

Mindfulness-Based Training and Clinical Supervision for EFL Teachers: The Impact on EFL Learners' Overall Achievement**Abstract****Article Type:****Original Research****Authors:****Jalal Naziri¹**ORCID: [0009-0005-1152-8315](#)**Hamid Marashi²**ORCID: [0000-0002-7957-671X](#)**Behdokht Mall-Amiri³**ORCID: [0000-0002-7260-6656](#)**Article History:****Received:** 2025.11.21**Accepted:** 2026.02.27**Published:** 2026.03.10

Mindfulness-based training (MBT) and clinical supervision (CS) are two somewhat alternative 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 for EFL teachers on the overall achievement of the learners they taught. The teacher and learner participants, selected non-randomly through convenience sampling, comprised 64 teachers and 663 of their learners teaching and learning English at one private language school in Tehran. The teachers were randomly divided into two equal groups each consisting of 32 participants. There were 327 learners in the CS group of teachers and 336 learners in the MBT group of teachers. Prior to the treatment, the two learner groups took a sample Preliminary English Test (PET) as the pretest. Next, one of the teacher groups underwent CS while the second group was exposed to MBT. After the treatment, both learner groups who had been taught by the two groups of teachers took another sample PET as the posttest. The statistical analysis revealed that the learners taught by the MBT group outperformed those taught by the CS group significantly. Based on the results, teacher educators and supervisors are encouraged to raise teachers' awareness concerning the benefits of MBT in their working environments.

Key Words: Clinical Supervision; Learners' Achievement; Mindfulness-based Training; Professional Development; Teacher Education

1. Department of English, CT.C., Islamic Azad University, Tehran, Iran. Email: jalal.naziri@iau.ir

2. Department of English, CT.C., Islamic Azad University, Tehran, Iran (Corresponding Author). Email: hamid.marashi@iauctb.ac.ir

3. Department of English, CT.C., Islamic Azad University, Tehran, Iran. Email: beh.mallamiri@iau.ac.ir

1. Introduction

Teaching bears its own specificities that need to be looked into (Roeser et al., 2012) and can be addressed through incorporating a variety of teacher education programs aimed at enhancing teachers' instructional practices in general and learners' development in particular (Darling-Hammond, 2000; Zein, 2017). As one of the facets of learners' development, achievement is a significant concern of educational systems; accordingly, the factors that account for learners' overall achievement are major issues in education (Callahan, 2005; Zeng, 2023). Indubitably, various factors from individual to environmental impact learners' performance (Abedi & Gandara, 2006). Academic achievement is thus a multifaceted variable and is a composite of numerous factors, one such factor being the teacher (Freeman et al., 2002; Granziera et al., 2023; Hoque et al., 2023).

The teacher and the way they interact with students need to be addressed to enhance students' academic achievement (Lee, 2005; Mallik, 2023). If a teacher engages the learners in classroom activities, respects their viewpoints, and adopts a discourse mode during which every student feels as the teacher's audience, that teacher may affect the learners' academic performance (Gee, 2004). One of the factors which may affect teachers' instructional practices and thereby affect learners' achievement is Mindfulness-based training (MBT).

MBT practices can be potentially contributory to decreasing stress (Ludwig & Kabat-Zinn, 2008) and burnout (Hülshager et al., 2013; Zarate et al., 2019). MBT is beneficial for language teachers, helping them in applying adaptive coping skills in encountering problems (Anderson et al., 2007; Klatt et al., 2009). When teachers are engaged in mindfulness practices, their ability to cope with stressful situations and burnout may be enhanced since the training involves establishing a different evaluation of stressful conditions they may experience both inside and beyond the classroom (Garland, 2007). MBT ultimately targets students although they are implemented for teachers "to help them develop proactive classroom management strategies and healthy teacher-student relationships" (Jennings & Greenberg, 2009, p. 505), which may influence learners' achievement. Another teacher-related factor which may possibly influence teachers' instructional practices and affect learners' achievement is clinical supervision (CS).

CS is an efficient modality for professional development (PD) among teachers and bears the ability to transform the ecology of the educational setting in order to promote organizational learning (Hamilton-Ekeke & Matthew, 2018). CS is perhaps among the most efficacious procedures for teacher empowerment (Nolan & Hoover, 2008). This mode of supervision may be applied for teachers' PD (Achson & Gall, 1997) in that educational experts assert that CS can

boost both classroom teaching and learning (Gürsoy et al., 2016) thereby helping the growth of teachers and students likewise (Reid & Soan, 2018).

2. Review of the Related Literature

2.1. Mindfulness-Based Training

MBT is an initiative for introducing mindfulness which comprises an understanding of psychosomatic alertness conducted as a psycho-educational training within a group (Soloway, 2016). MBT has emerged as a transformative approach in education, rooted in practices designed to cultivate present-moment awareness and non-judgmental attention (Brito Duarte et al., 2022). Mindfulness originated from Jon Kabat-Zinn's Mindfulness-Based Stress Reduction (MBSR) program in the 1970s and was initially applied clinically to manage chronic pain and stress (Kabat-Zinn, 2006). Over time, its scope expanded into educational settings, driven by growing recognition of teachers' psychosocial challenges (Renshaw & Cook, 2017).

For EFL teachers, MBT offers tools to navigate unique stressors such as language barriers and multicultural classrooms. Cicek and Gurbuz (2023) linked mindfulness practices to increased resilience, enabling educators to rebound from setbacks while maintaining student engagement. By reducing reactivity, MBT helps teachers respond adaptively to classroom dynamics rather than defaulting to punitive or disengaged behaviors (Jennings et al., 2019). Hawkins (2017) noted that mindful teachers exhibit greater patience in error correction and creativity in lesson adaptation, fostering inclusive environments for language acquisition. As schools globally adopt hybrid models blending MBT with other innovative practices, the approach exemplifies the shift of education toward holistic, human-centered PD (Brito Duarte et al., 2022).

In general, teacher education programs including MBT have been found to be advantageous for teachers' PD which per se would contribute to the enhancement of learners' achievement (Tait, 2008) leading to their best performance in a stress-free environment (Sumsion, 2003). Ellis (2004) maintained that in classrooms where teachers offer emotional support, learners are motivated to voice their views and welcome others' opinions and thereby foster their learning. Through supporting the learners, "teachers may provide an environment for students' engagement, helping them to have an active effort to solve problems and increase their collaboration in the problem-solving learning environment" (Hallermann et al., 2011, p. 9). Such support on the part of teachers for students can probably be enhanced through administering MBT within the content of PD (Gotink et al., 2016).

2.2. Clinical Supervision

CS is concerned with observation of teachers in class through interaction between “the teacher and the supervisor, whose focus and emphasis are on a sincere professional relationship; in other words, this supervision style is based on teacher-centered counseling” (Nolan & Hoover, 2008, p. 39). Kayaoglu (2012, p. 105) defined it as “interactive, democratic, teacher-centered, concrete, objective, and focused,” distinguishing it from hierarchical inspection approaches. Central to this model is the partnership between supervisors and in-service teachers to refine pedagogical practices (Bencherab & Al Maskari, 2020; Snow et al., 2020). CS emerged as a collaborative, classroom-focused alternative to traditional evaluative supervision models (Khaef & Karimnia, 2021). CS encourages teachers to set ambitious goals through reflective feedback (Acheson & Gall, 1993) and peer collaboration (Mehrabian et al., 2023). Hopkins and Moore (1995) identified key traits – strength-based focus, developmental priorities, and formative evaluation – that distinguish it from punitive models.

Three core rationales including professional autonomy enhancement, contextualized problem-solving, and formative skill development justify this model's enduring relevance (Bencherab & Al Maskari, 2020; Williams, 2007). As for professional autonomy enhancement, by involving teachers in goal-setting and data interpretation, CS fosters ownership of professional growth (Grimmett & Crehan, 2014). Williams (2007) found that it increases teachers' self-efficacy by 22 percent compared to conventional models. As Acheson and Gall (1997, p. 8) argued, “teachers require skillful assistance rather than directives to achieve sustainable improvement”.

With regard to contextualized problem-solving, the model's cyclical nature – observation, analysis, action – enables responsive adaptations to unique classroom challenges. Accordingly, Bencherab and Al Maskari (2020) demonstrated how supervisors using clinical techniques helped Omani EFL teachers increase student engagement by 37 percent through tailored feedback on interaction patterns. Regarding formative skill development, unlike evaluative models, CS prioritizes incremental growth through non-judgmental feedback; Hopkins and Moore (1995) identified its focus on formative assessment as critical for creating psychologically safe spaces for experimentation. Mehrabian et al. (2023) corroborated this finding by showing that Iranian teachers under CS implemented 45 percent more student-centered strategies than peers in traditional programs. Despite critiques about implementation consistency (Herdiawan, 2018), the model's alignment with adult learning principles and evidence-based practice sustains its global adoption in EFL contexts and beyond. Author (2025) demonstrated the effectiveness

of CS on enhancing teachers' self-efficacy while Marashi and Bani-Ardalani (2017) reported how CS reduces teachers' burnout.

2.3. Learners' Achievement

Learners' achievement, which is one of the most important indicators of any educational system's success, represents the results of students' learning especially in areas where proficiency is required such as EFL learning (Zeng, 2023). Achievement in an EFL context includes skills in writing, listening, reading, speaking, and cultural understanding, all of which are influenced by the availability of quality teaching and the willingness of the system to support the learning process. Research demonstrates the interconnectedness of the development of a teacher and the achievement of students: Zeng (2023) claimed that PD programs improved teachers' pedagogical and coping skills, which in turn enhanced learners' performance. In this regard, Darling-Hammond's (2000) advanced study suggested that investing on the quality of a teacher, which comprised their teaching and even their employment training or certification, had a strong relationship with the academic outcomes of students.

A review of the literature (e.g., Granziera et al., 2023; Hoque et al., 2023; Mallik, 2023; Marzano et al., 2001) indicates that various factors influence learners' achievement. Such factors include inter alia teacher wellbeing, PD quality, institutional support, teacher-student relationships, as well as socioeconomic and linguistic factors. Granziera et al. (2023) linked institutional-level teacher burnout, in contrast to wellbeing, to reduced achievement thereby urging policies that mitigate workload stress. As Marzano et al. (2001) maintained, effective PD – rooted in evidence-based strategies – enhances instructional consistency. For EFL teachers, this includes training in scaffolding and intercultural pedagogy.

With regard to institutional support, Hoque et al. (2023) highlighted administrative policies as being critical; schools with mentorship programs and equitable resource distribution reported higher achievement. As for teacher-student relationships, Fan (2012) found that there was a significant relationship between teacher–student interpersonal relationship and students' academic achievement. Socioeconomic and linguistic factors further modulate achievement. Darling-Hammond (2000) stressed that under-resourced schools often lacked PD access, exacerbating inequities. Conversely, systemic reforms – such as Finland's teacher autonomy policies (Niemi, 2015) – demonstrate that holistic support structures can elevate outcomes across diverse contexts.

As the review of previous literature (e.g., de Carvalho et al., 2021; Mehrabian et al., 2023;

Rahiem et al., 2020) indicates, both MBT and CS have brought about successful outcomes in enhancing teacher performance and also students' learning outcomes. As the two interventions require somewhat similar pretexts, the comparison of the two may appear meaningful. Hence, the perhaps inevitable question would circle around identifying which of the aforementioned pedagogies would culminate in more significantly positive outcomes and thus engender a more considerable impact on EFL learners' overall achievement. To the best knowledge of the researchers, such an empirical investigation has not been documented in the EFL literature and is thus an arguably noteworthy gap in the ELT theory and praxis. Therefore, the researchers set out to conduct this study, the finding of which may enable a perhaps justified and informed decision-making regarding which of the two should be invested upon further in the ELT domain. Accordingly, the following research question was formulated (with a pertinent null hypothesis raised which is presented later in the results section):

- ≠ Is there any significant difference between the effect of mindfulness-based training and clinical supervision for EFL teachers on the overall language achievement of the learners taught by these teachers?

3. Method

3.1. Participants

This study comprised two sets of participants: 64 teachers and 663 learners. Both groups were teaching or studying at a private language school in Tehran; the selection was non-random through convenience sampling. The researchers invited those teachers who were willing to participate in this study bearing a quasi-experimental pretest-posttest comparison group design 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. Certain 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

Once the two groups of teachers were in place, the researchers administered a sample PET to the students participating in these teachers' intermediate classes (a total of 663 learners: 342 male and 321 female). This total was divided into two groups: the learners who sat in the classes of teachers who underwent MBT and those attending the classes of teachers who underwent CS.

It is worth noting that the total number of learners were accumulated throughout two terms of teaching for each teacher as it was not possible for the 64 teachers to teach such a number of learners in only one term. Prior to the administration of the two sample PET tests as pretest and posttest, they were piloted among 30 intermediate learners for item analysis and reliability purposes. Furthermore, two of the researchers participated in scoring the speaking and writing papers at the pre- and posttest level; their inter-rater reliability was established – detailed in the results section.

3.2. Instrumentation and Materials

3.2.1. Preliminary English Test (Pretest and Posttest)

Two different samples of the PET were administered to the 663 learners as the pretest and posttest of the study. The test covers reading, writing, listening, and speaking. The reliability

of the piloted pre- and posttest stood at 0.81 and 0.79, respectively (using Cronach's alpha) while a total of four and six malfunctioning items were discarded following item analysis from the pre- and posttest, respectively, prior to the final administration of the two tests. For scoring the writing and speaking papers, the standard rubrics provided by Cambridge ESOL were employed.

3.2.2. Instructional Materials

The materials covered were *Touchstone Series* (McCarthy et al., 2013) used in the language school and also *Grammar in Use* (Murphy, 2020) and *Vocabulary in Use* (McCarthy & O'Dell, 2019). Two complete units of *Touchstone Series*, three units of *Grammar in Use*, and five units of *Vocabulary in Use* were covered during the present study.

3.3. Procedure

Before the teachers actually started teaching the learners themselves, all the 663 learners took the piloted PET pretest. Then, the MBT and CS were implemented as detailed below. It has to be emphasized here that the treatment in this study was either of the CS or MBT procedure provided for the teachers; in other words, this research was not directly concerned with the teaching procedure of these teachers in their own classes – which was a typical task-based program designed by the language school. To this end, the researchers deliberately avoided any intervention on the teaching of the teachers as the latter was not the independent variable and thus not the treatment in this study.

It is perhaps noteworthy to add here that while the CS process essentially requires that teachers be supervised (as detailed below), the MBT procedure (very much like certain other innovative methods such as choice theory-based instruction –Marashi and Erami, 2021) is focused on inducing a change in the overall attitude and perspective of the teachers towards teaching. To this end, MBT is not necessarily a method of teaching per se. As such, different individuals are inspired differently by MBT and the changes they would implement in their teaching would be the result of their own personal engagement with their mindfulness journey. In other words, MBT presents itself diversely as each personal experience is unique. Having said that, it would be perhaps oxymoronic to watch the teaching method of a teacher who has undergone MBT and evaluate them as being accordant and/or discordant with MBT and it is this very diversification which is a founding pivot of MBT.

3.3.1. 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 objective 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 with 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 supported 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 was

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 teachers were told that movement meditation was the practicing of physical activities such as yoga, where participants engaged 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 was a type of mindfulness technique in which a person listened to music and concentrated 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 behaviour 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 the seven plus one activity, mindfulness of positive feelings, and strengthening effects of stress. As for the 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.

3.3.2. Clinical Supervision

The second experimental group of teachers underwent the CS program by the trainer (one of the researchers 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 Marashi and Bani-Ardalani (2017, pp. 270-272).

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 (three complete

classroom sessions for each teacher) and three feedback sessions were held individually after each observation session in the language school. Based on the timetable, eight teachers were observed during each week, meaning that the 32 teachers were observed once by the end of the fourth week and observed three times by the end of the 12th week. 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 each 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 instruction period of the 633 learners by the 64 teachers was over, the learners sat for the PET posttest.

4. Results

4.1. Learners' Language Achievement – Pretest

The overall scores of the 663 learners – disaggregated by their teachers' groups – on the piloted pretest are presented in Table 2. For ease of reference, the learners sitting in the classes of those teachers having undergone MBT and those who received the CS formula are referred to hereunder as MBT learners and CS learners, respectively. Nevertheless, this labeling should not cause the confusion that the learners received MBT and CS. Quite the contrary, it must be reiterated here that the learners in both groups underwent a similar conventional task-based language teaching. As can be seen, the mean and the standard deviation of the CS group were 50.92 and 7.24, respectively, while those of the MBT group stood at 48.55 and 7.41, respectively. Accordingly, the skewness ratios calculated for both groups fell within the acceptable range of ± 1.96 (-0.956 and 1.233). In addition, the reliability of the scores in this administration was 0.92 (using Cronbach's alpha).

Table 2.

Descriptive Statistics of the Scores Obtained by the Two Groups of Learners on the Pretest

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
CS learners	327	34.00	68.00	50.9235	7.23893	-.129	.135
MBT learners	336	35.00	64.00	48.5506	7.41341	.164	.133
Valid N (listwise)	327						

As two raters were involved in the scoring of the speaking section of the pretest, their consistency of scoring or inter-rater reliability had to be checked a priori. Table 3 below shows the descriptive statistics of the two sets of scores given by the two raters to the speaking papers

of 100 learners who were selected randomly for the abovementioned purpose from among the 663 learners. The mean and the standard deviation of the scores given by rater 1 were 15.19 and 1.17, respectively, while those of rater 2 were 14.71 and 1.17, respectively. Furthermore, the skewness ratio of both sets of scores (-1.29 and 0.09) fell within the acceptable range. Hence, running the parametric Pearson Product Moment was legitimized.

Table 3.

Descriptive Statistics of the Scores Given by the Two Raters to the Speaking Papers

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Speaking Rater 1	100	12	18	15.19	1.169	-.310	.241
Speaking Rater 2	100	11	18	14.71	1.168	.023	.241
Valid N (listwise)	100						

Table 4 below displays the significant correlation of the two sets of scores given by both raters to the speaking papers ($r = 0.958$, $p < 0.05$).

Table 4.

Inter-Rater Reliability between the Two Raters Scoring the Speaking Papers

	Rater 1	Rater 2
Speaking Rater 1		
Pearson Correlation	1.000	.958**
Sig. (2-tailed)	.	.000
N	100	100
Speaking Rater 2		
Pearson Correlation	.958**	1.000
Sig. (2-tailed)	.000	.
N	100	100

**Correlation is significant at the 0.01 level

The same procedure was also conducted for the writing section of the pretest: Table 5 below shows the descriptive statistics of the scores given by the two raters to the writing papers of another 100 learners selected randomly from among the 663 learners. The mean and the standard deviation of the scores given by rater 1 were 14.22 and 1.619, respectively, while those

of rater 2 were 14.90 and 1.504, respectively. Furthermore, the skewness ratio of both sets of scores (0.17 and -0.71) fell within the acceptable range. Consequently, the parametric Pearson Product Moment was run.

Table 5.

Descriptive Statistics of the Scores Given by the Two Raters to the Writing Papers

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Writing Rater 1	100	12	18.5	14.22	1.619	.042	.241
Writing Rater 2	100	12	18	14.90	1.504	-.172	.241
Valid N (listwise)	100						

Table 6 below displays the significant correlation of the two sets of scores given by both raters to the speaking papers ($r = 0.918$, $p < 0.05$). Hence, the researchers were assured that both raters could be used for scoring the writing and speaking papers of the learners at the pre- and posttest levels.

Table 6.

Inter-Rater Reliability of the Two Raters Scoring the Writing Papers

	Rater 1	Rater 2
Writing Rater 1		
Pearson Correlation	1.000	.918**
Sig. (2-tailed)	.	.000
N	100	100
Writing Rater 2		
Pearson Correlation	.918**	1.000
Sig. (2-tailed)	.000	.
N	100	100

**Correlation is significant at the 0.01 level

5.2. Learners' Language Achievement – Posttest

The 663 learners' posttest scores are presented in Table 7. As can be seen, the mean and the standard deviation of the CS group were 58.64 and 6.94, respectively, while those of the MBT group stood at 56.54 and 7.28, respectively. The skewness ratios of both groups fell

within the acceptable range of ± 1.96 (-1.223 and 1.594). In addition, the reliability of the scores in this administration was 0.91 (using Cronbach's alpha).

Table 7.

Descriptive Statistics of the Scores Obtained by the Two Groups of Learners on the Posttest

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
CS learners	327	42.00	72.00	58.6391	6.94046	-.165	.135
MBT learners	336	42.00	72.00	56.5387	7.28554	.212	.133
Valid N (listwise)	327						

5.3. Testing the Null Hypothesis

The following null hypothesis was raised in accordance with the question presented earlier: there is no significant difference between the effect of MBT and CS for EFL teachers on the overall language achievement of the learners taught by these teachers. The statistical analysis conducted to test the null hypothesis is presented in this section. In order to test the null hypothesis, an ANCOVA was run on the scores of both groups of learners on the PET pre- and posttest. As for the prerequisites, all sets of scores enjoyed normality (Tables 2 and 7). Secondly, the Levene's test was run. Table 8 shows the variances were not significantly different ($F_{(1,661)} = 11.239$, $p = 0.101 > 0.05$).

Table 8.

Levene's Test of Equality of Error Variances^a

F	df1	df2	Sig.
11.239	1	661	.101

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

Dependent variable: Learners posttest

With one covariate being investigated (learners' pretest), the third assumption of the correlation among covariates did not apply. Also, Figure 1 demonstrates the linearity of the general distribution of the scores.

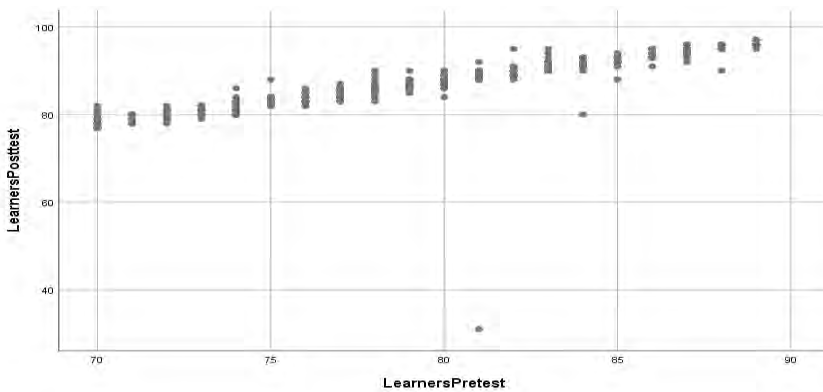


Figure 1. Scatterplot of the Linearity of the Two Groups of Learners' Scores on the PET

Finally, Table 9 shows that the interaction (i.e., Group * Learners Pretest) is 0.085 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 9.

Tests of Between-Subjects Effects (1)

Source	Type III Sum of Squares	Df	Mean Square	<i>F</i>	Sig.	Partial Eta Squared
Corrected Model	30060.823 ^a	3	10020.274	2482.028	.000	.883
Intercept	485.572	1	485.572	120.277	.000	.109
Group	22.740	1	22.740	5.633	.018	.006
Pretest	30022.261	1	30022.261	7436.531	.000	.883
Group * Learners pretest	12.022	1	12.022	2.978	.085	.003
Error	3980.612	659	4.037			
Total	7615129.000	663				
Corrected Total	34041.435	662				

^a. R Squared = 0.883 (Adjusted R Squared = 0.883)

With the above assumptions in place, running an ANCOVA was legitimized. According to Table 10, the PET pretest scores (the covariate in the model) were significant ($F = 388.884$, $p < 0.05$) thus demonstrating that prior to the treatment, there was a significant difference between the two groups in terms of their language proficiency. Furthermore, there was a significant relationship between the covariate (the PET pretest) and the dependent variable (the PET posttest) while controlling for the independent variable ($F = 82.089$, $p < 0.05$).

Table 10.*Tests of Between-Subjects Effects (2)*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	30099.140 ^a	3	1504.957	369.912	.000	.684	
Intercept	707214.604	1	707214.604	173830.432	.000	.994	
PET Pretest	30060.731	1	1582.144	388.884	.000	.884	
Group	333.971	1	333.971	82.089	.000	.078	
Error	3942.296	659	4.068				
Total	7615129.000	663					
Corrected Total	34041.435	662					

^a. R Squared = .884 (Adjusted R Squared = .882)

Hence, the null hypothesis of the study which stated that there is no significant difference between the effect of MBT and CS for EFL teachers on the overall language achievement of the EFL learners participating in those teachers' classes was rejected with those in the MBT group who gained a higher mean (Table 7) bearing a significantly higher degree of achievement than those in the CS group. Furthermore, the effect size was 0.078 which is reckoned a moderate effect size by Larson-Hall (2010).

5. Discussion

The findings of the current study revealed that the EFL learners taught by teachers who underwent the MBT treatment achieved higher scores than those sitting in the classes of teachers who experienced the CS program. These results align with previous researches that highlighted the significant impact of MBT on students' learning outcomes. For instance, de Carvalho et al. (2021) examined the effects of an MBT program on students' outcomes, teachers' social-emotional competencies, and classroom ecology. The findings indicated that the students who were taught by the teachers having participated in CS reported significant improvements in their teachers' classroom interaction social abilities. The results also revealed that the teachers reported a noteworthy rise in mindfulness and self-regulation and wellbeing with a drop in burnout.

Granziera et al. (2023) demonstrated a positive relationship between teacher wellbeing and student achievement, indicating that teachers' professional development and wellbeing could influence learners' outcomes. Likewise, in the current study, the participation of teachers in the MBT program as a form of PD intervention has positively impacted students' achievement. Similarly, Marzano et al. (2001) delineated that research-based strategies for increasing student achievement through effective classroom instruction underscores the importance of teacher quality in driving learner success. In the same vein, in this study, teachers who partook in the MBT might have accumulated more effective instructional practices which positively contributed to the learners' achievement. In another study, Klingbeil and Renshaw's (2018) findings also revealed that MBT had positive effects on classroom ecology and teachers' instructional practices, which could be an antecedent to students' learning outcomes.

The superiority of MBT over CS for teachers in enhancing EFL learners' achievement can be justified through several arguments. Firstly, MBT equips teachers with tools to enhance their emotional regulation and stress management, which can positively impact their interactions with students and create a conducive learning environment (Hoque et al., 2023). By fostering teachers' own wellbeing and resilience, MBT can lead to improved teacher-student relationships and engagement, ultimately boosting student achievement (Liu & Chu, 2022).

Secondly, mindfulness practices have been shown to enhance teachers' ability to manage classroom dynamics effectively and promote a positive classroom climate conducive to learning (Zeng, 2023). By cultivating awareness and attention, teachers who undergo MBT are better equipped to address students' individual needs and provide targeted support, thereby leading to enhanced learning outcomes. Accordingly, this personalized approach to instruction can contribute significantly to student achievement by catering to diverse learning styles and preferences.

Thirdly, MBT can enhance teachers' cognitive flexibility and problem-solving skills, perhaps enabling them to adapt teaching strategies to meet students' varying needs and challenges (Mallik, 2023). To this end, teachers who engage in mindfulness practices are more likely to approach teaching with creativity and innovation, thus fostering a dynamic learning environment that stimulates student engagement and promotes academic growth. Hence, this adaptability and responsiveness to students' evolving learning requirements may serve as key factors in driving improved achievement outcomes.

Fourthly, MBT can enhance teachers' self-efficacy and confidence in their instructional abilities, leading to increased motivation and commitment to student success (Mehrabian et al.,

2023). This is arguably how teachers who feel empowered and supported through mindfulness practices are perhaps more likely to set high expectations for the learners, share constructive feedback, and implement effective teaching strategies that promote academic excellence. This sense of efficacy and belief in their ability to make a difference may have a profound impact on student motivation and achievement.

Lastly, MBT promotes a holistic approach to teacher PD by addressing not only pedagogical skills but also emotional intelligence, self-awareness, and interpersonal communication (Darling-Hammond, 2000). By nurturing teachers' overall wellbeing and personal growth, mindfulness practices can create a positive ripple effect that enhances classroom dynamics, student engagement, and academic performance. The comprehensive nature of MBT may ascertain one that teachers enjoy the tools and mindset needed to support student achievement effectively.

6. Conclusion

This study examined whether MBT and CS for EFL teachers differentially affected the overall language achievement of the learners they taught. Statistically, MBT was superior: the learners taught by MBT trained teachers gained a significantly higher mean score than those taught by teachers undergoing CS. Such a clear advantage hints that a mindfulness focus may translate into stronger pedagogical practice and, accordingly, learner performance in language classrooms.

Pedagogically, the findings of this study advocate for teacher development programs to prioritize integrating MBT into their PD offering for EFL teachers. The evidence suggests that cultivating teachers' mindfulness, emotional regulation, wellbeing, and self-efficacy through structured MBT programs may bring about tangible benefits for student learning outcomes that surpass those derived from supervision models like CS. Implementing accessible MBT workshops and ongoing support should be considered important to enhance instructional quality, fostering positive classroom ecologies, and ultimately improving EFL learners' language achievement. Teacher trainers need to recognize MBT not only as self-care but also as a core pedagogical PD tool.

Looking ahead and propelled by an identification of the limitations throughout the process of implementing this study, the researchers propose several clear research avenues that could help scholars and practitioners broaden their grasp of MBT. First, longer-term studies should

follow teachers and students well beyond the immediate gain reported after training, measuring whether gains in retention and achievement endure. Second, researchers may wish to adapt, test, and document particular MBT protocols across culturally distinct EFL settings, shedding light on how local norms shape efficacy. A third line of inquiry would focus on the contributions of practices such as focused attention versus open monitoring, linking each to specific language skills, whether speaking fluency or academic writing.

Furthermore, certain teacher-level covariates (e.g., age, gender, degree, major, and years of professional experience) were not controlled in this study which may have borne an intervening effect on the results; future studies may wish to control these covariates. Also, parallel work could examine whether pairing MBT with concentrated cognitive-strategy elements amplifies pedagogical gains. Finally, doing cost-benefit analyses comparing the resource investments required for MBT versus CS programs against their respective influences on EFL learners' language achievement may provide valuable practical guidance for institutional decision-making as well as resource allocation for teacher PD programs.

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