

Native and Non-native EFL Teachers' Burnout: No Isolation but Cooperation

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Abstract: The aim of this study is twofold: to investigate the burnout levels of native and non-native ELT teachers, and to account for the reasons behind the most stressful aspects of being an ELT teacher in an EFL context. Employing a mixed method design method, 30 ELT teachers are divided into two groups; 15 native and 15 non-native. The data is collected using the Maslach Burnout Inventory Educators Survey online to find out the burnout levels within the three components- emotional exhaustion (EE), depersonalisation (DP) and reduced personal accomplishment (RPA), and the levels of the two groups are compared to find out whether there is any difference. The procedure also includes online interview to find out the reasons for burnout. The findings revealed that there is a difference between the two groups; where there is 'low' burnout level of non-native teachers, the scoring indicated a 'high' level for native teachers. Content analysis of online interview data indicated hardness of contextual patterns, which are working, interaction and EFL teaching; in contrast, the analysis of non-native teachers' data indicated positive consideration of EFL teaching and having an increasing interest in post-graduate degrees in education. Implications are discussed, one of which might be the same as what the title of this research study says: no isolation, but cooperation with the two.

Keywords: Native EFL teachers, non-native EFL teachers, emotional exhaustion, depersonalization, reduced personal accomplishment

Anadili İngilizce Olan ve Olmayan İngilizce Öğretmenlerinin Tükenmişliği Üzerine Bir Çalışma: Ayrışma Değil İşbirliği

Özet: Bu çalışmanın iki amacı var: anadili İngilizce olan ve olmayan İngilizce öğretmenlerinin tükenmişlik seviyelerini incelemek ve Anadili İngilizce olmayan bir ortamda İngilizce Öğretmeni olmanın en stresli yönlerinin arkasındaki sebepleri ortaya çıkartmak. Karma yöntemi kullanılan bu çalışmada, 30 İngilizce Öğretmeni 2 gruba ayrıldı: Anadili İngilizce olan 15 öğretmen ve anadili İngilizce olmayan 15 öğretmen. Veri, tükenmişlik seviyesini, üç bileşen-duygusal tükeniş, benlik yitimi ve azalan kişisel başarı-çerçevesinde ortaya koymak için Maslach Tükenmişlik Eğitimci Anketi kullanılarak toplandı ve her iki grubun seviyeleri herhangi bir fark için karşılaştırıldı. Prosedür, tükenmişlik sebeplerini ortaya çıkartmak için çevrimiçi mülakat da içermiştir. Bulgular iki grup arasında bir farklılık olduğunu göstermiştir: anadili İngilizce olmayan öğretmenlerin 'düşük' tükenmişlik seviyeleri olduğu yerde anadili İngilizce olan öğretmenlerin seviyeleri 'yüksek' çıkmıştır. Çevrimiçi mülakat verisi, çalışma, etkileşim ve anadili İngilizce olmayan bir yerde öğretmenlik yapmak olan bağlamsal durum zorluklarına işaret etmiştir; anadili İngilizce olmayan grup veri analizi ise aynı bağlam durumlarını olumlu değerlendirme ve eğitim alanında lisans sonrası programlarda artan bir ilgi ortaya koymuştur. Sonuçlardan bir tanesi, bu araştırma başlığındaki gibidir: ikisi arasında ayrışma değil, iş birliği.

Anahtar Sözcükler: Anadili İngilizce olan İngilizce öğretmenleri, anadili İngilizce olmayan İngilizce öğretmenleri, duygusal tükenişlik, benlik yitimi, azalan kişisel başarı

1. Introduction

Teacher burnout is of crucial concern for most researchers and it has a considerable influence on the professional performance of teachers and on their lives directly (Anderson & Iwanicki, 1984). Consisting of three components of feelings in the literature - emotional exhaustion (EE), depersonalisation (DP) and reduced personal accomplishment (RPA), defined by Maslach, – teachers and researchers have long been looking for ways of how to cope with it to reduce the problems it poses to language education.

The problem of teacher burnout has been widely accepted and recognised as an important construct for many studies using different research study designs on either qualitative or quantitative basis or both (Jackson, Barnett, Stajich, and Murphy, 1993). It has been investigated through various participants, such as in-service non-native EFL teachers and pre-service native ESL teachers in an international or national basis which will be referred in the background section of this study for different investigation aims. With respect to reviewing related literature, it is found out that it is still important to examine burnout syndrome in EFL contexts from the perceptions of native and non-native EFL teachers (Bailey, 2002). In this vein, this study is assumed to contribute to the field especially in relation to the EFL context since there has been limited number of studies which direct their focus into the differences in the burnout levels between native and non-native EFL teachers at universities (Karagöl, 1997). Furthermore, an attempt to unmask the burnout levels and the reasons behind them would shed light and ease the problems for future novice or experienced teachers as native or non-native ones not only in Turkey, but also in other countries where the target language is taught as a foreign language on a global basis. Additionally, based on the researcher's own personal observation throughout her teaching experience, during her previous and present teaching years on both university, secondary and primary EFL education basis, investigating previously mentioned aspect is assumed to provide a relatively different in-depth insight into the ways of coping with burnout and of easing the problems it poses to EFL teaching from native and non-native EFL teachers (Dubeld, 2019).

The following part will review necessary and related research studies conducted for similar aims with this study. In the third section, research questions are given, this section is followed by methodology section which includes a written picture for participants, and then comes the procedure section summarising how the two instruments are used and analysed depending on the research questions, results, discussion and conclusion, and limitations and suggestions for future research, and references by sections are given respectively.

1.1. Background

In the literature, burnout has been accepted as a syndrome which has a considerable negative influence on a teacher's job performance and that leads to several results such as emotional exhaustion as Freudemberger (1974) defined the term as "the state of physical and emotional depletion resulting from conditions of work" (p. 160). The term is also defined by Ginsburg (1974) as follows: "burnout is a response to chronic stress of 'making it to the top' as a business executive". Maslach and Pines (1979) defined burnout as a "total emotional and physical exhaustion" (p. 284-291). This initial understanding is then extended by Maslach and Jackson (1981) that includes three components which are considered as the result of burnout which is a "syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind" (Maslach & Jackson, 1981, p. 99): emotional exhaustion, depersonalisation, and reduced personal accomplishment. Regarding teaching profession, emotional exhaustion is considered as a feeling of a teacher when his/her emotional resources have been used up, and of having a lack of energy. This definition is one of the most common aspects of burnout found in the research studies (Anderson & Iwanicki, 1984). Depersonalisation occurs when the teacher develops callous and negative attitudes towards his/her students and/or the school community and considers those students responsible for his/her problems. The last component 'reduced personal accomplishment' occurs when the teacher develops a negative view toward herself/himself and feelings of decreased competence in relation to his/her work. In the related literature this aspect of burnout leads to a negative self-evaluation concerning students and an unhappy situation with teaching as a profession (Anderson & Iwanicki, 1984). With respect to those three components, Maslach's Burnout Inventory is used in this study to measure burnout levels of teachers since it is commonly used measure of burnout (Corcoran, 1985; Cordes & Dougherty, 1993; Lee & Ashforth, 1990; Schaufeli & van Dierendonck, 1993; Shirom, 2003); and for the purpose of this study Maslach's and Jackson's (1981) definition of burnout is used that considers it as a "syndrome of emotional exhaustion and cynicism that

occurs frequently among individuals who do ‘people work’ of some kind” (p.99). The total score of previously stated three subscale scores yield a burnout level of low, moderate, or high as such where a teacher has a high emotional exhaustion, high depersonalisation and a high reduced personal accomplishment, he/she is considered to be experiencing a high level of burnout. In this study, only low and high levels will be taken into consideration since moderate level is thought not to yield relevant results based on the research questions.

In relation to burnout, there several studies has been conducted related burnout and demographic variables. For example, a study conducted by Brewer and McMahan (2003) reported that burnout is significantly affected by gender. Likewise, Jackson, Barnett, Stajich, and Murphy (1993) and Tumkaya, in their longitudinal study which assesses the relationship between demographic variables and burnout among 429 schools, found that those variables of age and gender were significantly related to burnout. There are other studies which found similar results related to the same variables (Swagger, 2010; Watts and Robertson, 2011). Coşkuner (2001) concluded in his study that inadequate pay seems to be the most likely reason for teachers to consider leaving teaching. Yet, the aim of this study is to provide an insight into the perceptions of EFL teachers’ and related reasons behind their burnout, if there is, to suggest possible implications. Thus, it is assumed that the findings of this study may contribute to the field in understanding teachers’ perceptions of, motivations and expectations for working as a native and non-native EFL teacher. Whatever the case in relation to high or low level of burnout is, dissatisfaction of those teachers or the opposite will hopefully provide an insight into stated conditions.

Regarding comparing native EFL and non-native EFL teachers, it is important here is to first define what a nativeness and non-nativeness in relation to EFL teaching. Davies (1991) considers a person who can be accepted as a native speaker of the language is the one that was born in the native country of the language. So in this study, native EFL teacher will be referred as a teacher who fully acquired English in early childhood, and accordingly non-native EFL teacher is a person who learned the language as a foreign language (Silviyanti, T. M., Gani, S. A., & Junita, D., 2021).The participants for this study are selected as native or non-native based on this definition.

Furthermore, the views of native and non-native teachers about the profession appear not to have been studied in a sufficient way as Karagöl (1997) concludes his study emphasizing that Turkish-English (non-native) teachers should be included in a study in order to compare and contrast both groups in terms of job satisfaction, where his study investigated career perceptions of native EFL teachers working in various universities in Istanbul. Apart from that he also chooses Istanbul as a context for his study as he considers the city as a cosmopolitan city, thus the profile of native EFL teachers working at universities here could represent a population of various teachers on the basis of a global picture. Likewise, the context here is the same depending on the same reason.

Besides, there are some studies comparing and contrasting both groups of teachers. Medgyes (1999), for example, found out that native EFL teachers have weakness in having insufficient knowledge of students’ culture and their native language; on the other hand, the weakness of the other group is the deficient command of English. So according to him, both groups would complement the other in their strengths and weaknesses. As Kaplan (1999) also discusses a similar issue from a different angle where he attaches importance to the ability of teaching in a particular environment rather than being a native speaker of the language being taught in that particular foreign context. Canagarajah (1999) emphasizes the skill all language teachers should have, and that requires complex pedagogical preparedness and practice. So the importance of different contextual factors in relation to EFL teaching is underlined by all those researchers. It can be inferred from those studies that cooperation and collaboration is needed between the two since the two groups could maintain complementary skills and competencies through working together and sharing. To make a link between the results of his views and burnout, one could suggest here that if the two groups of teachers work cooperatively, they would help each other in many aspects such as increasing motivation, developing different and positive perspectives and expectations towards EFL teaching in a multicultural teaching and learning environment.

2. Method

2.1. Research Design

With a mixed method design, this study aimed to discuss whether there was a difference of burnout levels between native and non-native EFL teachers, if there was any, what this difference was regarding the burnout level of the total calculation of the frequencies of three components of burnout separately which are defined by Maslach as emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (RPA), and then in accordance with the calculated frequencies, which label the burnout levels, and to discuss the reasons behind burnout for both groups, especially for the one which got higher scores of burnout levels. Maslach's Burnout Inventory Scale was used in this study for it has been the most widely accepted and used measure of burnout (Schaufeli, & van Dierendonck, 1993). Accordingly, this study aimed to answer the following questions:

1. Is there a difference in the burnout levels between native and non-native EFL teachers?
2. If there is so, what is the difference in the burnout levels between native and non-native EFL teachers?
3. If there are any, what are the reasons behind native and non-native EFL teachers' burnout?

2.2. Participants

A purposive sampling strategy was used for participant selection and in total 30 EFL teachers, 15 native and 15 non-native EFL teachers working at three different private universities in Istanbul were selected in order to provide relatively a range of schools and areas to some degree. Thus, the selected teachers could provide a more reliable data and could reflect on their recent and/or present situation regarding burnout and its reasons if there were any. Only 15 teachers for each group were selected to make the findings of this study enable it to sustain a more in-depth focus on the reasons of burnout since online interview questions were administered to all. Otherwise, the results of content analysis of the interview might have been less reliable if a smaller number of participants who have had higher levels of burnout were selected randomly.

All those EFL teachers were chosen from universities' preparatory school EFL teachers in order to reduce considerable confounding factors such as student age. 10 teachers from both groups participated from each university. Pseudo names were used for university names, and numbers were used for the participants. 3 non-native (NN) female and 2 NN male, 2 native (N) female and 3 N male EFL teachers from Yılmaz University, 4 NN female, 1 NN male and 3 N female, 2 N male EFL teachers from Kadim University, 3 NN female, 2 NN male and 2 N female, 3 NN male EFL teachers from Buralı University participated in this study. Table 2 shows the distribution of native and non-native EFL teachers among those three universities below.

The age of those two groups of teachers varied between 23 and over 40; there were single, married and divorced teachers. The number of female and male N teachers was almost equal where the number for females was 7 and for males is 8, where it was for NN females was 10 and was 5 for males. Compared to NN teachers, the number of married teachers was higher in N teachers. The number for divorced teachers for the two groups was the same, 3, and there were more single N teachers compared to NN teachers. Regarding teachers' educational background, it varied Bachelor Degree (B.A.) to M.A. (Masters Degree) and PhD (Doctor of Philosophy). The M.A. and PhD degrees of both groups of teachers were completed or were being done in the field of English Language Teaching (ELT). Their experience of present job as a yearly basis varied 0 to 20, and experience of teaching varied between 0 and over 20. Number of teaching hours per week for those teachers was between 11 to over 25. The background information of the two groups of teachers is shown in Table 1.

Table 1.

Background information of native and non-native EFL teachers

	Gender		Age				Marital Status		
	Female	Male	23-30	31-35	36-40	over 40	Single	Married	Divorced
N*	7	8	2	2	4	7	6	6	3
NN**	10	5	4	3	2	6	9	3	3

* native EFL teachers, **non-native EFL teachers

Table 1 (continued)

	Education			Experience in present job (years)				Experience in teaching (years)				
	M.A	PhD	B.D	0-5	6-10	11-15	16-20	0-5	6-10	11-15	16-20	over 20
N	6	1	8	11	-	4	-	1	5	4	4	1
NN	3	6	7	2	3	5	5	2	3	3	4	3

Table 1 (continued)

	Number of teaching hours a week			
	11-15	16-20	21-25	over 25
N	2	2	10	1
NN	-	6	6	3

Table 2.

Distribution of native and non-native EFL teachers among three private universities

University Name*	N	NN	N	NN
Gender	Female		Male	
Yılmaz University	2	3	3	2
Kadim University	3	4	2	1
Buralı University	2	3	2	2

2.3. Data Tools and Collection

Two measurement instruments were used in the study to answer those questions of particular interest: Maslach's Burnout Inventory Scale and interview which were made available to the participants in an online format in order to reduce limitation of time and space constraints since it would be considerably harder to administer the two measurement instruments due to time limitation for both the teachers and the researcher herself because of their workload, and space limitation since it would be harder to find the teachers at one time in three different locations where the universities were.

Data collection also included online interviews. Participants of this study were invited to be interviewed in an online format to reduce limitation of time and space constraints due to stated reasons previously at the very beginning of the section. In other words, interview was conducted in an online format via e-mail since through direct interaction with the participants would be biased. Regarding trustworthiness of qualitative data as it refers to the degree of confidence in data, interpretation and methods used in the study to ensure the quality of a research study (Pilot & Beck, 2014), this study attempted to base its findings merely on participants' responses and not any personal motivations of the researcher herself or any potential bias. Accordingly, the study attempted to make sure that researcher bias did not skew the interpretation of what the research participants said and explained in order to fit a certain pattern or narrative. The findings merely attempted to portray participants' responses in this study. In order to sustain confirmability dimension of the trustworthiness of this study's qualitative data, it was considered that throughout a face-to-face interview, the presence of the researcher herself might have influenced and biased the content of the interview data. Thus, online interviews were conducted. Regarding the dimension of dependability of the data of this study, detailed background information was provided for further replication studies to find out whether the findings are consistent with the further studies in different contexts. Regarding another dimension of trustworthiness of data, transferability was also considered and thus the details of situation, setting, and participants were provided in this methods section for further investigations to see whether the findings of this study might be applicable to other contexts. Lastly, to sustain the credibility in this research, the findings of the qualitative data was compared with the survey results to find out whether the findings were true and accurate. In order to provide the design with an in-depth focus which would investigate the reasons behind burnout levels of native and non-native EFL teachers, an interview with three close ended questions were added to the word document which includes Maslach's Burnout Inventory Scale. Close-ended questions were formulated carefully to sustain trustworthiness and thus not to direct teachers unintentionally, and to collect data appropriate for and in line with the research question 3 which aimed to reveal the reasons behind burnout levels. The first close-ended question for the group of native EFL teachers aimed if the EFL teacher had recently found working as a native EFL teacher satisfying, and if so, how long it had been so. It is vice versa for the other group of EFL teachers. The second question aimed to find out whether the EFL teacher had felt emotionally drained after his/her lesson, and if so, how long it had been so with its reasons. The last question

whether the EFL teacher had recently considered leaving his/her job, and if so, how often he/she considered so with the reasons.

2.4. Data Analysis

There have been made no changes in the subscales of the inventory. According to this instrument, a teacher's burnout level is scored as high, moderate and low, but because this study has a qualitative design and tried to compare the burnout levels of the two stated groups and to discuss the reasons behind burnout regarding those two groups if they had high or low levels of burnout, only two levels, high and low levels were taken into consideration though the other level was also calculated and labeled later on as moderate for a possible future research. Moderate level would not benefit the findings depending on the research questions of this study either. The table of those burnout levels for each teacher which are given numbers 1 to 15 for each group of teachers and are presented in Table 1 for non-native teachers and Table 2 for native teachers. The three stated components of burnout were neither taken into consideration nor discussed separately depending on the research questions since this study aimed to attach more in-depth focus to the analysis of interview data based on the questions of particular interest. The items which are in the form of statements about personal attitudes and feelings of a teacher were rated on frequency dimension and the frequency scale ranges from 'never' (0) to 'everyday' (6). Throughout the 22 items, the first 9 items were calculated for each participant to find out the level of emotional exhaustion, items 10-17 was calculated for the level of reduced personal accomplishment and the rest of the items for the categorization of depersonalization. For the category of emotional exhaustion, the frequency levels were calculated based on Maslach's scoring key as follows: High is 27 or over, Low 0-16. For the categorization of personal accomplishment is as follows: High is 0-31 and Low 39 or over, and for depersonalization category is as High is 13 or over, and Low 0-6. For each stated category, the total frequency numbers were calculated to find whether regarding burnout level was high or low for each participant, and then the average burnout level of each category for each person was calculated, finally the average burnout level of native and non-native EFL teachers was calculated to address a general statement with respect to the general burnout level of each group. Besides, some amendments were made for scoring the three categories for some participants due to not scoring the label 'moderate', thus from non-native group, two participants, and from native group one participant were excluded from the study (number 2 and 11 had three 'moderate' levels in non-native group, and in native group number 15 had the same levels for three categories). In order to make the number of the two groups equal, one participant randomly excluded either (thus number 9 was randomly chosen to exclude from the study).

Regarding the data analysis of online interview instrument, content analysis was used in this study since it is widely used and accepted as a means of analyzing interview data, and more importantly it is accepted as a technique that enables researchers to study human behavior not in a direct, but indirect way by analyzing communications, and besides provide them with insights into problems (Franenkel, Wallen, Hyun, 2012). In this study, the content was analyzed in written communications of native and non-native EFL teachers. While doing a content analysis of the written data, a conceptual link was developed in relation to the aims of the third and fourth research question. That is, once the burnout level difference was found between the two groups, first the aspects for the reasons behind the 'high' burnout level of native EFL teachers were analyzed. During this phase, several reviews were done while becoming more familiar with the content of the data, thus several coding categories were allowed to emerge at the same time with the analyzing process. If there was a more frequency in the regarding content, similar content was coded, and this coding process was then used to develop themes to facilitate a synthesis as shown in Table 6 For the 'low' level of non-native EFL teachers, the same procedure was repeated as shown in Table 6.

In this study, predetermined categories were not used to code data, but coding was done by using some categories emerged as interview data was reviewed. Those emergent coding categories, which were relevant to the investigation of the last research question aiming to find out the reasons behind burnout levels of native and non-native EFL teachers, during the process of analysis, were then developed through reviews at different times. Throughout content analysis data, the method of developing themes was used by coding in order to facilitate a synthesis as stated previously. Tables 5 and Table 6 show the themes and coding categories for the reasons of burnout levels of native and non-native EFL teachers' one and after.

Those two measurement instruments were made available to the participants in one word document in order to reduce a possible negative attitude towards being invited to complete two different word documents which would make them feel they would be spending too much time due to the number of word documents they would receive via e-mail. Thus, the burnout inventory scale and the interview questions were combined in one word document and sent those teachers in an online format. Before inviting them to fill in the document,

they were contacted via phone and/or social media in order to ensure whether they would accept the invitation and become a participant of this research study.

3. Findings

Regarding the first research question which aimed to find out whether there is a difference of burnout levels between native and non-native EFL teachers, the results of Maslach's Burnout Inventory Scale revealed a difference as shown in Table 3. Where the burnout level of all non-native EFL teachers was 100% low, 58% of the native EFL teachers' burnout level was high and 51% of them were low. The second research question aimed to find out what this difference was, if there was any, regarding the burnout level of the total calculation of the frequencies of three components of burnout separately as emotional exhaustion (EE), depersonalization (DP) and reduced personal accomplishment (RPA) to find out the averages of burnout levels for each groups. Table 4 also provided an answer to second research question. The difference was considerably clear that native EFL teachers had higher burnout levels than non-native EFL teachers whose burnout levels were found to be all low as illustrated in the following two tables below.

Table 3.

The burnout levels for each participant of two groups of EFL teachers

	Native EFL Teachers	Non-native EFL teachers
1	high	low
2	low	moderate
3	low	low
4	low	low
5	high	low
6	high	low
7	high	low
8	high	low
9	low	low
10	high	low
11	low	moderate
12	low	low
13	high	low
14	low	low
15	moderate	low

*participants excluded from the study for scoring 'moderate' for the three categories of emotional exhaustion, reduced personal accomplishment and depersonalisation.

**participant excluded from the study randomly for equal number of teachers from two groups to be obtained.

Table 4.

Average burnout levels and average percentages of the burnout levels of native and non-native EFL teachers

	Native EFL teachers' group		Non-native EFL Teachers' group
Average burnout level	High*	Low*	low
Average percentage	58%	51%	100%

*7 participants scored 'high', 6 participants scored 'low'

Regarding the last research question, which tried to uncover the reasons behind burnout levels of native and non-native teachers, respectively used online interviewing. The results of content analysis for the 'high' burnout level of the group of native EFL teachers revealed that those teachers were burned out by hardness of contextual patterns which were likely to be divided into three characteristics: working characteristics which included workload and limited time, interaction characteristics included interaction between teacher and student, between teacher and teacher, lack of collaboration, interaction and communication among colleagues and among other people in the society, and EFL teaching characteristics included unmotivated students, not being familiar with native English speaker pronunciation of students and their low level of English proficiency as shown in Table 5 below.

Table 5.

Themes and categories for the high burnout level of the group of native EFL teachers

Hardness of contextual patterns		
Working characteristics	Interaction characteristics	EFL teaching characteristics
Workload	Teacher-student	Unmotivated students
Limited time	Teacher-teacher	Pronunciation
	Lack of collaboration	EFL proficiency
	Lack of interaction	
	Lack of communication	

The results of content analysis for the 'low' burnout level of the group of non-native EFL teachers revealed that those teachers considered EFL teaching as highly satisfactory since it was a life-long learning process. The coding process developed two characteristics: EFL teaching characteristics that included sharing knowledge with students, exchanging ideas with colleagues, interacting with both students and colleagues, and for those to be obtained, experience is needed. Table 6 below illustrates the stated theme and coding categories for the reasons of having low burnout level of the non-native EFL teacher group.

Table 6.

Themes and categories for the low burnout level of the group of non-native EFL teachers

High satisfaction by life-long learning process	
EFL teaching characteristics	Post-graduate education degree characteristics
Sharing knowledge	Reading research studies
Exchanging ideas	Increased interest
Interaction with students	
Interaction with colleagues	
Needed experience	

4. Discussion and Conclusion

Before addressing the results by providing appropriate supportive quotations of the participants from both groups, it is important to emphasize here what guided this investigation in order to ensure whether the statement of the problem has met necessary assumptions for the analysis, discussion, conclusion and related possible implications for either native or non-native EFL teachers working at private universities, the administration staff, EFL program coordinator and other member of the community.

Burnout syndrome in education field has been of crucial concern for not only many teachers themselves, but also the other members of this community especially researchers. There is, for sure, a considerable amount of research studies conducted regarding burnout; yet, there is still an undiscovered room regarding the aim of this study since many others have dealt with other aspects of burnout as stated in 'background' section of this study. (Karagöz, 1997) Depending on this untouched territory, finding out a possible difference in the burnout levels of native and non-native EFL teachers and the type of those possible differences would shed light into the reasons behind that burnout levels of the two groups thus would put a lens upon possible implications which would reduce emphasized syndrome. Therefore, to unmask those potential and/or already existing differences in burnout levels, and potential and/or already existing reasons behind those different levels of two groups of participants, a qualitative research design is applied in this study.

Firstly, Maslach's Burnout Inventory Scale indicated a difference in burnout levels of native and non-native EFL teachers working in three private universities located in Istanbul addressing the first research question in this study. The group of native EFL teachers was found to have high burnout level, and the group of non-native EFL teachers to have low burnout level. There is a considerable difference in those burnout levels between the two participant groups. The first group's 'high' burnout level is 58% where the second group's burnout level is low of 100%. Thus, secondly, the results of content analysis of online interview, which would enable the study to find sufficient and satisfying answers to the last research question, provided the discussion and conclusion sections of this study with an important dimension and an insight into the reasons behind 'high' burnout level of native EFL teachers and behind 'low' burnout level of non-native EFL

teachers, which would suggest implications for at least private university native and non-native EFL teachers, administrators and EFL program coordinators in a deeper and realistic respect.

Additionally, in relation with the coding, it is found out that native EFL teacher participants in this study had considerable hard times regarding working, interaction and EFL teaching characteristics of this Turkish context which can be referred to a 'foreign' context where they had spent relatively limited time in working as an EFL teacher compared to their rest of their teaching experience on a yearly basis as 11 teachers out of 15 have 0-5 years experience in the present job which is EFL teaching; 1 has 0-5 years, 5 have 6-10, 4 have 11-15, 4 have 16-20 and 1 has over 20 years of teaching experience in total which means that they had worked as ESL teacher before working as an EFL teacher as illustrated in Table 1. In relation with those findings, they were found to have 'high' burnout levels for having a relative workload to finish in a limited time as 11th teacher pointed to the issue very briefly: "... There is too much office work, the classes are crowded, we have a huge workload and you have to finish all staff in a limited time... Why do we have to face such things? The university could possibly hire a few more teachers here!.." It can be also inferred from this written communication that the teacher was not familiar with the system of working as an EFL teacher at the university in Turkish context; thus, the complaints about the workload and limited time to complete his staff. Furthermore, native EFL teachers were not likely to be fond of interaction in this new context; interaction between teachers and students, between teachers and teachers as 6th teacher explained: "Being an EFL teacher is hard, at least for me. Everybody around me speaks a different language... different sounds are everywhere; if I insist on speaking in English with a student, that student hardly continue his conversation in my language even if they are able to speak fluently to some degree..they just do not want to.... EFL teaching is a hard job..." According to those native teachers, there was no collaboration and close communication among colleagues or other members of the community as 11th teacher said: "I cannot establish a close relationship with my colleagues. Although their English level is high, they do not tend to work collaboratively with me or have a talk outside school or our classes....", and similarly 6th teachers said: "I do not want to work at this university. I have no close colleagues to spend time after class. There is a negative atmosphere here...that is what I feel..Actually it is not just a feeling, but an observation. I sometimes feel that non native teachers gossip about me. I see that in their eyes..I do not like working here.... Everybody around me speaks a different language...different sounds are everywhere..." It could be claimed here that he put the situation in a concrete way even if at the very beginning of his written talk. They sometimes felt alienated like a stranger as 5th teacher put it that way: "The teachers in this university seem like the same! That is why, I sometimes do not want to go into deep conversations with them. In the afternoons, I just want to go home and have a drink with my wife and our neighbors. This happens to me a few times a month...", yet he valued his present job: "... I know that I have to motivate myself though...". Almost most of them had similar ideas on EFL teaching characteristics in terms of lack of communication when they tried to convey meanings due to 'different' pronunciation students hear from those teachers: "But here, people speak a different language, student can hardly understand my pronunciation, I have to speak really slowly which puts some stress on me." said 7th teacher; "...but most importantly those students only have the chance to be exposed to English only in our classes. They have difficulty in getting used to my pronunciation..." said the 6th. For them, unfortunately EFL university students tend to be unmotivated for several reasons: "Most of them are coming from high income families, thus they do not take education or learning English that much seriously....." said 7th teacher, because of related reasons she started to compare EFL with ESL teaching as most of other native colleagues: "...compared to my previous second language students in States. They were more willing to learn English and enthusiastic.", and because she did not feel satisfaction working as an EFL teacher because of the stated reasons regarding student profile, she concluded that: "I think I will return to States and continue to teach there..." similar to what 2nd teacher says on student profile of EFL learners: "EFL students are not that much hard working. I'm working at a private university and I know that enrolling at a private university is easier than enrolling at a state university in Turkey. Even if a student gets a low grade from university entrance exam and if he has the money, he can come here. This is sad, but true..."

The 6th teacher also valued ESL more than EFL teaching since: "... EFL teaching is hard, either. Being ESL teaching is easier, because you work in your familiar environment...with many people speaking your native tongue...You do not become an alien among the society." It is clearly understood from her words that like the other native colleagues either from the university she worked at or the ones from other private universities became alienated for interaction and EFL teaching characteristics. Thus, the analysis of the data collected from native EFL teachers indicated that most of them had hard times of contextual patterns which were resulted in the increased levels of burnout. For some, they worked as an EFL teacher, because they were married with Turkish women; thus, though they would be happier and satisfied if they could go back to their country to work as an ESL teacher as they did in previous years, before coming to Turkey: "... I think I will return to States and continue to teach there" said the 11th teacher.

On the other hand, the analysis of coding for non-native EFL teachers indicated a 'low' level of burnout of those since those teachers considered EFL teaching as sharing knowledge, exchanging ideas, interacting with students and teachers, yet experience throughout time was needed to accomplish those little 'energy drinks' which would in turn help the EFL teacher to better understand any upper degree in one's professional field would increase his/her interest by reading research papers, discuss them with colleagues, exchange ideas and experience, and thus to fully internalize an important aspect of teaching which is a life-long never-ending process as the total underlying messages were briefly emphasized by 7th teacher: "I love sharing my knowledge with people, I love challenges in teaching since it helps me improve myself professionally and emotionally. I love to exchange my experiences with my colleagues, discuss our lesson plans and materials we use in class. I love my students, I'm still in contact with the ones who passed the proficiency exam in prep and with some of them we've become like close friends. For me teaching is sharing and communicating, but this time using a different language. I always try to get my students to understand the importance of learning a foreign language since we are social human beings and the ultimate goal of learning a foreign language for a learner should be 'to be able to express oneself to another', and through the words of 6th teacher: "Since I began teaching, because I have learned many things in this job...Understanding students' specific foreign language learning problems, their emotional attitudes, classroom management, etc....many many more...Doing a PhD degree also increases my job satisfaction. The more I read, the more I become interested in different issues concerning EFL teaching...I know that I will be learning a lot more during the rest of my career. We are social beings who are very complex, learning itself is a complex process, yet discovering something every day in each of my lesson keeps my satisfaction and help that satisfaction grow bigger and bigger gradually." Thus, establishing close relationships with both teachers and colleagues, exchanging job related ideas and experiences, improving oneself through post-graduate degrees in the field of education such as MA and PhD to keep up the recent trends and to gain in-depth insights into different aspects of EFL teaching throughout time and experience increased enthusiasm about teaching of mentioned aspects, and as a consequence to see teaching and learning about teaching was a life-long and never-ending process which results in 'low' level of teacher burnout.

In relation to these, these findings go in the same line with previous finding of other research mentioned in background section of this study. Medgyes (1999) underlined the importance of native EFL teachers' weakness in having insufficient knowledge of students' culture and their native language as the written communication of native EFL teachers of this study imply. On the other hand, the weakness of the other group is the deficient command of English, as some native EFL teachers blame non-native EFL teachers for the same reason as stated by Medgyes. So both groups would complement the other in their strengths and weaknesses.

Regarding possible implications, this study contributes Foreign Language Education on a practical basis: it brings one of the most important constructs which directly influences the lives and professional performance of foreign language teachers: co-operation and collaboration among colleagues. Also, it provides useful analysis of appropriate data which would benefit both native and non-native EFL teachers discussed in detail as follows. The findings of the analysis of this research indicated that non-native teachers were mostly burned out due to limited communication and interaction between students and themselves, and between themselves and colleagues to some degree. They also complained about the relative lack of collaboration among native and non-native EFL teachers; from their words, it can be inferred that they need to work more collaboratively with non-native teachers so that both groups of teachers may learn a lot from each other, negotiate meaning through social dialogue and talk; otherwise, native teachers will continue to feel isolated which will likely increase the level of their burnout. Throughout time and collaboration, it is possible that they may get familiar with different aspects of EFL teaching. If there is no isolation for any teacher whether native or non-native, a probable co-operation with the two will benefit both where non-native teachers would feel themselves as a part of EFL teaching profession as a team with native and non-native colleagues; and non-native teachers would gain different perspectives from the lens of native EFL teachers. Thus, regarding burnout levels, native EFL teachers' burnout level would probably decrease and that co-operation would increase any possibility of moderate or high level of burnout of non-native teachers.

Teacher burnout has long been investigated for different aims as an international construct for research studies (Vandenberghe & Huberman, 1999), and investigating the issue in relation with the reasons behind it for native and non-native EFL teachers in a cosmopolitan Turkish context would benefit future studies and possible implications would raise awareness of collaboration and co-operation between native and non-native teachers working at the same or different universities and institutions in case the future research study design is formulated more reliable and valid with higher number of participants from both groups so that the findings can be generalized.

5. Limitations and Suggestions for Future Research

Regarding generalizability issue, the number of participants for each group is considerably low. Increasing the number at least to a 30 for each group would provide more reliable results. If the number of participants is increased, different procedure instruments can be added to the design of the study. For a larger group of teachers, descriptive statistics would benefit reliability since it calculates the significant difference. Correlation study aspect could either be added to a qualitative design, the issue could be seen from different perspectives if, for example, the stated three components of Maslach's Burnout Inventory Scale can be measured separately, and if one or two more factor are added to see the type of relationship between each component and the new added construct such as the type of relationship between reduced personal accomplishment and classroom management.

Secondly, only one researcher did content analysis and developed themes and coding categories while analyzing the data. It would make the analysis more reliable if there was a second researcher who would go through the same procedure independently, then inter-rater reliability could be rated to increase the level of reliability for the content analysis.

Instead of formulating interview questions previously and inviting the participants to answer them online at the same time with Maslach's Burnout Inventory Scale in the same word documents, it would provide a more in-depth insight into understanding the reasons behind high or low level of native and non-native teacher burnout if interview questions are formulated based on subscale findings of Maslach's stated instrument, and thus it would provide a rich descriptive written communication relevant to the investigation.

Besides, in the case of the two groups of teachers where the years of experience in teaching and the years of experience in the present job being similar would yield more reliable results since it would reduce related confounding factor at least.

Additionally, the duration of the study could be longer in order to find out how environmental or EFL contextual factors may influence the perceptions, motivation and expectations of both groups of teachers once they enter EFL teaching as a profession. Thus, a longitudinal study might be conducted. Also, a treatment may be added to the study, that is a more collaborative and co-operative working conditions could be provided for one group of native and non-native EFL teachers, where the other group would be controlled group. Then the effects of the treatment could be measured in order to see to what extend working cooperatively and collaboratively help this experimental group of teachers to reduce or eliminate burnout levels over time.

Moreover, another construct may be added to the study, Bandura's (1977, 1989, 1997) 'self-efficacy' could be measured in relation to burnout since he states a link between self-efficacy and stress. Thus, in another study, it might be assumed a link between self-efficacy and burnout and that relationship could be examined as it is also suggested by Cherniss (1993) that it is essential to consider professional self-efficacy which has three domains (the task domain, the interpersonal domain and the organizational domain) for analyzing the problem of professional burnout.

Those suggestions and limitations of this study due to confounding factors explained in data collection section of this study would probably benefit future research.

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Note on Ethical Issues

The author confirms that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: 01/06/2021).