

Comparing the Effect of Mindfulness-Based Training and Clinical Supervision on EFL Teachers' Resilience

Abstract

Teacher resilience is considered a pivotal teacher-related variable in all educational contexts and resilient teachers may positively influence students' learning outcomes. At the same time, mindfulness-based training (MBT) and clinical supervision (CS) are two rather innovative approaches in education, the promising results of which have been reported in the English as a foreign language (EFL) literature. Accordingly, the current study sought to explore the differential impacts of MBT and CS on Iranian EFL teachers' resilience. The participants, selected non-randomly through convenience sampling, comprised 64 teachers teaching at a private language school in Tehran. They were divided into two equal experimental groups each consisting of 32 participants. Prior to the treatment, the two groups responded to the Teacher Resilience Scale (TRS) as the pretest. Next, one of the experimental groups underwent CS while the second group was exposed to MBT. After the treatment, both groups responded to the TRS again as the posttest. The results of the one-way ANCOVA indicated that CS was significantly more effective in enhancing EFL teachers' resilience compared to MBT. Based on the results, teacher educators and supervisors are encouraged to raise teachers' awareness concerning the benefits of CS and implement CS if they intend to enhance EFL teachers' resilience.

Keywords: clinical supervision, mindfulness-based training, professional development, teacher education, teacher resilience

Introduction

Teachers have a cardinal role in any educational system due to their influential role in contributing to learners' academic development (Granziera et al., 2023; Hoque et al., 2023). As a result of this pivotal stance of teachers, the notion of teachers' professional development (PD) has received significant attention from scholars both in mainstream educational settings (Surahman & Wang, 2023) and English language teaching (ELT) contexts (Eshete & Gezahegn, 2023). Teachers' PD can be enhanced through organizing efficient teacher development programs (Zein, 2017). In effect, such education programs are perhaps "responsible for furnishing target candidates with

available tools, helping them to carry out their duties” (Haycock, 1998, p. 3). To this end, teacher candidates, particularly novice ones, can undergo specific educational programs to acquire the skills and experiences required over time which enables the development of “the potential to encounter the challenges in teacher education” (Sparks, 2004. P. 304). Hence, successful teachers’ PD programs might result in teachers’ resilience (Jones & Beebe, 2024).

Brunetti (2006) delineates teacher resilience as “a quality that enables teachers to maintain their commitment to teaching and their teaching practices despite challenging conditions and recurring setbacks” (p. 813). A teacher is conceptualized as a resilient individual when they endeavor to enhance their self-efficacy, self-confidence, and also coping mechanisms to diminish challenging conditions (Castro et al., 2009). The teacher is thus motivated to continuously address the existing challenges and hardships they face during their professional career, resulting in successful adaptation notwithstanding the barriers while preserving their personal wellbeing (Doll & Song, 2023; Fernandez et al., 2019; Howard & Johnson, 2004; Larasati & Kuswandono, 2023; Wang et al., 2024).

Teachers may become more resilient if they take part in efficient teacher education programs in order to further their mental and practical expertise. Such PD can possibly be obtained through MBT (Klatt et al., 2009; Cicek & Gurbuz, 2023; Doyle Fosco et al., 2023). Mindfulness is a concept that has turned into a buzzword among psychologists, psychotherapists, and researchers during recent years (e.g., Agyapong et al., 2023; Li et al., 2023; Sharp & Rhinehart, 2018; Zarate et al., 2019). Mindfulness is thought to be an attentive state and awareness of what is happening in the here and now (Brown & Ryan, 2003); it helps one to recognize that negative emotions may unfurl but not as a permanent element of personality (Walsh et al., 2009). Mindfulness also enables an individual to respond by reflection instead of retorting incidentally and unthankfully (Emanuel et al., 2010).

In addition to the practice of mindfulness, teachers need to be regularly supervised for further PD (Gursoy & Eken, 2019). Similar to MBT, CS and “feedback in the supervisory process provide both reflection and quality teaching for language teachers, particularly novice ones to improve their teaching of language skills” (Achmad & Miolo, 2021, p. 1451). CS is a mode of teacher education to strengthen PD which is regarded as a challenging denominator of teacher education (Rahmany et al., 2014). Conducted by teacher educators, CS is a decisive component of the practicum (Ochieng’ Ong’ondo & Borg, 2011) and indeed “a process aimed to help

teachers in the classroom to provide opportunities for learning so that teachers and educational observers distribute educational experiences beyond the scope of assessment and inspection” (Akcan & Tatar, 2010, p. 156). This is perhaps one of the most significant means to empower teachers and contribute to their learning in action, to overcome their fear vis-à-vis change, to promote their critical thinking and creativity, and to examine mental biases (Hamilton-Ekeke & Matthew, 2018; Nolan & Hoover, 2008).

Review of the Related Literature

Clinical Supervision

CS has evolved as a collaborative alternative to traditional evaluative models, emphasizing classroom observation for PD rather than assessment (Acheson & Gall, 2003). Kayaoglu (2012, p. 105) defined CS as “interactive, democratic, teacher-centered, more concrete, objective, and focused,” highlighting its participatory nature. This approach prioritizes in-service teachers’ PD through structured partnerships between educators and supervisors (Snow et al., 2020). Expanding beyond physical presence, Olibie et al. (2016) characterized CS as cyclical support involving observation, feedback, and collaborative refinement of teaching practices. This model shifts authority dynamics: Bowers and Flinders (1990, p. 200) argued that CS “rejects the supervisor-as-inspector role, instead promoting collaborative problem-solving to democratize professional development”.

Several studies (e.g., Herdiawan, 2018; Paba, 2017; Veloo et al., 2013) have so far given credence to different benefits of CS, highlighting its significance in teacher education. By providing teachers with targeted feedback and support, CS can help to improve the quality of instruction and enhance student learning outcomes (Ventista & Brown, 2023). Through CS, teachers can receive feedback on their teaching practices and develop new skills and strategies (Lindahl, 2019; Tang & Chow, 2007) which can possibly enhance their resilience and confidence. By providing ongoing support and guidance, CS can help EFL teachers to overcome the challenges they face in their profession and remain in the profession for longer (Latham et al., 2015; Tait, 2008).

The results of previous investigations have revealed the significant influence of CS on reducing teacher burnout (Author), improving PD (Hamilton-Ekeke & Matthew, 2018), boosting teachers’ self-efficacy (Author), and enhancing teaching perspectives and qualifications (Khaef

& Kariminia, 2021). Nolan and Hoover (2004) demonstrated the positive effect of CS in promoting teacher reflection while Holland and Adams (2002) reported the improvement of teachers' PD as a result of the practice of CS. Kholid and Rohmatika (2019) noted the impact of CS on teacher performance.

Mindfulness-Based Training

MBT is defined as the systematic cultivation of moment-to-moment awareness through structured practices such as meditation, breath work, and body scans. To this end, Kabat-Zinn (2003, p. 145) encapsulated mindfulness as “paying attention in a particular way: on purpose, in the present moment, and non-judgmentally”. Hawkins (2017) further differentiated mindfulness from forgetfulness, framing it as an active redirection of attention away from past or future preoccupations. Hawkins (2017) noted that formal MBT sessions require setting clear intentions to maintain concentration amid distractions while informal practices incorporate mindfulness into daily routines – such as mindful walking or breathing during commutes – to sustain awareness in real-world contexts (Gotink et al., 2016).

The rationale for MBT in teacher education stems from the profession's chronic stress levels, linked to burnout, attrition, and diminished instructional quality (Cacha, 1981; Lambert & McCarthy, 2006). Accordingly, Howard and Johnson (2004) highlighted the economic and educational costs of replacing burnt-out teachers, underscoring the urgency of sustainable interventions.

Previous studies on MBT have demonstrated the effectiveness of this procedure in teacher education programs. For instance, Rupprecht et al. (2017) found that MBT can be successfully applied in teacher education programs to help teachers enhance their competence in facing the challenging issues in the classroom and improve their performance. Galante et al.'s (2017) results demonstrated that MBT was quite successful in helping the teachers to enhance their mental awareness in the classroom which might positively affect their practice of teaching in lowering their stress level. Sharp and Rhinehart (2018) investigated the issue of fostering teacher presence through mindfulness and demonstrated the positive impact of “the cultivating awareness and resilience in education (CARE) program” (p. 67). Cicek and Gurbuz (2023) indicated that EFL teachers underwent favorable changes in their pedagogical approach, experienced enhanced ability to manage stress-inducing factors both within and outside the classroom, and noted

improved dynamics in student-teacher interactions along with reduced instances of classroom conflict.

Teachers' Resilience

Teacher resilience is variably defined across the literature, reflecting its multidimensional nature. Sammons et al. (2007, p. 964) anchored it in the “ability to withstand challenges” while Masten et al. (1990) stressed adaptive thriving in adverse conditions. Howard and Johnson (2004) associated resilience with coping strategies that counteract burnout, aligning with Higgins’ (1994) depiction of resilient educators as pragmatic problem-solvers who focus on solutions rather than setbacks.

Modern definitions integrate contextual dynamics. Clarà (2017) framed resilience as positive adaptation to challenging environments, whereas Gu and Day (2013) emphasized sustaining commitment amid uncertainty. Kärner et al. (2021) introduced a skill-based perspective, identifying flexibility, openness to change, and rapid recovery as core components. Mansfield et al. (2016) challenged static notions, arguing resilience is an evolving outcome shaped by interactions between educators and their ecosystems. These definitions collectively highlight resilience as a personal capacity and a socially mediated process, essential for navigating inherent complexities (Ainsworth & Oldfield, 2019; Bagdžiūnienė et al., 2022).

Resilience significantly impacts educational quality and teacher sustainability. Studies link it to higher job satisfaction and self-efficacy, with Pretsch et al. (2012) and Kärner et al. (2021) demonstrating correlations between resilience and reduced attrition. Resilient teachers foster stable learning environments through consistent, engaged instruction (Abid et al., 2024; Gu, 2017; Liu & Chu, 2022). Ainsworth and Oldfield (2019) stressed that positive school cultures enhance educators’ adaptive capacities and resilience while schools promoting teacher autonomy reported higher resilience levels, as educators feel empowered to innovate (Drew & Sosnowski, 2019).

Purpose of the Study

During the past few decades, ample studies have been reported on teacher education and PD including studies on teacher preparation and education initiatives (Cochran-Smith, 2005; Li & Mohammed, 2025; Tamah & Wirjawan, 2022).

As detailed above, both CS and MBT have brought about successful outcomes in enhancing teacher performance. Given the fact that the two interventions necessitate similar backgrounds (i.e., a teacher training setting) while bearing the difference in implementation (CS being carried out by a supervisor while a trainer/facilitator conducts MBT), the juxtaposition of the two may seem rationally applicable. The subsequent logically induced question would then perhaps be directed towards which of the aforesaid pedagogical procedures would bring about more fruitful results and bear a stronger impact on EFL teachers' resilience. Such an empirical comparison – which is of course missing and thereby a noteworthy gap in the literature – would enable a perhaps justified and informed decision-making regarding which of the two should be invested upon further in the ELT domain.

Despite the abundant research on teachers' resilience, MBT, and CS, no study to date – to the best knowledge of the researchers of course – has comparatively explored the effects of MBT and CS on EFL teachers' resilience and their students' achievement. To this end, the present study comparatively investigated the effectiveness of MBT and CS on teachers' resilience and explored teachers' perceptions on the abovementioned teacher PD programs. Accordingly, the research questions below were formulated:

- Q₁: Is there any significant difference between the effect of mindfulness-based training and clinical supervision on EFL teachers' resilience?
- Q₂: What are EFL teachers' perceptions on mindfulness-based training?
- Q₃: What are EFL teachers' perceptions on clinical supervision?

Method

Participants

The participants comprised 64 EFL teachers teaching at a private language school in Tehran who were selected non-randomly through convenience sampling. The researchers invited those teachers who were willing to participate in this study and they were randomly assigned into two comparison groups (i.e., MBT and CS). All teachers were asked to sign a consent form prior to actual participation in the research and were assured that their personal information would remain confidential throughout this research. Details regarding the participating teachers are presented in Table 1.

Table 1*Demographic Information of the Participant Teachers*

Category	Subcategory	Frequency
Gender	Female	33
	Male	31
Age	Below 25	12
	25-29	11
	30-34	10
	35-39	10
	40-45	11
	Above 45	10
Years of Experience	Below 5	14
	6-10	11
	11-15	13
	16-20	14
	Above 20	12
Academic Degree	Bachelor's degree	36
	Master's degree	28
Field of Study	English and related	40
	Humanities	13
	Engineering	11

Instruments*Teacher Resilience Scale*

TRS (Shirazizadeh & Abbaszadeh, 2023) was administered twice – once as the pretest and once as the posttest. It includes 35 items all of which carry a six-point range of responses, as follows: (1) strongly disagree, (2) disagree, (3) moderately disagree, (4) moderately agree, (5) agree, and (6) strongly agree with 40 minutes required to answer all the items. The range of the score is from 35 to 210. As Shirazizadeh and Abbaszadeh have reported, the questionnaire possesses acceptable psychometric indices in terms of validity and reliability. The internal consistency of the TRS for the current study was 0.82, that is an adequately acceptable degree of reliability.

Teachers' Semi-Structured Interviews

Two sets of five semi-structured interview questions (see below) were developed to respond to the qualitative questions regarding the teachers' perceptions on the contributions of MBT and also CS. The researcher developed an initial list of the questions while reviewing the literature pertinent to MBT, teachers' resilience, and CS; he subsequently asked two university professors

to provide their feedback and a few minor modifications were made to the questions. The interview sessions were audio-recorded for later transcription.

The interviews were conducted after the completion of the MBT and CS interventions among 16 teachers (seven females and nine males) who noted their willingness. The final list of questions for the MBT group was:

1. Please explain how you think that the adoption of MBT approaches has affected your stress levels and your ability to deal with difficulties as a teacher.
2. In your opinion, how have mindfulness practices contributed towards your emotional wellbeing as an EFL teacher?
3. What kind of mindfulness techniques do you practice regularly to help you cope with the challenges of teaching?
4. Do you have an instance from your practice that demonstrates the role of MBT in resolving difficult situations during classroom teaching?
5. What recommendations would you give to other EFL teachers seeking to enhance their wellbeing through MBT practices?

The final list of questions for the CS group included the following:

1. Please explain how you think that the adoption of CS approaches has affected your stress levels and your ability to deal with difficulties as a teacher.
2. In your opinion, how has CS contributed towards your emotional wellbeing as an EFL teacher?
3. Can you cite specific instances when recollection of feedback received during CS bolstered your strength to face challenges in the classroom?
4. Which are, in your opinion, the most important advantages of participating in the CS program?
5. What recommendations would you give to other EFL teachers seeking to enhance their wellbeing through CS?

As can be seen, the third and fourth questions were different unlike the other three. The reason for this discrepancy pertains to the nature of CS and MBT. CS – unlike MBT – does not comprise techniques which could be implemented by the teachers regularly; CS is a supervision modality requiring interaction while mindfulness techniques could be conducted individually.

Procedure

Once the TRS was administered as the pretest, both CS and MBT interventions were conducted.

Mindfulness-Based Training

The MBT was conducted cooperatively by two trained and certified mindfulness facilitators who held a master's degree in clinical psychology. They had obtained their certificates from the Cultivation of Thought Center and the Samen Counseling Center under the supervision of the Iranian Psychological and Counseling Organization. The participant teachers were engaged in a nine-week MBT program of one 60-minute session per week prior to teaching the EFL learners selected for this study. There were three introduction sessions and six training-practice sessions. During the initial three sessions, the following mindfulness techniques were introduced to the teachers: breathing meditation (Birtwell et al., 2019; Gotink et al., 2016), walking meditation (Birtwell et al., 2019, Schussler, 2020), eating meditation (Zarate et al., 2019), movement meditation (Birtwell et al., 2019, Schussler, 2020), relational mindfulness exercises (Kabat-Zinn, 2003), music listening meditation (Hawkins, 2017; Zarate et al., 2019), seven plus one activity (Kabat-Zinn, 2003; Neff, 2011), mindfulness of positive feelings (Cicek & Gurbuz, 2023), and strengthening effects of stress (Hindman et al., 2015). In the introduction sessions, the participants were informed about the significance of the MBT techniques.

The separation of presentation and practice sessions within the MBT program was deliberately structured to increase understanding of mindfulness techniques. It was assumed that, through this procedure, teachers would be able to build an acceptable theoretical base for MBT as a whole in general and each technique's objectives and usefulness in particular before engaging in practice as the initial sessions were focused on thorough explanations. It was also assumed that the separation of presentation and practice sessions would also allow the participants to master the techniques theoretically first and, in turn, provide them a better understanding of the concepts they needed to put into practice later on.

In addition, reflective thinking in relation to practice may enable the participants to be cognitively ready to engage with the materials at hand. This means that introducing the techniques first may help the participants integrate the theoretical discourse with the practical applications of these techniques later on, thus making the participants possibly more invested during practice. Other than that, the sequential learning tasks and principles also support the separation of

presentation and practice sessions for the provision of optimal preparation of the participants to engage in practice.

The first introduction session was devoted to the three techniques of breathing meditation, walking meditation, and eating meditation. Regarding the breathing meditation, the teachers were briefed that this technique is a type of mindfulness technique which engages people in directing their attention onto the natural rhythm of breathing and allows them to be present at the moment, relieve stress, and foster their emotions.

Concerning walking meditation, the teachers were informed that walking meditation is a mindfulness technique that involves the awareness of the bodily sensations of walking thereby inviting participants to experience their bodies and the environment and achieve a peaceful mindset through taking slow, purposeful, and mindful steps. As for eating meditation, the teachers were advised that this approach to food is primarily focused on the experience of eating and all activities related to the act itself enhancing the enjoyment of the taste and texture of food and the process of feeding oneself while cultivating appreciation.

During the second introduction session, the meditation techniques described above were introduced. The teachers were told that movement meditation is the practicing of physical activities such as yoga, where participants engage in the awareness of their bodies and the movement itself. The participants were also made aware of relational mindfulness exercises as a technique developed to enhance their awareness and connection with other people by encouraging communication, empathy, and listening during people's interactions. As for music listening meditation, the teachers were informed that this is a type of mindfulness technique in which a person listens to music and concentrates on the rhythms, melodies, and feelings in order to achieve relaxation and self-awareness.

During the third introduction session, the three techniques of seven plus one activity, mindfulness of positive feelings, and strengthening effects of stress were introduced to the teachers. The seven plus one activity (Kabat-Zinn, 2013; Neff, 2011) is a mindfulness technique that encourages participants to identify and reflect on seven concepts including (a) non-judging or observing an action as an impartial beholder; (b) patience or giving time for matters to unfold; (c) beginner's mind or undergoing experiences as if they are occurring for the first time; (d) trust or confidence in oneself and regarding intuition as a reliable guide; (e) non-striving or focusing without pursuing an objective; (f) acceptance or celebrating the here and now; and (g) letting go

or not being attached to one's convictions and emotions. The teachers were told that they could add another quality on their own to show that they are part of this world by being affectionate to oneself, and embracing imperfection as inevitabilities of everyday life.

The mindfulness of positive feelings means aiming one's thoughts and attention to pleasant emotions and experiences with a view of making them more profound in the life of the individuals while the strengthening effects of stress means a practice of identifying and changing stressors into growth and endurance tools which encourage adaptive behavior and approach in difficult situations. The remaining six sessions were devoted to the exercise of mindfulness.

The first two practice sessions were devoted to practicing breathing meditation, walking meditation, and eating meditation. For breathing meditation, the participants were invited to find a comfortable sitting position. Following that, they were asked to close their eyes and take a deep breath through the nasal cavity, fill the belly, and exhale slowly through the mouth. They were then asked to continue this pattern for a few breaths. They were encouraged to focus on the sense of inhalation and exhalation. With regard to walking meditation, the participants were instructed on how to walk slowly and mindfully. To do so, they were asked to walk one by one in the room and focus on each step, imagining the ground beneath their feet. They were also asked to coordinate their breath with their movement (e.g., inhale for three steps, exhale for three steps). They were encouraged to notice their surroundings – sounds, sights, and sensations – while maintaining focus on their steps. As for eating meditation, the session began with a few minutes of mindful breathing with their eyes closed. Then, they were asked to open their eyes and observe the food (prior to the session, some snack items had been in place). The teachers were then encouraged to notice the colors, textures, and shapes without any judgment. They were then asked to pick up the food and hold it in their hands. The participants were then encouraged to feel its texture, weight, and temperature. Next, they were asked to bring the food close to their nose and inhale the aroma. The participants were then invited to take a small bite of the food and chew it slowly, focusing on the taste, texture, and sensations in their mouth. They were also instructed to put down the food between bites and take moments to breathe.

The second two practice sessions were devoted to practicing movement meditation, relational mindfulness exercises, and music listening meditation. As for movement meditation, participants were initially led in gentle stretching exercises to relax the body. Then, they were asked to focus on areas such as the neck, shoulders, and back. They were then asked to begin

moving their hands, feet, fingers, or toes slowly and mindfully. They were encouraged to pay attention to their breath and how their body felt during each movement. With regard to relational mindfulness exercises, the chairs were arranged in dyads or triads to facilitate conversation. Then, relational mindfulness was practiced via mindful listening exercise and empathy building exercise. As for mindful listening exercise, the participants were paired and one person was assigned as the speaker and the other as the listener. The speaker shared their thoughts or feelings about a particular challenging situation in teaching for 3-4 minutes while the listener practiced active listening without interruption. Afterwards, the pair swapped roles. As for the empathy building exercise, each participant took turns sharing something they appreciated about their partner. With respect to music listening meditation, the session began with a few moments of mindful breathing to help participants place themselves into the present moment. Then, they were provided with instructions on how to listen mindfully via focusing on different elements of the music (to the extent possible of course and not technically) and noticing any emotions or thoughts that arise during the time they are listening to music without judgment and noticing any emotions or thoughts that arise during the time they are listening to music without judgment. Then, a music track was played in the genre of new age – as recommended in MBT – which often incorporates sounds of nature, electronic instrumentation, and Eastern musical influences (Toop, 2016). The participants were encouraged to close their eyes and immerse themselves in the music. They were reminded to observe their thoughts and feelings as they listened.

The last two practice sessions were devoted to practicing seven plus one activity, mindfulness of positive feelings, and strengthening effects of stress. As for seven plus one activity, the participants were initially guided in brief mindful breathing exercise. They were then divided into pairs to discuss the main concepts of the seven themes of this activity (discussed earlier) and then they were all brought back together and invited to share their insights from their discussions. The participants were specifically encouraged to reflect on how these concepts can enhance their mindfulness. Then, the participants were led in a guided visualization where they imagined themselves holding onto a heavy object which represented stress or negative thoughts. Finally, they were instructed to visualize releasing this object into a body of water, watching it drift away. With regard to mindfulness of positive feelings, the session began with a brief mindful breathing exercise to center participants' attention. They were asked to focus on their breath and let go of any distractions. Then, they were asked to reflect silently on a positive experience from

their lives such as a joyful moment, achievement, or connection with others. The participants were asked to write down their thoughts about this experience.

The participants were subsequently led in a guided meditation where they were asked to visualize their positive experience in detail. They were asked to focus on sensory details such as sights, sounds, smells, and emotions and were guided to immerse themselves fully in the experience and to completely feel the emotions associated with the positive feeling. The strengthening effects of stress was implemented via stress identification exercise, body scan meditation, and coping strategies discussion. The participants were initially asked to reflect on a recent stressful experience. They were encouraged to write down specific stressors they encountered during that stressful situation. Then, they were led in a body scan meditation where participants focused on different areas of their bodies, starting from the toes and moving up to the head while visualizing the stressful situation. Then, they were prompted to notice any sensation, tension, or discomfort and were encouraged to relax as they breathed into each area. Finally, a coping strategies discussion was held in triads where the participants were asked to share the techniques they found helpful.

The MBT was conducted through 60-minute sessions once a week. All sessions were conducted cooperatively by two certified mindfulness facilitators who held MA degrees in clinical psychology. They had obtained their certificates from the Cultivation of Thought Center and the Samen Counseling Center under the supervision of the Iranian Psychological and Counseling Organization.

Clinical Supervision

The second experimental group of teachers underwent the CS program by the trainer (the same researcher who was a supervisor at the language school at the time of implementing the study) while they were teaching their classes of EFL learners. It has to be noted that the model of CS employed in this study was adopted in its entirety with few minor alterations from Author (pp. - ----).

At the beginning, the researcher announced the commencement of the CS program and next explained the three steps of pre-observation conference, observation, and post-observation feedback conference of the program. The teachers were briefed about the purpose and procedure of each step of the observation sessions to record every single unpleasant event happening in the

class to be analyzed and interpreted with the aim of helping the improvement of those classroom traits.

The researcher next created a group on WhatsApp to manage the teachers and their observation schedules. Furthermore, relevant ELT articles, books, teaching tips, short clips on different teaching areas, and helpful strategies were uploaded with no size limitations. The teachers were also asked to share their ideas, teaching experiences, problematic areas in and outside the class, and feelings about the whole process of CS in an anxiety-free ambience. This group made them feel as if they were members of a family where they could share with no fear of being seen or judged.

Based on the arrangements made in the WhatsApp group, the researcher created a timetable according to which eight teachers were observed in the first week. Prior to the observations, the pre-observation conferences were held for each teacher individually. The length of these pre-observation conferences ranged from 20 to 30 minutes. During these pre-observation sessions, an atmosphere of teacher empowerment and support was created. The teachers were the leaders and the supervisor acted as a facilitator and both collaboratively agreed upon the method and what to be observed. The researcher also asked some questions to clarify what the teacher had in mind for the observation session. These questions referred to the type of the data to be recorded such as students' behaviors and movement patterns, methods of recording the data, and steps to be taken in the following post-observation session.

For a period of 12 weeks, the researcher observed the teachers of the experimental group. Three observations were done for each teacher every four weeks and three feedback sessions were held individually after each observation session in the language school. Based on the timetable, eight teachers were observed during three weeks and nine teachers on the fourth week meaning that by the end of the fourth week, all the teachers were observed once. These observations focused on the factors contributing to stress among the teachers. Again, during the second cycle of the CS program, all the teachers were observed for the second time until the end of the eighth week. The third cycle was also conducted accordingly.

The researcher digitally recorded the voice of the class of the teachers with their consent in order to have a clearer picture to be discussed in post-observation sessions. The teachers were fully aware that some of the information of these recordings would be transcribed but all remained confidential – through a coding process – and were used only for the purpose of analyzing the

working environment. During the observation, the researcher also took some notes of the areas to be discussed in the post-observation conference.

Following each observation session, the researcher analyzed the data collected and developed a plan to be discussed in the post-observation conference. The researcher highlighted the most important concerns to be addressed in the following conference through preparing the following questions:

- *How do you feel about your working environment? Does it affect your working life?*
- *What kinds of situations do you find particularly emotionally demanding in teaching and in what ways?*
- *Can you give an example of a difficult interaction with a student or other teachers?*
- *Have you ever been subjected to verbal abuse by a student, parent, or other teachers?*
- *Is there anything outside of the working environment that affects your working life?*
- *Do you feel burdened by preparing for classes?*
- *Have you experienced any physical symptoms that might relate to your daily working life such as tiredness?*

During the post-conference sessions, the researcher and the teacher critically examined and discussed the problems related to the students (mentioned earlier) to determine an approach which could reduce their effect. The length of these sessions ranged from 45 to 60 minutes. In these post-conference sessions, teachers' needs were addressed through a mutual understanding of the problems and the reflection process. All the teachers were observed three times in the duration of 12 weeks and three post-observation conferences were held for each. Once the two treatments of CS and MBT were completed for both group of teachers, they all sat for the TRS, this time as the posttest.

Results

Teachers' Resilience Scale – Pretest

Table 2 displays the descriptive statistics of the TRS as the pretest for the 64 participants (as noted earlier, two teachers were outliers and thus removed from the original 66 teachers).

Table 2*Descriptive Statistics of the Participants' Scores on the TRS Pretest*

	N	Minimum	Maximum	Mean	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
MBT group	32	47	69	58.03	5.845	-.110	.414
CS group	32	51	72	61.53	5.758	.102	.414
Valid N (listwise)	32						

The mean and the standard deviation of the MBT group were 58.03 and 5.84, respectively, while those of the CS group became 61.53 and 5.76, respectively. Both groups' skewness ratios fell within ± 1.96 (-0.266 and 0.247) and the reliability of the scores was 0.88 (Cronbach's alpha).

Teachers' Resilience Scale – Posttest

Following the termination of the treatment for both groups, the TRS was once again administered – this time as the posttest – with details of the descriptive statistics of the administration presented in Table 3. The mean and the standard deviation of the MBT group were 82.16 and 5.62, respectively, while those of the CS group stood at 83.44 and 5.75, respectively. Furthermore, the skewness ratios of both groups fell within the acceptable range (-0.947 and 0.348). In addition, the reliability of the scores in this administration was 0.90 (using Cronbach's alpha).

Table 3*Descriptive Statistics of the Participants' Scores on the TRS Posttest*

	N	Minimum	Maximum	Mean	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
MBT teachers	32	69	92	82.16	5.623	-.392	.414
CS teachers	32	73	94	83.44	5.753	.144	.414
Valid N (listwise)	32						

Testing the Null Hypothesis

To test the null hypothesis, an analysis of covariance (ANCOVA) was run on the scores of both groups of teachers on the TRS pre- and posttest. First, the prerequisites for running this parametric

test are discussed. To begin with, all sets of scores enjoyed normality (Tables 2 and 3). Secondly, the Levene's test was run.

Table 4

Levene's Test of Equality of Error Variances^a

<i>F</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
24.179	1	62	.124

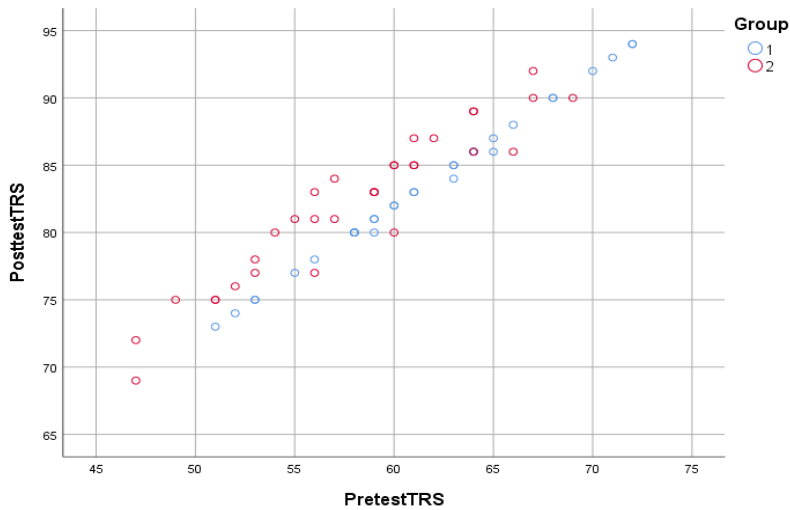
a. design: Intercept + TRS pretest + Group*TRS pretest

Dependent variable: TRS posttest

As is shown in Table 4, the variances were not significantly different ($F_{(1,62)} = 24.179, p = 0.124 > 0.05$). Since one covariate is being investigated (TRS pretest), the third assumption of the correlation among covariates did not apply in this case. As for linearity, Figure 1 demonstrates that the general distribution of the scores is very much linear.

Figure 1

Scatterplot of the Linearity of the Participants' Scores on the TRS Pretest and Posttest



Finally, Table 5 shows that the interaction (i.e. Group * TRS Pretest) is 0.141 which is larger than 0.05 thus indicating that the assumption of homogeneity of regression slopes has not been violated in this set of scores.

Table 5*Tests of Between-Subjects Effects (1)*

Source	Type III Sum of Squares	Df	Mean Square	<i>F</i>	Sig.	Partial Eta Squared
Corrected Model	1935.816 ^a	3	645.272	401.027	.000	.952
Intercept	377.241	1	377.241	234.450	.000	.796
Group	7.103	1	7.103	4.414	.040	.069
Pretest	1908.009	1	1908.009	1185.800	.000	.952
Group * TRS pretest	3.573	1	3.573	2.221	.141	.036
Error	96.543	60	1.609			
Total	440773.000	64				
Corrected Total	2032.359	63				

^a. R Squared = 0.952 (Adjusted R Squared = 0.950)

Hence, running an ANCOVA was legitimized. According to Table 4.6, the TRS pretest scores (the covariate in the model) were significant ($F = 1161.298, p = 0.0001 < 0.05$) thus demonstrating that prior to the treatment, there was a significant difference between the two groups in terms of their resilience. Furthermore, there was a significant relationship between the covariate (the TRS pretest) and the dependent variable (the TRS posttest) while controlling for the independent variable ($F = 37.949, p = 0.0001 < 0.05$).

To this end, the null hypothesis of the study which stated that there is no significant difference between the impact of MBT and CS for EFL teachers on their resilience was rejected with those in the CS group who gained a higher mean (Table 3) bearing a significantly higher degree of resilience than those in the MBT group. Furthermore, the effect size was 0.951 which is a strong effect size (Larson-Hall, 2010).

Table 6*Tests of Between-Subjects Effects (2)*

Source	Type III Sum of Squares	df	Mean Square	<i>F</i>	Sig.	Partial Eta Squared
Corrected Model	1932.243 ^a	2	966.122	588.651	.000	.951
Intercept	381.205	1	381.205	232.266	.000	.792
TRS Pretest	1905.978	1	1905.978	1161.298	.000	.950
Group	62.283	1	62.283	37.949	.000	.384
Error	100.116	61	1.641			
Total	440773.000	64				
Corrected Total	2032.359	63				

^a. R Squared = .951 (Adjusted R Squared = .949)

Qualitative Research Questions

The two qualitative research questions are addressed below through the teachers' responses during the semi-structured interviews (detailed earlier).

First Qualitative Question

The first qualitative research question focused on the perceptions of the EFL teachers participating in this study regarding CS; the semi-structured interviews demonstrated the positive feedback of teachers regarding CS. Accordingly, several key themes emerged illustrating how CS impacts teachers' resilience. The emergent themes giving shape to the narrative encompassed establishing dialogue through CS, constructive feedback and self-efficacy, feedback and adaptability, collective learning, emotional benefits of having a supportive network, the importance of goal-setting, and the impact of CS on teachers' resilience.

The first theme was the establishment of dialogue through CS. A teacher remarked that, "Having regular conversations with my supervisor creates a space where I feel heard and valued". This dialogue may not only foster trust but also encourage open communication about teaching practices. Another participant noted that, "The discussions we have during supervision help me articulate my thoughts and reflect on my teaching methods". This reflective practice can perhaps enhance teachers' self-awareness and promote a collaborative atmosphere. Furthermore, one teacher shared that, "Being able to discuss challenges in a safe environment has helped me feel more confident in addressing them". This sense of security in dialogue may serve crucial for fostering resilience among teachers.

The next theme, that is constructive feedback and self-efficacy, is equally vital. A teacher expressed that, "Receiving constructive feedback has been a game-changer for me; it has helped me identify specific areas for improvement". This targeted feedback may not only boost self-efficacy but also encourage a growth mindset. Another participant added that, "When my supervisor highlights my strengths along with areas for development, I feel empowered to make changes". This balanced approach could reinforce the belief that teachers can grow and improve over time. Additionally, one interviewee stated that, "The support I receive through feedback makes me believe that I can handle challenges effectively". This self-belief may have an essential role for cultivating resilience in the face of adversity.

The theme of feedback and adaptability emerged in the narratives as well. A teacher noted that, “The feedback I receive pushes me to adapt my strategies to better meet my students' needs”. This adaptability is crucial in an ever-evolving educational landscape. Another participant remarked that, “I’ve learned to embrace feedback as a tool for growth rather than criticism”. This shift in perspective may enable teachers to remain flexible and responsive. Furthermore, one teacher shared that, “Adapting based on feedback has made me more resilient; I feel more equipped to tackle unexpected challenges”.

The emotional benefits of having a supportive network were highlighted in the next two themes. One teacher emphasized that, “Having a supportive network of colleagues means I never feel alone in my struggles”. This sense of community is vital for emotional wellbeing and resilience. Another participant noted that, “We often share our experiences during supervision sessions, which helps normalize the challenges we face”. This shared understanding may foster a culture of support and empathy among teachers. Additionally, one interviewee stated that, “Knowing that I have colleagues who understand my challenges gives me the strength to persevere”. The emotional support derived from these connections can possibly play a significant role in enhancing teachers' resilience.

The importance of goal-setting was another critical theme that emerged from the interviews. A teacher articulated that, “Setting clear goals during supervision sessions helps me stay focused and motivated”. This clarity allows teachers to navigate their professional journeys with purpose. Another participant shared that, “I find that having specific goals gives me something tangible to work toward, which boosts my confidence”. This focus on goal-setting can perhaps reinforce a sense of direction and accountability. Furthermore, one interviewee remarked that, “When I achieve my goals, no matter how small, it fuels my motivation to keep going”. This incremental progress may contribute significantly to building resilience.

In the final two themes, the impact of CS on teachers' resilience became increasingly evident. One teacher reflected that, “Clinical supervision has fundamentally changed how I view my teaching practice; I now see it as an ongoing journey rather than a destination”. This perspective shift may foster a long-term commitment to professional growth and resilience. Another participant noted that, “Through clinical supervision, I've developed coping strategies that help me manage stress better”. These strategies can perhaps be essential tools for navigating the complexities of teaching. Additionally, one teacher expressed that, “The support I receive

from my supervisor during difficult times has been invaluable; it reminds me that I'm not alone". This reassurance may be crucial for maintaining resilience amid challenges.

The collective learning that occurs during CS also stands out as a significant factor in building resilience. A teacher shared that, "Learning from my peers during supervision sessions has enriched my own practice immensely". This collaborative approach enhances PD and fosters a culture of shared knowledge. Another participant stated that, "We often brainstorm solutions together, which helps us all grow as teachers". This collective problem-solving reinforces the idea that resilience is strengthened through collaboration. Lastly, one interviewee noted that, "The impact of clinical supervision on my resilience is profound; it has transformed not just how I teach but how I view myself as an EFL teacher". This holistic development arguably underscores the importance of CS in fostering

These narratives illustrate that EFL teachers hold that CS contributes to their resilience by fostering connection, encouraging reflection and adaptability, promoting collaboration, providing emotional support, facilitating goal-setting, and ultimately empowering them in their professional journeys. These interconnected themes underscore the vital role of CS in enhancing teachers' resilience in the classroom, which may ultimately enhance their wellbeing and effectiveness.

Second Qualitative Question

The second qualitative research question focused on the perceptions of the EFL teachers participating in this study regarding MBT. Despite the overall result corroborated by the statistical analysis that the resilience of the teachers who had undergone CS improved more than that of those who had participated in the MBT program, the semi-structured interviews demonstrated the positive feedback of teachers regarding MBT. The key themes that emerged from teachers' experiences included the ability to pause and reflect, the relational aspect of mindfulness, the ability to respond thoughtfully, adopting a growth mindset, modeling mindful practices, the sense of community, and the overarching impact of mindfulness.

The theme of the ability to pause and reflect emerged as a cornerstone of their experiences as several teachers expressed how mindfulness allowed them to create space for introspection. One teacher shared, "Taking a moment to breathe before responding to a situation has changed how I approach challenges". This pause may not only enhance self-awareness but also promote

a deeper understanding of classroom dynamics. Another participant noted that, “Mindfulness training has taught me the value of reflection; I now regularly assess my teaching practices”. This practice of reflection may foster a space where teachers can reassess their challenges and approach them with clarity. A third teacher emphasized that, “This ability to pause helps me avoid knee-jerk reactions, allowing me to respond with intention instead”. This collective sentiment may underscore how pausing and reflecting cultivates a deeper understanding of their teaching environments and enhance their overall resilience.

The relational aspect of mindfulness also surfaced as a significant theme, highlighting how connections with colleagues were enriched through shared mindfulness practices. One teacher remarked that, “Practicing mindfulness together has strengthened our bonds; we understand each other at a deeper level”. Another participant added, “These shared moments of mindfulness create a safe space for vulnerability and support not only among teachers but also with the students as well”. This connection may nurture a supportive environment where both teachers and students feel valued. A third interviewee stated that, “I feel more connected to my colleagues; we’re all navigating similar challenges with greater empathy now”. By fostering these relationships, teachers could perhaps create a classroom atmosphere conducive to learning. This relational dimension may not only foster collaboration but also reinforce a supportive network that enhances resilience among teachers.

The ability to respond thoughtfully was another theme that resonated strongly with the teachers. One teacher articulated that, “Mindfulness has transformed my reactions; I now take a moment to consider my response instead of reacting impulsively”. This deliberate approach may not only improve communication but also model emotional regulation for students. As another participant shared, “I find myself thinking before I speak in stressful situations, which has improved my interactions with students”. A third teacher noted that, “This thoughtful approach has helped me manage classroom dynamics more effectively”. This capacity for thoughtful response can perhaps equip teachers with the tools to navigate challenges gracefully, further bolstering their resilience. These collective experiences illustrate how mindfulness may equip teachers with the essential tools required for navigating the complexities of their roles.

Adopting a growth mindset emerged as a crucial theme in the teachers' narratives, illustrating how mindfulness may foster an attitude of continuous improvement. One teacher explained that, “Mindfulness encourages me to view setbacks as opportunities for growth rather

than failures”. This shift in perspective could perhaps boost resilience and encourage ongoing PD. Another participant added that, “I’ve learned to embrace challenges; they’re part of my journey as a teacher”. Such insight highlights how mindfulness may cultivate an attitude of perseverance among teachers. A third teacher stated that, “This shift in perspective has made me more resilient; I’m willing to try new strategies without fear of judgment”. The emphasis on a growth mindset may not only empower teachers but also instill a sense of agency in their PD.

Modeling mindfulness practices became an essential theme as teachers recognized the importance of demonstrating mindfulness to their students. One teacher remarked that, “When I practice mindfulness openly, it invites my students to join me in being present”. This modeling may not only reinforce the importance of mindfulness but also encourage students to adopt similar practices. Another participant noted that, “I’ve seen positive changes in my students when I model calmness and focus”. A third teacher shared that, “By embodying mindfulness, I’m teaching my students valuable life skills that extend beyond the classroom”. This modeling reinforces the idea that resilience is not only an individual pursuit but also a communal one that can be passed down to students. These experiences underscore the reciprocal nature of teaching mindfulness, that is as teachers grow, so do their students.

The sense of community that developed through mindfulness practices was another significant theme that emerged from the interviews. One teacher expressed that, “Being part of a mindfulness group has made me feel less isolated in my teaching journey”. This collective experience may foster shared understanding among teachers. Another participant noted that, “We share our experiences and support each other, creating a strong sense of belonging”. This sense of belonging is vital for maintaining emotional wellbeing. A third teacher stated that, “This community aspect is crucial; it reminds me that we are all in this together”. The sense of community can perhaps reinforce resilience by creating a supportive environment where teachers can thrive collectively.

Finally, the overarching impact of MBT on teachers’ resilience culminated in transformative experiences that reshaped their professional lives. One teacher reflected that, “Mindfulness has been a game-changer for me; it’s not just about teaching but about being present in all aspects of life”. Another participant shared that, “The benefits extend beyond the classroom; I feel more balanced and centered as a person”. This holistic transformation emphasizes the far-reaching benefits of mindfulness beyond the classroom. A third teacher concluded that,

“Ultimately, mindfulness has empowered me to face challenges with greater confidence and resilience”. This overarching impact can perhaps illustrate that MBT not only enhances teaching practices but also enriches personal wellbeing, fostering a holistic approach to resilience among EFL teachers.

These narratives may collectively illustrate that MBT significantly contributes to EFL teachers' resilience by enhancing emotional regulation, fostering supportive relationships, embracing growth mindsets, and creating a sense of community among teachers. These interconnected themes underscore the importance of mindfulness in promoting teachers' resilience, which can perhaps culminate in improving their wellbeing and thus creating an effective learning environment for students.

Discussion

The results of the present study demonstrated that CS was significantly more effective on enhancing EFL teachers' resilience compared to MBT. The researchers were not able to locate any empirical investigations or conceptual reviews comparing the effects of CS and MBT on teachers' resilience; hence, no robust comparisons can be made for the results of the present study with any extant ones in the literature. Nonetheless, there are studies which show that PD can positively influence teachers' resilience. As supervision in general and CS in particular can be considered embedded themes in the conceptualization of PD, the results of previous investigations revealing the effect of PD on teachers' resilience are used here as evidence for corroborating the findings of the current study.

As a first such example, Larasati and Kuswandono (2023) came to the conclusion that teacher PD programs are considered to be a considerable contributing factor to teacher resilience as they offer the educators the necessary skills, knowledge, and understanding required to effectively address teaching challenges. Similarly, Bagdžiūnienė et al. (2022) examined how job resources and supportive leadership were related to teacher resilience with the results showing that the aforesaid two constructs such as feedback, autonomy, development opportunities, and social support, were associated with increased teacher resilience.

Likewise, Tamah and Wirjawan's (2022) finding revealed associations between a PD program encompassing teachers' assessment practice and their resilience while Fernandes et al.

(2019) examined the effects of a PD program on resilience and wellbeing; Their results showed the positive impact of the professional learning program on both resilience and wellbeing.

The outcome of the present study concerning the higher effectiveness of CS as compared with MBT on teachers' resilience may be justified based on the attributes inherent in the conceptualizations of CS. In the context of EFL teaching, resilience can be seen as an essential quality that enables teachers to succumb the challenges they encounter in their profession as reported by various researchers (e.g., Bavli & Kortel, 2023; Chen & Chi-Kin Lee, 2022; Liu & Chu, 2022).

Further reasons can be provided why CS had a greater impact on resilience compared to MBT. Firstly, CS offers personalized support and feedback tailored to the individual teacher's needs, allowing for targeted interventions to address specific challenges (Hawkins & McMahon, 2020). This personalized approach may lead to more significant improvements in resilience compared to a more generalized mindfulness program. Secondly, CS provides opportunities for reflective practice and collaborative problem-solving, which are essential components of building resilience (Ayoobiyan & Rashidi, 2021). Through regular discussions with a supervisor, teachers may obtain insights into their strengths and domains for growth, leading to enhanced self-awareness and adaptive coping strategies. In contrast, MBT may not offer the same level of interactive feedback and support for teachers to develop their resilience skills.

Furthermore, CS fosters a supportive and trusting relationship between the supervisor and the teacher, establishing a safe environment for open communication and vulnerability (Acheson & Gall, 2003). This supportive environment can perhaps facilitate deeper self-exploration and growth, ultimately contributing to increased resilience in teachers facing challenges in their professional roles. In contrast, MBT may lack the interpersonal dynamics and relational aspects that are crucial for building resilience through social support and connectedness. Moreover, CS emphasizes ongoing PD and skill-building, which are essential for enhancing resilience in the long term (Bello & Olaer, 2020; Bencherab & Al Maskari, 2020). By focusing on improving teaching practices and addressing specific challenges in the classroom, CS equips teachers with practical tools and strategies to navigate stressful situations and build resilience over time. In comparison, MBT may not always provide concrete skills or strategies tailored to the demands of the teaching profession.

Lastly, the structured nature of CS sessions may encourage regular monitoring of progress and goal setting, thus promoting accountability and motivation for teachers to work on enhancing their resilience (Bernard & Goodyear, 1998). The systematic approach of CS could help ensure that teachers receive consistent support and guidance in developing their resilience skills, thereby leading to more sustained improvements compared to the potentially less structured nature of MBT programs.

The quantitative results gained in this study in terms of the effectiveness of CS on teachers' resilience were also substantiated by the findings of the qualitative phase of the study. The results of the qualitative analysis revealed how CS impacted teachers' professional growth and emotional wellbeing, which ultimately affected their resilience through establishing dialogue in CS, constructive feedback and self-efficacy, feedback and adaptability, collective learning, emotional benefits of a supportive network, and goal-setting. Overall, CS may hold the potential to contribute to teachers' repertoire of knowledge and skills which can perhaps make teachers more resilient in the face of the challenges in their instructional practice.

In conclusion, while both CS and MBT have the potential to enhance EFL teachers' resilience, the findings of the current study suggest that CS may be more effective in achieving this goal. The personalized support, reflective practice opportunities, supportive relationships, skill-building focus, and structured nature of CS contribute to its significant impact on teacher resilience.

Conclusion

The conclusion of this study may shed light on the importance of CS in ELT. As teachers develop resilience through CS, they become perhaps better equipped to handle classroom challenges, leading to improved pedagogical practices. Based on the results, teacher educators and supervisors are encouraged to raise teachers' awareness concerning the benefits of CS and implement this mode of supervision should they intend to enhance EFL teachers' resilience. It is also essential for policymakers, educational institutions, and supervisors to recognize the distinct benefits of CS. To this end, policymakers may wish to advocate for the inclusion of CS within PD programs for EFL teachers both within pre- and in-service teacher education.

Such an inclusion can be achieved by allocating resources and support for training initiatives that comprise CS strategies thereby further ensuring that teachers have access to a well-

rounded professional growth and development experience. Educational institutions also play a critical role in implementing the CS training approach effectively. It is thus recommended that schools foster an environment that encourages collaboration among teachers through structured CS practices, which provide constructive feedback and promote adaptability.

Future research can include different sociodemographic cohorts of EFL teachers to check whether the same conclusion would apply or not. Moreover, conducting such studies over a longer period may enable one to measure the persistent outcomes of such interventions on teachers' resilience. In this study, the only instrument used for qualitative assessment was a semi-structured interview; other studies could be conducted in which a variety of such instruments (such as teacher diaries and journals) would be employed thereby enriching the qualitative data. Teachers' years of experience and personality styles were not controlled in this study. Further research may take into consideration these factors. This study viewed CS and MBT as a whole and assessed and reported the results accordingly. Investigating which particular mindfulness or CS techniques are perhaps the most effective for promoting teacher resilience may prove useful for educational practitioner programs. Finally, examining the effect of peer mindfulness practices among teachers on their resilience and may provide further helpful information.

References

- Abid, M. N., Latif, W., & Ghaffar, A. (2024). Effect of digital transformation on students' learning outcomes: A mediating role of teacher resilience. *Journal of Higher Education and Development Studies (JHEDS)*, 4(1), 235–251. <https://dx.doi.org/10.59219/jheds.04.01.63>.
- Acheson, K. A., & Gall, M. D. (2003). *Clinical supervision and teacher development: Preservice and in-service applications*. John Wiley & Sons.
- Achmad, S., & Miolo, S. (2021). Preparing prospective and sustainable EFL professional teacher development by applying blended lesson study and clinical supervision. *European Journal of Educational Research*, 10(3), 1449–1470. <https://dx.doi.org/10.12973/eu-jer.10.3.1449>.
- Agyapong, B., Brett-MacLean, P., Burbach, L., Agyapong, V. I. O., & Wei, Y. (2023). Interventions to reduce stress and burnout among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, 20(9), 5625. <https://dx.doi.org/10.3390/ijerph20095625>.
- Ainsworth, S., & Oldfield, J. (2019). Quantifying teacher resilience: Context matters. *Teaching and Teacher Education*, 82, 117–128. <https://dx.doi.org/10.1016/j.tate.2019.03.012>.
- Akcan, S., & Tatar, S. (2010). An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. *Teacher Development*, 14(2), 153–172. <https://dx.doi.org/10.1080/13664530.2010.494495>.

- Ayoobiyan, H., & Rashidi, N. (2021). Can reflective teaching promote resilience among Iranian EFL teachers? A mixed-methods design. *Reflective Practice*, 22(3), 293–305. <https://dx.doi.org/10.1080/14623943.2021.1873758>.
- Bagdžiūnienė, D., Kazlauskienė, A., Nasvytienė, D., & Sakadolskis, E. (2022). Linking supportive school leadership and teacher resilience: The mediating role of job resources. *Frontiers in Education*, 7, 999086. <https://dx.doi.org/10.3389/feduc.2022.999086>.
- Bavli, B., & Kortel, Ö. (2023). Teacher resilience in the face of uncertainty: Experiences of Turkish teachers during the COVID-19 outbreak. *Pastoral Care in Education*, 41(3), 346–368. <https://dx.doi.org/10.1080/02643944.2022.2109191>.
- Bello, A. T., & Olaer, J. H. (2020). The influence of clinical supervision on the instructional competence of secondary school teachers. *Asian Journal of Education and Social Studies*, 12(3), 42–50. <http://dx.doi.org/10.9734/ajess/2020/v12i330314>.
- Bencherab, A., & Al Maskari, A. (2020). Clinical supervision: A genius tool for teachers' professional growth. *The Universal Academic Research Journal*, 3(2), 51–57. <http://dx.doi.org/10.17220/tuara.2021.02.11>.
- Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision* (5th ed.). Pearson.
- Birtwell, K., Williams, K., van Marwijk, H., Armitage, C. J., & Sheffield, D. (2019). An exploration of formal and informal mindfulness practice and associations with wellbeing. *Mindfulness*, 10(1), 89–99. <https://dx.doi.org/10.1007/s12671-018-0951-y>.
- Bowers, C. A., & Flinders, D. J. (1990). *Responsive teaching: An ecological approach to classroom patterns of language, culture and thought*. Teachers College Press.
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of personality and social psychology*, 84(4), 822–848. <http://dx.doi.org/10.1037/0022-3514.84.4.822>.
- 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://dx.doi.org/10.1016/j.tate.2006.04.027>.
- Cacha, F. B. (1981). Teacher burnout: Causes and solutions. *Kappa Delta Pi Record*, 18(23) 26–27. <https://dx.doi.org/10.1080/00228958.1981.10518308>.
- Castro, A. J., Kelly, J., & Shih, M. (2009). Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education*, 26(3), 622–629. <https://dx.doi.org/10.1016/j.tate.2009.09.010>.
- Chen, J., & Chi-Kin Lee, J. (2022). Teacher resilience matters: A buffering and boosting effect between job driving factors and their well-being and job performance. *Teachers and Teaching*, 28(7), 890–907. <https://dx.doi.org/10.1080/13540602.2022.2116574>.
- Cicek, M., & Gurbuz, N. (2023). Exploring the impacts of mindfulness training for an EFL teacher: Insights from a narrative inquiry study. *Issues in Educational Research*, 33(2), 471–487. Retrieved on April 13, 2025 from www.iier.org.au/iier33/cicek.pdf.
- Clarà, M. (2017). Teacher resilience and meaning transformation: How teachers reappraise situations of adversity. *Teaching and Teacher Education*, 63, 82–91. <https://dx.doi.org/10.1016/j.tate.2016.12.010>.
- Cochran-Smith, M. (2005). Teacher educators as researchers: Multiple perspectives. *Teaching Teachers*, 27(2), 219–225. <https://dx.doi.org/10.1016/j.tate.2004.12.003>.

- Doll, B., & Song, S. Y. (2023). Enhancing resilience in classrooms. In S. Goldstein & R. B. Brooks (Eds) *Handbook of resilience in children* (pp. 525–537). Springer International Publishing. https://dx.doi.org/10.1007/978-3-031-14728-9_28.
- Doyle Fosco, S. L., Schussler, D. L., & Jennings, P. A. (2023). Acceptability of a mindfulness-based professional development program to support educational leader well-being. *Mindfulness*, 14(8), 1951–1966. <https://dx.doi.org/10.1007/s12671-023-02182-9>.
- Drew, S. V., & Sosnowski, C. (2019). Emerging theory of teacher resilience: A situational analysis. *English Teaching: Practice and Critique*, 18(4), 492–507. <https://dx.doi.org/10.1108/ETPC-12-2018-0118>.
- Emanuel, A. S., Updegraff, J. A., Kalmbach, A. D., & Ciesla, J. A. (2010). The role of mindfulness facets in affective forecasting. *Personality and Individual Differences*, 49, 815–818. <https://dx.doi.org/10.1016/j.paid.2010.06.012>.
- Eshete, M., & Gezahegn, G. (2023). EFL teachers' continuous professional development: Reflections on and target needs. *Continuing Professional Education: Theory and Practice*, 74(1), 51–67. <https://dx.doi.org/10.28925/1609-8595.2023.1.5>.
- Fernandes, L., Peixoto, F., Gouveia, M. J., Silva, J. C., & Wosnitza, M. (2019). Fostering teachers' resilience and well-being through professional learning: Effects from a training programme. *The Australian Educational Researcher*, 46(4), 681–698. <https://dx.doi.org/10.1007/s13384-019-00344-0>.
- Galante, J., Dufour, G., Vainre, M., Wagner, A. P., Stochl, J., Benton, A., & Jones, P. B. (2017). A mindfulness-based intervention to increase resilience to stress in university students (the Mindful Student Study): A pragmatic randomized controlled trial. *The Lancet Public Health*, 3(2), 72–81. [https://dx.doi.org/10.1016/s2468-2667\(17\)30231-1](https://dx.doi.org/10.1016/s2468-2667(17)30231-1).
- Gotink, R. A., Hermans, K. S. F. M., Geschwind, N., De Nooij, R., De Groot, W. T., & Speckens, A. E. M. (2016). Mindfulness and mood stimulate each other in an upward spiral: A mindful walking intervention using experience sampling. *Mindfulness*, 7(5), 1114–1122. <https://dx.doi.org/10.1007/s12671-016-0550-8>.
- Granziera, H., Martin, A. J., & Collie, R. J. (2023). Teacher well-being and student achievement: A multilevel analysis. *Social Psychology of Education*, 26(2), 279–291. <https://dx.doi.org/10.1007/s11218-022-09751-1>.
- Gu, Q. (2017). Resilient teachers, resilient schools: Building and sustaining quality in testing times. In X. Zhu, A. Goodwin, & H. Zhang (Eds.) *Quality of teacher education and learning: New frontiers of educational research* (pp. 119–144). Springer. https://dx.doi.org/10.1007/978-981-10-3549-4_8.
- Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, 39(1), 22–44. <https://dx.doi.org/10.1080/01411926.2011.623152>.
- Gursoy, E., & Eken, E. (2019). Development or training: The matter of clinical supervision in EFL student teachers' teaching practice. In D. Polly, C. Martin, & K. Dikilitaş (Eds.), *Handbook of research on educator preparation and professional learning* (pp. 305–319). IGI Global. Retrieved on March 30, 2025 from <https://www.igi-global.com/chapter/development-or-training/228011>.
- Hamilton-Ekeke, J. T., & Matthew, J. E. (2018). Empirical evaluation of clinical supervision model of supervising pre-service teachers. *European Journal of Alternative Education Studies*, 3(2), 13–20. <https://dx.doi.org/10.5281/zenodo.1400747>.

- Hawkins, K. (2017). *Mindful teacher, mindful school: Improving wellbeing in teaching and learning*. Sage.
- Hawkins, P., & McMahon, A. (2020). *Supervision in the helping professions*. Open University Press.
- Haycock, K. (1998). Good teaching matters: How well-qualified teachers can close the gap. *Thinking k-16*, 3(2), 2–15. Retrieved on April 2, 2025 from: https://edtrust.org/wp-content/uploads/2013/10/k16_summer98.pdf.
- Herdiawan, R. D. (2018). The implementation of clinical supervision models towards the language teaching and learning. *Research and Innovation in Language Learning*, 1(1), 29–38. <http://dx.doi.org/10.33603/rill.v1i1.1079>.
- Higgins, G. (1994). *Resilient adults: Overcoming a cruel past*. Jossey-Bass.
- Hindman, R. K., Glass, C. R., Arnkoff, D. B., & Maron, D. D. (2015). A comparison of formal and informal mindfulness programs for stress reduction in university students. *Mindfulness*, 6, 873–884. <https://dx.doi.org/10.1007/s12671-014-0331-1>.
- Holland, P. E., & Adams, P. (2002). Through the horns of dilemma between instructional supervision and the summative evaluation of teaching. *Journal of Educational Leadership*, 5(3), 227–247. <https://dx.doi.org/10.1080/13603120210138603>.
- Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: A review (2010–2021). *Humanities and Social Sciences Communications*, 10(1), 1–7. <https://dx.doi.org/10.1057/s41599-023-01645-7>.
- Howard, S., & Johnson, B. (2004). Resilient teachers: Resisting stress and burnout. *Social Psychology of Education*, 7(4), 399–420. <http://dx.doi.org/10.1007/s11218-004-0975-0>.
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10, 144–156. <https://dx.doi.org/10.1093/clipsy.bpg016>.
- Kärner, T., Bottling, M., Friederichs, E., & Sembill, D. (2021). Between adaptation and resistance: A study on resilience competencies, stress, and well-being in German VET teachers. *Frontiers in Psychology*, 12, 619912. <https://dx.doi.org/10.3389/fpsyg.2021.619912>.
- Kayaoglu, M. N. (2012). Dictating or facilitating: The supervisory process for language teachers. *Australian Journal of Teacher Education*, 37(10), 103–117. <https://dx.doi.org/10.14221/ajte.2012v37n10.4>.
- Khaef, E., & Karimnia, A. (2021). The effects of implementing clinical supervision model on supervisors' teaching perspectives and qualifications: A case study in an EFL context. *Educational Research International*, 21(1) 1–11. <https://dx.doi.org/10.1155/2021/6138873>.
- Klatt, M. D., Buckworth, J., & Malarkey, W. B. (2009). Effects of low-dose mindfulness-based stress reduction (MBSR-Id) on working adults. *Health Education and Behavior*, 36, 601–614. <https://dx.doi.org/10.1177/1090198108317627>.
- Lambert, R., & McCarthy, C. (2006). *Understanding teacher stress in an age of accountability*. Information Age Publishing.
- Larasati, R., & Kuswandono, P. (2023). Enhancing teachers' resilience through teacher professional development. *Language Circle: Journal of Language and Literature*, 17(2), 391–402. <https://dx.doi.org/10.15294/lc.v17i2.42673>.

- Larson-Hall, J. (2010). *A guide to doing statistics in second language research using SPSS*. Routledge.
- Latham, N., Mertens, S. B., & Hamann, K. (2015). A comparison of teacher preparation models and implications for teacher attrition: Evidence from a 14-year longitudinal study. *School-University Partnerships*, 8(2), 79–89. Retrieved on April 10, 2025 from <https://eric.ed.gov/?id=EJ1085183>.
- Li, J., Xue, E., & He, Y. (2023). Investigating the effect of cognitive-behavioral, mindful-based, emotional-based intervention and professional training on teachers' job burnout: A meta-analysis. *Behavioral Sciences*, 13(10), 803. <https://dx.doi.org/10.3390/bs13100803>.
- Li, Q., & Mohammed, L. A. (2025). The key elements about how to improve English language educators' teaching competence through continuous professional development (CPD). *Journal of Ecohumanism*, 4(1), 734–756. <https://dx.doi.org/10.62754/joe.v4i1.5877>.
- Lindahl, K. (2019). Teacher language awareness development and its implications for new educators. *The New Educator*, 15(2), 85–100. <https://dx.doi.org/10.1080/1547688X.2018.1526356>.
- Liu, H., & Chu, W. (2022). Exploring EFL teacher resilience in the Chinese context. *System*, 105, 102752. <https://dx.doi.org/10.1016/j.system.2022.102752>.
- Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, 54, 77–87. <https://dx.doi.org/10.1016/j.tate.2015.11.016>.
- Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2(4), 425–444. <https://dx.doi.org/10.1017/S0954579400005812>.
- Neff, K. (2011). *Self-compassion: The proven power of being kind to yourself*. Harper Collins Publishers.
- Nolan, J. F., & Hoover, L. A. (2008). *Teacher supervision and evaluation: Theory into practice* (2nd ed.). Wiley.
- Ochieng' Ong'ondo, Ch., & Borg, S. (2011). 'We teach plastic lessons to please them': The influence of supervision on the practice of English language student teachers in Kenya. *Language Teaching Research*, 15(4), 509–528. <https://dx.doi.org/10.1177/1362168811412881>.
- Olibie, E. I., Mozie, M. E., & Egboka, P. N. (2016). Curriculum competences manifested by public and private secondary school administrators for clinical supervision in Anambra State. *European Journal of Education Studies*, 1(4), 47–63. <https://doi.org/10.5281/ZENODO.57254>.
- Paba, L. A. (2017). Clinical supervision: A proposal for ensuring the effectiveness of English language teaching at public universities in Colombia. *English Language Teaching*, 10(9), 171–180. <https://dx.doi.org/10.5539/elt.v10n9p171>.
- Pretsch, J., Flunger, B., & Schmitt, M. (2012). Resilience predicts well-being in teachers, but not in non-teaching employees. *Social Psychology of Education*, 15, 321–336. <https://dx.doi.org/10.1007/s11218-012-9180-8>.
- Rahmany, R., Hasani, M. T., & Parhoodeh, K. (2014). EFL teachers' attitudes towards being supervised in an EFL context. *Journal of Language Teaching and Research*, 5(2), 348–359. <https://dx.doi.org/10.4304/jltr.5.2.348-359>.
- Rupprecht, S., Paulus, P., & Walach, H. (2017). Mind the teachers! The impact of mindfulness training on self-regulation and classroom performance in a sample of German school

- teachers. *European Journal of Educational Research*, 6(4), 565–581.
<https://dx.doi.org/10.12973/eu-jer.6.4.565>.
- Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: key findings and implications from a longitudinal mixed-method study. *British Educational Research Journal*, 33(5), 681–701. <https://dx.doi.org/10.1080/01411920701582264>.
- Schussler D. L., Harris A. R., & Greenberg M. (2020). A qualitative investigation of a mindfulness-based yoga program for educators: How program attendance relates to outcomes. *Psychology for Schools*. 2(57), 1077–1096.
<https://dx.doi.org/10.1002/pits.22374>.
- Sharp, J. E., & Rhinehart, A. J. (2018). Infusing mindfulness and character strengths in supervision to promote beginning supervisee development. *Journal of Counselor Practice*, 9(1), 64–80. Retrieved on April 11, 2025 from
https://www.journalofcounselorpractice.com/uploads/6/8/9/4/68949193/sharp_rhinehart_vol9_iss1.pdf.
- Shirazizadeh, M., & Abbaszadeh, A. (2023). EFL teacher resilience: Instrument development and validation. *Reflective Practice*, 24(3), 375–388.
<https://dx.doi.org/10.1080/14623943.2023.2200926>.
- Snow, J., Carter, H., Dismuke, S. A., Larson, A., & Shebley, S. (2020). Scaffolding development of clinical supervisors: Learning to be a liaison. *Journal of Educational Supervision*, 3(1), 36–54. <https://dx.doi.org/10.31045/jes.3.1.4>.
- Sparks, D. (2004). The looming danger of a two-tiered professional development system. *Phi Delta Kappan*, 86(4), 304–306. <https://dx.doi.org/10.1177/003172170408600412>.
- Surahman, E., & Wang, T. H. (2023). In-service STEM teachers' professional development programmes: A systematic literature review 2018–2022. *Teaching and Teacher Education*, 135, 104326. <https://dx.doi.org/10.1016/j.tate.2023.104326>.
- Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. *Teacher Education Quarterly*, 35(4), 57–75. Retrieved on February 28, 2025 from <https://www.jstor.org/stable/23479174>.
- Tamah, S. M., & Wirjawan, J. V. (2022). Teachers' response to a challenge to change: A portrait of teacher resilience to a professional development program. *Power and Education*, 14(1), 17–34. <https://dx.doi.org/10.1177/17577438211052647>.
- Tang, S. Y. F., & Chow, A. W. K. (2007). Communicating feedback in teaching practice supervision in a learning-oriented field experience assessment framework. *Teaching and Teacher Education*, 23(7), 1066–1085. <https://dx.doi.org/10.1016/j.tate.2006.07.013>.
- Toop, D. (2016). *Ocean of sound: Aether talk, ambient sound and imaginary worlds*. Serpent's Tail.
- Veloo, A., Komuji, M. M. A., & Khalid, R. (2013). The effects of clinical supervision on the teaching performance of secondary school teachers. *Procedia-Social and Behavioral Sciences*, 93, 35–39. <https://dx.doi.org/10.1016/j.sbspro.2013.09.148>.
- Ventista, O. M., & Brown, C. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences and Humanities Open*, 8(1), 100565.1–19. <https://dx.doi.org/10.1016/j.ssaho.2023.100565>.
- Walsh, J., Balian, M. G., Smolira S. J. D. R., Fredericksen, L. K., & Madsen, S. (2009). Predicting individual differences in mindfulness: The role of trait anxiety, attachment

- anxiety and attentional control. *Personality and Individual Differences*, 46, 94–99.
<https://dx.doi.org/10.1016/j.paid.2008.09.008>.
- Wang, Y., Derakhshan, A., & Rahimpour, H. (2024). Developing resilience among Chinese and Iranian EFL teachers: A multi-dimensional cross-cultural study. *Journal of Multilingual and Multicultural Development*, 45(6), 2111–2128.
<https://dx.doi.org/10.1080/01434632.2022.2042540>.
- Zarate, K., Maggin, D. M., & Passmore, A. (2019). Meta-analysis of mindfulness training on teacher well-being. *Psychology in Schools*, 56(10), 1700–1715.
<https://dx.doi.org/10.1002/pits.22308>.
- Zein, M. S. (2017). Professional development needs of primary EFL teachers: Perspectives of teachers and teacher educators. *Professional Development in Education*, 43(2), 293–313.
<https://dx.doi.org/10.1080/19415257.2016.1156013>.