ranging from 1 (*none of the time*) to 5 (*all of the time*). A sample item is "I've been feeling useful". In the present study, the estimated reliability of the WEMWBS was $\alpha = 0.81$.

3.3.2. *Language teacher emotion regulation inventory*

To assess the L2 teachers' emotion regulation strategies, the 27-item Language Teacher Emotion Regulation Inventory (LTERI), developed and validated by Heydarnejad et al. (2021) was used. The scale includes 6 dimensions on a 5-point Likert scale ranging from *never* (1) to *always* (5). Each dimension measures L2 teachers' ER strategies at the workplace: situation selection (5 items), situation modification (5 items), attention deployment (4 items), reappraisal (5 items), suppression (4 items), and seeking social support (4 items). A sample item is "When I feel ashamed, I remind myself that I can do better in the future". In the present study, the scale indicated acceptable reliability ($\alpha = 0.84$).

3.3.3. *The L2-teacher grit scale*

L2 teachers' grit levels were assessed through the domain-specific L2-Teacher Grit Scale (L2TGS), developed and validated by Sudina et al. (2021b). The scale consisted of 14 items on a 5-point Likert scale, ranging from 1 (*not like me at all*) to 5 (*very much like me*) and

corresponding to two subcomponents: Consistency of Interest (6 items) and Perseverance of Effort (8 items). Sample items include “I am a hardworking ESL/EFL teacher” and “I often set goals for my class but later change them”. Sudina et al.’s (2021b) study demonstrated a high reliability of 0.87 for both CI and PE, and the general reliability of the L2TGS estimated through Cronbach alpha was 0.89. In the present study, the scale similarly was shown to manifest a high internal consistency ($\alpha = 0.80$).

3.4. Data analysis

Initially, the multivariate normality and linearity of the data along with the remaining assumptions of the multiple regression model were checked (i.e., normal distribution, sample size, and collinearity). Having ensured that the data did not violate the prerequisites, the researchers performed quantitative data analysis using SPSS version 26.0. Next, descriptive statistics of L2-teacher grit, TER, and TWB were utilized. Guided by the positive correlations between three constructs, inferential regression analyses were run in order to examine the contributory role of TWB and TER on L2-teacher grit.

4. RESULTS

4.1. Descriptive statistics

We first explored the levels of L2-teacher grit, TER, and TWB in the Turkish EFL context. Table 1 presents the descriptive statistics for the three measures of the variables. The mean scores for each variable show that participants reported approximately similar perceived levels of L2-teacher grit ($M = 3.75$, $SD = .61$), TER ($M = 3.63$, $SD = .40$), and TWB ($M = 3.55$, $SD = .57$), with a slightly higher rate at L2-teacher grit.

Table 1. *Descriptive statistics*

	Mean	Std. Deviation	N
L2 Grit	3.7545	.61814	172
Emotion Regulation	3.6359	.40384	172
Wellbeing	3.5598	.57235	172

Table 2. *Correlations between the main variables*

		L2 Grit	Emotion Regulation	Wellbeing
Pearson Correlation	L2 Grit	1.000	.324	.426
	Emotion Regulation	.324	1.000	.108
	Wellbeing	.426	.108	1.000
Sig. (1-tailed)	L2 Grit	.	.000	.000
	Emotion Regulation	.000	.	.079
	Wellbeing	.000	.079	.

Next, Pearson correlation coefficients were calculated to assess the linear relationship between the three constructs. As Table 2 shows, the relationships between L2-teacher grit and TWB, L2-teacher grit and TER, and TWB and TER were positive and statistically significant. The magnitude of effect sizes, measured through Cohen's f^2 , was moderate in strength based on the criteria suggested by Plonsky and Oswald (2014). Moreover, the results revealed a lack of multicollinearity ($VIF < 5$). In addition, to check the multivariate normality, the Mahalanobis and Cook's values were considered. The results indicated that these values were in an acceptable range (Mahalanobis < 15 , Cook's distance < 1) regarding the criteria suggested by Larson-Hall (2010).

4.2. Regression analysis

In order to examine the unique power of each predicting variable in explaining the variance of scores in the outcome variable, a standard multiple regression model was conducted. As shown in Table 3, the results indicated that Turkish EFL teachers' ER and TWB were significant predictors of their L2 grit as they explained 25.9 % of the variance of their L2 grit ($p < 0.001$).

Table 3. Model summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.509	.259	.251	.53507	.259	29.607	2	169	.000

Note: Dependent Variable: L2 Grit, Predictors: Wellbeing, Emotion Regulation

The results of ANOVA (Table 4) unveiled that the model of TWB and TER was a significant predictor of L2 grit among EFL teachers in Turkey; $F(2, 169) = 29.60$, $p < 0.001$ with an $R^2 = 0.25$. In sum, the findings indicated that EFL teachers with higher levels of TER and TWB were more likely to be gritty in the context of Turkey.

Table 4. The results of ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.954	2	8.477	29.607	.000
	Residual	48.386	169	.286		
	Total	65.339	171			

Note: Dependent Variable: L2 Grit, Predictors: Well-being, Emotion Regulation

In particular, the regression analysis (Table 5) revealed that EFL teachers' well-being was a better predictor of domain-specific grit ($\beta = .39$, $t = 5.93$, $p < .001$) than TER ($\beta = .28$, $t = 4.22$, $p < .001$).

Table 5. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	1	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
(Constant)	.668	.429		1.558	.121					
Emotion Regulation	.431	.102	.282	4.229	.000	.324	.309	.280	.988	1.01
Wellbeing	.427	.072	.395	5.935	.000	.426	.415	.393	.988	1.01

Note: Dependent Variable: L2 Grit

5. DISCUSSION

This study probed the unique power of EFL teachers' TWB and TER as two independent variables in explaining the variance of scores in L2-teacher grit as an outcome variable. Results indicated a positive and significant association among L2-teacher grit, TWB, and TER. More specifically, the results revealed that both TER and TWB were significant predictors of Turkish EFL instructors' professional grit in in-person educational settings, with TWB being a better predictor of L2-teacher grit than TER. In other words, EFL teachers who experience a high level of psychological TWB are more likely to exhibit perseverance and passion in L2 teaching and this can help them achieve long-term goals despite adversities and challenges embedded in the L2 teaching profession. Consistent with the broaden-and-build theory of positive emotions (Fredrickson, 1998), the results indicate that L2 teachers' positive psychological orientations can foster the development of grit, enhancing their perseverance of effort and consistency of interest in their teaching profession. More specifically, EFL teachers' positive affective orientations can spark a strong urge to react constructively and thereby foster their enthusiasm and commitment to L2 teaching. The close association between EFL teachers' TWB, TER, and L2-teacher grit is also echoed in previous studies on L2-teacher grit. For example, in Nazari and Alizadeh Oghyanous's (2021) study, L2-teacher grit and TWB were positively and significantly correlated. Additionally, in Zheng et al.'s (2022) study, the effect of ER on L2 teacher grit was also significantly positive. In other words, in this study, L2 TER was revealed to have a major impact on fostering EFL teachers' enthusiasm and sustaining perseverance in L2 teaching.

The major impact of TWB and TER on teachers' academic performance and professional achievement is also mirrored in a handful of studies. Dreer (2021) indicated that TWB and positive emotions are factors that significantly contribute to job satisfaction and retention. Given that teacher grit is a predictor of retention in the teaching profession (Eskreis-Winkler et al., 2014) and considering that gritty L2 teachers tend to be more immune to professional challenges and remain committed to the profession (Azari Noughabi et al., 2022b; Shahvarani et al., 2023), it is plausible to infer that the beneficial influence of TWB and TER on job satisfaction and retention could be interconnected with the development of L2-teacher grit. Kern et al.'s (2014) study similarly indicated a close association between TWB and job satisfaction/engagement. Remarkably, L2 teachers experiencing higher levels of satisfaction and engagement, both closely linked to well-being, were more likely to enhance their grit.

Azari Noghoubi et al.'s (2022b) study similarly revealed that gritty EFL teachers with higher levels of work engagement were more invulnerable to occupational setbacks and possess higher levels of professional commitment. Moreover, in line with the findings of Derakhshan et al.'s (2022) study, where L2-teacher grit emerged as the most influential predictor of L2 teaching enjoyment, the present results imply that high levels of TWB and TER among L2 instructors can indirectly impact the enjoyment derived from L2 teaching.

The significant influence of L2 teachers' psychological well-being and TER on L2 teacher grit also aligns with the goal orientation theory (Ames, 1992). Drawing on the theory, it is plausible to suggest that EFL teachers who experience higher levels of TWB and possess effective TER strategies may be more inclined to develop and maintain a goal-oriented mindset, which fosters their perseverance and sustained interest in their L2 teaching profession. More specifically, given that grit is closely related to goal-oriented behavior (Duckworth et al., 2021), the findings of the current study highlight the potential for L2 TWB and TER to contribute to the cultivation of goal-oriented persistence and passion in their L2 teaching practices. Much like grit which is a motivation-oriented personality trait characterized by the dedicated pursuit of long-term goals (Duckworth et al., 2007), ER is also influenced by goal-oriented behaviors (Tamir et al., 2020). Thus, individuals with high levels of grit might be more "effective regulators of emotion" (Kalia et al., 2022, p. 123). The positive association between TER and L2-teacher grit implies that EFL instructors who exhibit goal-directed behaviors while regulating emotions are more likely to pursue motivational long-term goals in their L2 teaching profession. In other words, EFL instructors' continued commitment to their long-term goals in their teaching profession through strategically regulating their emotions may beget their professional perseverance and passion despite hardship and failure (see Duckworth & Gross, 2014). Similar to Methlagl and Vogl's (2022) and Zheng et al.'s findings, gritty L2 teachers were shown to be more likely to use adaptive strategies to conquer adversity and hardship, leading to the successful achievement of their goals (Methlagl & Vogl, 2022). Moreover, since TER has an essential impact on empowering teachers' professional development (Martin & Ochsner, 2016), L2-teacher grit could also support the motivation for professional growth. In general, the present study findings support the implementation of positive psychology in L2 teaching so as to foster L2 teachers' well-being and TER in order to ultimately contribute to a more enriching L2 teaching environment.

6. IMPLICATIONS AND SUGGESTIONS FOR THE FUTURE STUDY

This study offers several implications for teaching practices and provides a basis for directions for future research. L2 TWB and TER, as two influential antecedents in promoting L2-teacher grit, can help teachers maintain a growth mindset in their professional careers. Therefore, EFL teachers should be trained to monitor themselves when they encounter different emotional experiences by developing self-awareness which can help them recognize and manage their emotions effectively in various L2 teaching situations. To enable teachers to effectively utilize adaptive TER, pre-service teacher education programs should acquaint student teachers with different TER strategies, equipping them to manage professional challenges and setbacks more effectively. These programs should provide opportunities for prospective teachers to articulate their emotional experiences, encompassing defining,

expressing, and sharing their feelings during specific situations. This can more efficiently prepare them for real teaching scenarios after the practicum courses.

The in-service education and training programs should additionally provide explicit guidance to L2 teachers, enabling them to develop the skills necessary for effectively regulating emotions while teaching L2 to diverse groups of learners. Most importantly, the programs should be implemented on a regular basis rather than constitute one-shot course experiences. Consequently, L2 teachers would acquire techniques to actively monitor their emotional states, while also cultivating their consistency in their efforts and interests in L2 instruction. In addition to focusing on strengthening TER skills, L2 teachers should also be granted chances to nurture their TWB, as it was indicated to directly contribute to the development of their gritty character. TWB among L2 teachers can be effectively fostered by implementing a range of initiatives and strategies that prioritize psychological health. They may encompass encouraging a positive work environment, maintaining a balance between work and life, promoting appreciation and recognition, facilitating autonomy, encouraging positive social enjoyment with colleagues and students, and cultivating goal-oriented behaviors, all of which could potentially contribute to L2-teachers' perseverance and enthusiasm in their profession.

The results of the study need to be considered keeping in mind several limitations. Firstly, the current study employed a cross-sectional research design, which inherently captures a snapshot of data at a specific point in time. Considering the importance of conducting longitudinal studies on L2 grit (Elahi Shirvan, et al., 2021), further research employing longitudinal designs could provide a deeper understanding of the dynamics and the antecedents of L2 teachers' grit at different time intervals. Secondly, our sample consisted of a cohort of university EFL instructors. Further research should consider examining the associations between L2 TWB, TER, and L2-teacher grit among K-12 EFL teachers to provide more illuminating context-specific implications for L2 teachers and researchers. Lastly, investigating this triad through an alternative research approach, such as structural equation modeling (SEM), could provide valuable insights, especially considering the established connection between TER and TWB in L2 research (e.g., Xiyun et al., 2022). This implies the potential benefits of exploring the reciprocal influences between TER and TWB in future research, as understanding their interplay could offer invaluable understandings for implementing effective teacher support in L2 teaching programs.

7. CONCLUSION

While prior research has separately examined the correlations between teachers' ER strategies (Methlagl & Vogl, 2022) and TWB (Talbot & Mercer, 2018) with teacher grit, present study has made a unique contribution by exploring the joint effects of multiple independent variables on L2 teacher-grit. Therefore, the findings contribute to the field by identifying two correlates of L2-teacher grit, including L2 TWB and TER. To conclude, the findings of the present study can enlighten those in charge of teacher education programs about the significance of TWB and TER in fostering L2-teacher grit in the practice of L2 teaching and the constructive consequences of this personality trait in creating a positive emotional atmosphere for both L2 teachers and learners in different educational contexts.

8. REFERENCES

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