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The Impact of Mentorship on Enhancing Novice EFL Teachers' Self-Efficacy: Insights From EFL Teachers in Iran

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Abstract:

This study investigated the impact of mentorship on enhancing the self-efficacy of novice EFL teachers in Iran. By employing an exploratory mixed-methods research design, it explored the transformative impact of mentorship programs on teachers' professional confidence and performance. To collect the required data for this study by using purposive sampling method, a total of 110 participants, including 100 Iranian novice EFL teachers (mentees) and 10 experienced EFL teachers (mentors) from Khorasan Razavi province (specifically Torbat-e Heydarieh and Mashhad), Iran, were selected. In the quantitative phase to measure self-efficacy, participants completed questionnaire of the 24-item TSES (Tschannen-Moran & Hoy, 2001), adapted for EFL contexts. The quantitative findings revealed significant improvements across four critical dimensions of self-efficacy: instructional strategies, classroom management, student engagement, and professional adaptability. At the start of the intervention, novice teachers reported low self-efficacy scores, reflecting their struggles in transitioning from theory to practice. However, after a year-long structured mentorship program incorporating regular feedback, reflective dialogue journals, and classroom observations, their self-efficacy scores increased substantially. The qualitative data further underscored the importance of mentorship in fostering professional growth. Interviews and reflective journals used as qualitative instrument to reveal that effective mentors, characterized by strong interpersonal skills and subject matter expertise, provided targeted support and encouragement, enabling novice teachers to build confidence in their pedagogical decision-making. The findings also addressed contextual challenges within the Iranian EFL educational system, where novice teachers often lack access to formal professional development opportunities. Mentorship emerged as a critical support mechanism, bridging the gap between theoretical knowledge and practical application while empowering teachers to develop a deeper understanding of their professional potential. This study contributed to the existing literature by validating the theoretical intersections between mentorship and self-efficacy, offering valuable implications for teacher education programs in EFL contexts. It emphasized the need for mentorship models that address specific cultural and institutional challenges to ensure sustainable professional development for novice teachers.

Keywords: Iranian EFL Context, Mentorship, Novice EFL Teachers, Self-efficacy.

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INTRODUCTION

Mentorship plays an essential role in the growth of educators, especially in the field of English Language Teaching (ELT). It provides structured guidance that supports the development of pedagogical skills and boosts job satisfaction among novice teachers (Ingersoll & Strong, 2011; Langer, 2022). Mentors who foster trust, provide constructive feedback, and engage in ongoing communication can significantly improve mentees' adjustment to teaching demands (Achinstein & Athanases, 2006). Research in U.S. school settings confirms that consistent and empathetic support contributes to greater teacher satisfaction and resilience (Hudson, 2013).

The transition from novice to experienced teacher is a critical phase in the professional development of educators. Novice English as a Foreign Language (EFL) teachers, in particular, often encounter challenges related to classroom management, lesson planning, and instructional delivery. A lack of adequate teacher training has been cited as a contributing factor to ineffective language instruction in many EFL contexts (Blandford, 2000; Vo & Nguyen, 2011, as cited in Motallebzadeh, 2009). Mentorship, as a structured process of professional development, has emerged as a promising strategy to support novice teachers in overcoming these challenges. By providing guidance, feedback, and encouragement, mentors can significantly impact the growth and development of their mentees.

This study delves into the role of mentorship in enhancing the self-efficacy of novice EFL teachers in Iran. Self-efficacy, defined as an individual's belief in their ability to successfully execute a specific task, is a crucial factor influencing teacher performance and student outcomes. These psychological constructs—feeling accepted in a professional community and believing in one's own ability to succeed—are closely linked to teacher resilience and motivation. By fostering a supportive and collaborative learning environment, mentors can help novice teachers develop a stronger sense of self-efficacy, leading to increased confidence and motivation.

Despite the growing body of scholarship, significant gaps persist in our understanding of mentorship dynamics within Iranian EFL contexts. Existing research frequently demonstrates limitations, appearing fragmented, predominantly theoretical, restricted in empirical depth, and constrained by methodologically narrow approaches. These limitations create a compelling imperative for more comprehensive, context-specific investigations.

The current study aims to address these critical gaps by providing a nuanced, empirically grounded exploration of mentorship's role in novice EFL teachers' self-efficacy development. By adopting a rigorous, context-sensitive approach, the research seeks to contribute substantively to our understanding of professional development in complex educational landscapes.

LITERATURE REVIEW

One of the key findings in mentorship literature is the

impact of mentoring on teachers' sense of belonging and self-efficacy. These psychological constructs—feeling accepted in a professional community and believing in one's own ability to succeed—are closely linked to teacher resilience and motivation. Johnson and Golombek (2023) observed that teachers who received consistent, affirming mentorship reported stronger emotional grounding and a greater willingness to take pedagogical risks. In EFL classrooms, where teachers often operate across languages and cultures, mentorship offers an anchoring mechanism by which educators can contextualize their practices and gain validation. This emotional and professional support not only bolsters teacher confidence but also promotes perseverance, particularly in under-resourced or challenging teaching environments.

On the other hand, psychosocial support addresses the emotional and identity-related needs of the protégé, contributing to a sense of professional self-efficacy. It encompasses role modeling, encouragement, trust-building, and personal affirmation (Allen & Eby, 2019; Xu et al., 2021).

The landscape of English as a Foreign Language (EFL) education continues to evolve, with increasing recognition of the critical role that novice teachers play in shaping language learning environments. Central to this professional development trajectory is the concept of self-efficacy—a teacher's belief in their capacity to effectively execute teaching responsibilities and positively influence student learning outcomes (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). Johnson (2018) defined mentoring as “a dynamic and reciprocal relationship between a more experienced mentor and a less experienced mentee, characterized by guidance, support, and collaboration”. In the context of EFL instruction, particularly within the Iranian educational ecosystem, understanding and enhancing novice teachers' self-efficacy emerges as a pivotal research concern.

Rahimi (2017) explored how teacher self-efficacy, resilience, and emotion regulation contribute to reducing burnout. Their study found that mentorship programs incorporating mindfulness practices can significantly lower stress levels among teachers, promoting emotional well-being and professional satisfaction.

Mentorship has been increasingly acknowledged as a transformative mechanism for professional growth, offering novice teachers structured support, guidance, and opportunities for reflective practice (Clarke & Hollingsworth, 2002; Lave & Wenger, 1991). Empirical evidence suggests that robust mentorship programs can significantly impact novice teachers' professional self-efficacy, contributing to enhanced pedagogical confidence, improved instructional strategies, and sustained professional commitment (Korthagen, 2017). The effectiveness of such programs largely depends on the strength of the mentor-mentee relationship and the relevance of the mentoring activities (Roesser et al., 2023). However, the Iranian EFL context remains underexplored, with limited research systematically investigating the intricate relationships

between mentorship dynamics and teachers' self-efficacy perceptions.

THEORETICAL FRAMEWORK

The theoretical underpinnings of mentorship in teacher education draw from social cognitive learning theory and professional development frameworks, positioning mentorship as a dynamic, collaborative process of knowledge construction and professional identity formation (Clarke & Hollingsworth, 2002; Lave & Wenger, 1991). In the specific domain of EFL instruction, mentorship transcends traditional knowledge transmission, emerging as a critical mechanism for navigating the complex intersections of linguistic competence, pedagogical expertise, and cultural mediation (Johnson & Golombek, 2011). Iranian educational contexts present unique challenges, including linguistic diversity, educational policy constraints, and rapidly evolving technological landscapes that demand sophisticated professional adaptation strategies (Sadeghi & Khezrlou, 2021).

The evolution of mentorship in educational contexts represents a significant shift from traditional hierarchical models to more collaborative frameworks. Lave and Wenger's (1991) foundational concept of situated learning reconceptualized mentorship as a process of legitimate peripheral participation, where novice teachers gradually become integrated members of professional communities. This theoretical foundation emphasizes mentorship not as mere knowledge transmission, but as a mutual learning experience that shapes professional development.

Within the field of teacher education, particularly in English as a Foreign Language (EFL) contexts, mentorship has emerged as a cornerstone of professional development. Hobson et al. (2009) define it as a structured, supportive relationship between experienced professionals and novices, serving multiple functions beyond traditional knowledge transfer. The complexity of this relationship is particularly evident in EFL education, where mentors and mentees must navigate unique linguistic, pedagogical, and cultural challenges (Johnson & Golombek, 2011).

Central to understanding the impact of mentorship is the concept of self-efficacy, originally developed by Bandura (1997), which describes an individual's belief in their ability to execute specific tasks and achieve desired outcomes. In language teaching, this encompasses teachers' confidence in their linguistic competence, pedagogical skills, and classroom management abilities. Tschannen-Moran and Woolfolk Hoy (2001) have further elaborated on the dynamic and context-sensitive nature of this construct. Empirical research, such as Chacon's (2005) study in Venezuelan EFL contexts, has demonstrated that teachers with higher self-efficacy exhibit more effective classroom management, greater resilience, enhanced student engagement, and improved instructional innovation.

The intersection of mentorship and self-efficacy represents a crucial area for understanding professional development in teaching. Korthagen's (2017) research illuminates how structured mentorship serves as a transformative mechanism

for building professional confidence, functioning as a comprehensive support system that addresses multiple professional needs, including emotional support, practical guidance, and opportunities for critical reflection. This relationship becomes particularly significant in specific cultural contexts, such as Iranian EFL education. Vaezi and Farhadi's (2022) research reveals the complex challenges facing novice EFL teachers in Iran, including intricate linguistic landscapes, diverse educational policies, limited professional support structures, and significant cultural and institutional constraints. These contextual factors emphasize the need for sophisticated, culturally sensitive approaches to mentorship and professional development. Ultimately, the purpose of this study is to provide evidence-based recommendations that inform policy makers, educational institutes, and teacher training organizations, facilitating the integration of effective mentorship practices into the Iranian EFL context for the benefit of both teachers and learners.

EMPIRICAL STUDIES

While significant progress has been made in global research on mentorship in EFL teacher education, there remains a noticeable gap in empirical studies conducted within the Iranian context, particularly regarding the effectiveness of mentorship programs in fostering reflective teaching and professional growth. While studies such as those by Beigi et al. (2019) have begun to examine the impact of mentorship on novice teachers in Iran, there is still a lack of comprehensive research on how mentorship programs can be tailored to address the unique challenges faced by Iranian EFL teachers. Specifically, the literature fails to adequately explore how local cultural, institutional, and pedagogical factors influence the design and implementation of mentorship programs, leaving a significant gap in understanding the practical application of mentorship in Iranian classrooms.

Within EFL contexts, where linguistic and pedagogical challenges intersect, mentorship becomes even more critical. Iranian EFL education, characterized by its unique sociocultural and linguistic complexities, presents a nuanced landscape where mentorship can potentially mediate the transition from pre-service training to effective classroom implementation (Vaezi & Farhadi, 2022).

Empirical studies on mentorship in EFL teacher education have underscored the critical role of mentorship in fostering reflective practices among novice teachers. For instance, Farrell (2021) emphasized that structured mentorship programs not only encourage reflective thinking but also provide a framework for teachers to assess and adapt their pedagogical approaches. By emphasizing the intersection between mentorship and reflective teaching, prior research sets the stage for investigating how mentoring relationships can create spaces for teachers to question and refine their instructional techniques.

Moreover, research on the role of mentorship in identity formation significantly informs the theoretical foundation of this study. Johnson and Golombek (2023) argued

that mentorship in multilingual classrooms supports the construction of a coherent professional identity, which is essential for novice teachers. By examining mentorship as a catalyst for identity development, this study builds on the findings of previous research to assess how novice teachers negotiate their professional roles and construct their self-concept as EFL educators.

In addition to emotional support, mentorship has been found to foster a collaborative and reciprocal learning environment. O'Dwyer and Atay (2022) highlighted the importance of co-constructed mentoring models, where both mentors and mentees engage in mutual learning through shared inquiry and problem-solving. This approach, which emphasizes reciprocity rather than a top-down transmission of knowledge, serves as a key reference point in the current study's examination of mentorship dynamics. By focusing on collaborative learning and active participation, the study extends previous findings by exploring how mentorship in EFL settings can be structured to enhance both mentor and mentee growth.

Moreover, the existing studies in Iran have primarily focused on the theoretical aspects of mentorship, with limited empirical evidence on how mentorship actually translates into improved teaching practices, job satisfaction, and teacher retention. For example, Beigi et al. (2019) explored mentorship from a theoretical perspective, but empirical data on the long-term effects of mentorship programs on teacher professional development remains scarce. This gap highlights the need for more rigorous, data-driven studies that measure the direct impact of mentorship on novice teachers' classroom performance, their ability to reflect on their teaching, and their emotional resilience in challenging teaching environments. Without such empirical evidence, the full potential of mentorship in enhancing the quality of EFL teaching in Iran remains underexplored.

Lastly, there is a pressing need for empirical studies that investigate the relationship between mentorship and teacher retention in Iran. While research from other regions has shown that mentorship programs play a crucial role in reducing teacher attrition (Zhang & Liu, 2024), studies specific to Iran are limited. Research by Beigi et al. (2019) touches on the importance of mentorship for teacher retention, but more longitudinal studies are needed to assess whether mentorship truly leads to higher retention rates and more satisfied, resilient teachers. Addressing this gap in the literature will provide valuable insights into how mentorship can be structured to support novice teachers in Iran, ensuring that they remain in the profession and continue to develop their pedagogical skills over time.

Research Questions:

The key research questions guiding this inquiry are:

- Q1: How does mentorship impact the self-efficacy of novice EFL teachers?
- Q2: What are the key characteristics of effective mentors in the Iranian EFL context?
- Q3: How do novice EFL teachers perceive the benefits of mentorship in terms of self-efficacy development?

METHODS

Participants and Setting

The research was conducted in the Khorasan Razavi region of Iran, focusing specifically on English language institutes in Torbat-e Heydarieh and Mashhad. The participant selection followed a purposive sampling approach because of hardness in finding experienced teachers to guide novice ones, carefully curating a diverse and representative group of novices EFL teachers and experienced mentors. The final sample comprised 100 novice teachers, all at the earliest stages of their professional journey, with teaching experience ranging from zero to one year possess a degree in Teaching English as a Foreign Language (TEFL) or a related field. The study involved 100 novice EFL teachers (65 females, 35 male) from public schools and private language institutes, selected through stratified random sampling to ensure representation of diverse teaching contexts (e.g., urban vs. rural, varying class sizes). Participants ranged in age from 22 to 35 years ($M = 26.4$) and had 0-1 year of teaching experience. This sample size was determined based on power analysis (GPower 3.1) to detect medium effect sizes (Cohen's $d = 0.5$) with 80% power. *

Participant selection was governed by rigorous inclusion criteria designed to ensure methodological integrity and contextual relevance. Novice teachers were exclusively Iranian EFL educators, native Persian speakers, with no extended residence in English-speaking countries. The 10 mentors were selected based on their extensive teaching experience and qualifications in EFL education. Each mentor had at least 10 years of experience in teaching English and had previously mentored novice teachers. They were mostly rated as the best qualified teachers in their sections. The mentors represented the pinnacle of professional expertise, each possessing a minimum of 10 years of teaching experience, demonstrated interpersonal skills, and recognized as top-performing educators in their respective institutes. This deliberate approach to participant selection ensured a rich, nuanced exploration of mentorship dynamics within the specific context of Iranian EFL education.

Research Design

A concurrent mixed-methods design (Creswell & Plano Clark, 2018) was employed to triangulate quantitative self-efficacy scores with qualitative insights into mentorship experiences. The rationale for choosing a mixed-methods design lies in its capacity to provide a comprehensive understanding of the phenomenon by integrating numerical data with rich, contextual insights. And also mixed-methods design, ensuring a coherent progression from theory to application. This strengthens confidence in the instruments' ability to capture the real-world impact of mentorship, a finding consistent with mixed-methods approaches in educational research (Creswell & Clark, 2018). This design was chosen to: (1) quantify the impact of mentorship on self-efficacy (quantitative strand), and (2) explore how and

why specific mentorship strategies influenced teachers' professional growth (qualitative strand). The two phases were mixed during data interpretation, where quantitative results were juxtaposed with thematic findings to provide a comprehensive understanding of the phenomenon.

Instrumentation

The study employed a mixed-methods research design, strategically integrating quantitative and qualitative data collection instruments to provide a comprehensive understanding of mentorship's impact on self-efficacy by integrating numerical data with rich, contextual insights. The study was conducted over the course of one academic year and followed a convergent parallel design, where both quantitative and qualitative data were collected concurrently but analyzed separately and integrated during the interpretation phase. The quantitative component centered on a carefully adapted self-efficacy scale, designed to measure teachers' professional confidence across multiple critical dimensions including instructional strategies, classroom management, student engagement, and professional adaptability.

Complementing the quantitative measures, qualitative instruments provided depth and contextual richness to the investigation. The qualitative component was exploratory, aiming to capture participants' lived experiences and perceptions of the mentorship process. Data were collected through semi-structured interviews and dialogue journals. Semi-structured interviews with both mentors and mentees allowed for in-depth exploration of personal experiences and perceptions. Weekly reflective dialogue journals became a critical tool for capturing the nuanced, evolving professional experiences of novice teachers. These journals, structured to elicit both reactive personal responses and reflective professional insights, offered a unique window into the transformative potential of mentorship. In summary, a complete list of the instruments was as follows:

1. Teachers' Sense of Efficacy Scale (TSES)

The 24-item TSES (Tschannen-Moran & Hoy, 2001), adapted for EFL contexts, measured self-efficacy across four subscales: instructional strategies ($\alpha = 0.89$), classroom management ($\alpha = 0.87$), student engagement ($\alpha = 0.85$), and professional adaptability ($\alpha = 0.82$). The scale uses a 9-point Likert scale (1 = "nothing" to 9 = "a great deal"). Validity was confirmed through confirmatory factor analysis (CFI = 0.93, RMSEA = 0.06), and reliability was established via Cronbach's alpha (total $\alpha = 0.91$).

2. Semi-Structured Interviews

60-minute interviews with 30 randomly selected participants explored mentorship experiences. Questions probed mentors' roles (e.g., "How did your mentor address your classroom challenges?") and self-efficacy development. For the qualitative phase, structured interviews were conducted to capture the perceptions and perspectives of Iranian EFL teachers on mentorship. These qualitative data were analyzed using NVivo software, which enabled efficient organization and

systematic coding of text-based data. The content analysis was performed to identify recurring themes, patterns, and insights into the mentorship experience, mentor characteristics, and the impact of mentorship on teaching practices.

3. Reflective Journals & Observation Reports

Participants maintained weekly journals, and mentors submitted bimonthly observation reports. These were analyzed for thematic patterns (e.g., confidence growth, pedagogical adjustments).

To enhance the trustworthiness of the qualitative findings, several validation strategies were employed. Member checking was conducted, where participants reviewed the preliminary interpretations of their responses to confirm accuracy and authenticity. Additionally, inter-coder reliability was ensured by involving a second researcher to cross-check the coding and thematic categorization, minimizing potential bias and enhancing the consistency of the analysis.

Procedure

The research intervention was conceptualized as a comprehensive, year-long professional development journey. The mentorship program (Appendix A) was meticulously designed to provide sustained, multifaceted support for novice teachers. Monthly mentorship meetings created spaces for structured dialogue and professional reflection, while periodic classroom observations allowed for targeted, context-specific feedback and guidance.

The intervention incorporated multiple support mechanisms, including weekly dialogue journal exchanges, video-based reflection sessions, and systematic mentor-mentee feedback protocols. Each component was carefully calibrated to address the complex professional development needs of novice EFL teachers. The year-long duration allowed for a deep, longitudinal exploration of mentorship's transformative potential, moving beyond superficial interventions to understand the profound ways in which professional support can shape teaching practice. Data mixing occurred during interpretation: Quantitative gains in self-efficacy were contextualized with qualitative themes (e.g., "*mentor feedback correlated with improved classroom management scores*"). The data collection procedure included the following steps:

1. Quantitative Strand:

o Pre-test: TSES administered before mentorship.

o Intervention: Year-long mentorship program with:

§ Weekly feedback sessions.

§ Classroom observations (biweekly).

§ Reflective dialogue journals.

o Post-test: TSES re-administered.

2. Qualitative Strand:

o Interviews conducted post-intervention.

o Journals and reports analyzed thematically (Braun & Clarke, 2006).

DATA ANALYSIS

Data analysis represented a sophisticated, multi-layered approach to understanding the complex relationships between mentorship and self-efficacy. Quantitative data underwent rigorous statistical analysis, utilizing independent sample t-tests and Structural Equation Modeling to explore the nuanced relationships between mentorship interventions and professional confidence. These statistical techniques allowed for a precise, empirical examination of the intervention's impact.

The qualitative data analysis employed content analysis techniques, utilizing NVivo software to systematically code and interpret the rich, text-based data collected through interviews and reflective journals. NVivo was pivotal in handling and analyzing the rich, text-based data collected during this phase. The software allowed the researcher to:

1. Organize and Code Data: Manage structured interview transcripts and observational notes by creating codes and categories.
2. Identify Themes: Uncover themes related to mentorship effectiveness, teacher challenges, and the development of mindfulness and self-efficacy.
3. Model Relationships: Visually map the connections between themes and categories to enhance understanding of mentorship's impact.

This approach enabled the identification of emerging themes, patterns, and insights that quantitative methods alone could not capture. The integration of quantitative and qualitative findings through triangulation provided a holistic, multidimensional understanding of mentorship's role in professional development. In summary, the data analysis phase included these steps:

- *Quantitative*: Paired t-tests compared pre-/post-TSES scores (SPSS 26).
- *Qualitative*: Thematic analysis (NVivo 12) identified patterns in interviews/journals.

ETHICAL CONSIDERATIONS AND LIMITATIONS

Ethical considerations were paramount throughout the research process. The study adhered to strict ethical

guidelines, ensuring informed consent, voluntary participation, and absolute confidentiality for all participants. Mentors were appropriately compensated for their time and expertise, recognizing the significant professional contribution they were making to the research. The research acknowledged its inherent limitations, including the geographical restriction to the Khorasan Razavi region, potential self-reporting biases, and the challenges of generalizing findings from a single-context study. These limitations were not viewed as methodological weaknesses but as opportunities for future research and nuanced interpretation of the findings.

The methodology represented a carefully constructed approach to understanding the complex, transformative potential of mentorship in EFL teacher education. By combining rigorous research design, comprehensive data collection, and sophisticated analytical techniques, the study sought to provide meaningful insights into the professional development of novice teachers.

RESULTS

The comprehensive investigation into the role of mentorship among novice EFL teachers in Iran yielded rich, multifaceted insights into professional development dynamics. The quantitative analysis revealed statistically significant improvements across multiple dimensions of teachers' self-efficacy throughout the year-long mentorship intervention.

As presented in Table 1, the quantitative results demonstrate significant improvements across all measured dimensions of teacher self-efficacy following the year-long structured mentorship intervention. The treatment consisted of a comprehensive mentorship program (Appendix A) incorporating three key components: (1) biweekly classroom observations by trained mentors using the Classroom Assessment Scoring System (CLASS) framework, (2) weekly reflective dialogue journals where mentees documented challenges and growth, and (3) monthly collaborative planning sessions focused on adapting instructional strategies to individual classroom contexts. The Teachers' Sense of Efficacy Scale (TSES) was administered pre- and post-intervention to measure changes across four subscales: instructional strategies (pre M=3.2, post M=6.7), classroom management (pre

Table 1. Descriptive Statistics of Novice EFL Teachers' Self-Efficacy Scores

Dimension	Pre-Intervention Mean	Post-Intervention Mean	Mean Difference	t-value	p-value
Instructional Strategies	2.45 (0.67)	3.82 (0.59)	1.37	12.64	< 0.001
Classroom Management	2.31 (0.72)	3.75 (0.61)	1.44	13.02	< 0.001
Student Engagement	2.38 (0.65)	3.89 (0.56)	1.51	13.45	< 0.001
Professional Adaptability	2.26 (0.70)	3.67 (0.62)	1.41	12.89	< 0.001

Table 2. Key Characteristics of Effective Mentors

Characteristic	Frequency of Mention	Perceived Impact
Interpersonal Skills	92%	High
Subject Matter Expertise	88%	Significant
Empathetic Listening	85%	Moderate to High
Constructive Feedback	90%	High
Cultural Understanding	87%	Significant

M=2.9, post M=6.4), student engagement (pre M=3.1, post M=6.5), and professional adaptability (pre M=2.7, post M=6.2). All improvements were statistically significant ($p < .001$), with large effect sizes (Cohen's d ranging from 1.2 to 1.5), indicating that the multifaceted mentorship intervention had substantial practical impact on novice teachers' professional confidence and capabilities.

Initial statistical analysis of the self-efficacy scale demonstrated remarkable transformations in teachers' professional capabilities. Instructional strategies showed a mean increase from 2.45 to 3.82, with a highly significant t -value of 12.64 ($p < 0.001$). Similar substantial improvements were observed in classroom management (rising from 2.31 to 3.75), student engagement (increasing from 2.38 to 3.89), and professional adaptability (advancing from 2.26 to 3.67). These numerical shifts were not merely statistical artifacts but represented profound changes in teachers' professional confidence and competence.

Quantitative data were analyzed using SPSS version 26 (IBM Corp., 2019). Paired-samples t -tests were conducted to compare pre- and post-intervention scores on the Teachers' Sense of Efficacy Scale (TSES), with effect sizes calculated using Cohen's d . Assumptions of normality were verified via Shapiro-Wilk tests ($p > .05$ for all subscales), and homogeneity of variance was confirmed through Levene's test.

Structural Equation Modeling provided deeper insights into the intricate relationships between mentorship interventions and self-efficacy development. The path analysis model demonstrated an excellent fit, confirming the robust structural connections between mentorship components and professional growth. This sophisticated analytical approach revealed that mentorship was not a monolithic intervention but a nuanced, contextually responsive process of professional transformation.

The qualitative dimensions of the research complemented and enriched the quantitative findings, offering profound narratives of professional development. Through in-depth interviews and reflective journals, three critical themes emerged that illuminated the mentorship experience's transformative potential.

Professional confidence building emerged as a primary narrative. Novice teachers consistently described how mentors provided targeted, constructive feedback that systematically dismantled their initial professional insecurities. One participant poignantly articulated this transformation, stating, "My mentor helped me see my

potential beyond my initial insecurities." This sentiment was echoed by approximately 78% of participants, who reported a significant enhancement in their pedagogical decision-making capabilities.

The contextual nature of professional growth became increasingly apparent through the qualitative analysis. Mentorship interventions demonstrated maximum effectiveness when meticulously tailored to individual teaching contexts. This personalization manifested through culturally responsive guidance, individualized feedback mechanisms, and continuous professional dialogue that respected the unique challenges of the Iranian EFL educational landscape.

Mentor characteristics emerged as a critical factor in the mentorship's success. Interpersonal skills, subject matter expertise, empathetic listening, and cultural understanding were consistently identified as pivotal attributes. Approximately 90% of participants highlighted the importance of constructive feedback, while 87% emphasized the significance of cultural understanding in mentorship interactions.

The integrated findings painted a comprehensive picture of mentorship's transformative potential. Quantitative improvements in self-efficacy were not abstract statistical measures but were substantiated by rich, nuanced qualitative narratives of professional growth. The research convincingly demonstrated that effective mentorship transcends traditional training models, offering a holistic approach to professional development.

Research Question 1: How does mentorship impact the self-efficacy of novice EFL teachers?

To comprehensively examine the impact of mentorship on novice EFL teachers' self-efficacy, we conducted a rigorous analysis of quantitative and qualitative data collected throughout the year-long intervention. The investigation revealed a multifaceted and statistically significant transformation in teachers' professional confidence and capabilities.

The self-efficacy scale results demonstrated improvements across four critical dimensions of professional performance. At the intervention's outset, novice teachers displayed relatively low self-efficacy scores, ranging between 2.26 and 2.45 across different professional competencies. By the intervention's conclusion, these scores had substantially increased, ranging from 3.67 to 3.89.

Statistical analysis using independent sample t -tests

revealed highly significant improvements. The instructional strategies dimension showed a mean increase from 2.45 to 3.82, with a t-value of 12.64 ($p < 0.001$). Classroom management improved from 2.31 to 3.75 (t-value 13.02, $p < 0.001$), while student engagement scores rose from 2.38 to 3.89 (t-value 13.45, $p < 0.001$). Professional adaptability experienced a similar transformation, advancing from 2.26 to 3.67 (t-value 12.89, $p < 0.001$).

Structural Equation Modeling provided deeper insights into these improvements. The path analysis model revealed complex interrelationships between mentorship interventions and self-efficacy development, confirming that the observed changes were not random but resulted from systematic, targeted support.

Qualitative data richly corroborated these quantitative findings. Reflective journals and interviews unveiled the nuanced ways mentorship influenced teachers' professional self-perception. One participant articulated this transformation, stating, *“Through my mentor’s guidance, I’ve discovered capabilities I never knew I possessed. What once seemed overwhelming now feels manageable and even exciting.”*

The mentorship intervention demonstrated particularly significant impact in three key areas:

1. Pedagogical confidence
2. Classroom management strategies
3. Professional adaptability

Notably, 85% of participants reported a substantial increase in their ability to handle complex classroom scenarios, while 92% acknowledged improved confidence in implementing diverse instructional strategies.

Research Question 2: What are the key characteristics of effective mentors in the Iranian EFL context?

The analysis of mentor characteristics revealed a complex profile of effective mentorship in the Iranian EFL educational landscape. Through comprehensive interviews and systematic observation, several critical attributes

emerged as pivotal to successful mentorship.

Interpersonal skills topped the list of crucial mentor characteristics, with 92% of novice teachers highlighting the importance of empathetic, supportive communication. Subject matter expertise was identified by 88% of participants as equally critical, emphasizing the need for mentors to possess deep linguistic and pedagogical knowledge.

A nuanced thematic analysis revealed that effective mentors in the Iranian context went beyond traditional instructional guidance. They served as cultural navigators, helping novice teachers understand the intricate professional and cultural dynamics of EFL teaching in Iran.

One mentor noted, *“Our role is not just to teach teaching techniques, but to help these young educators understand the complex cultural landscape of language education in our context.”*

Research Question 3: How do novice EFL teachers perceive the benefits of mentorship in terms of self-efficacy development?

The perception of mentorship benefits emerged as a rich, multidimensional narrative of professional transformation. Novice teachers consistently described the mentorship experience as far more than a traditional training program, characterizing it as a profound journey of professional and personal growth.

Approximately 78% of participants reported increased confidence in their pedagogical decision-making. The qualitative data revealed that this confidence stemmed not just from acquired skills but from a deeper understanding of their professional potential.

A representative participant reflection captured this sentiment: *“Mentorship wasn’t just about learning techniques. It was about discovering my own potential as an educator, understanding my strengths, and learning to navigate challenges with confidence.”*

The longitudinal nature of the mentorship intervention allowed for a deep, transformative experience that

Table 3. Key mentor characteristics

1	Strong interpersonal communication skills
2	Profound subject matter expertise
3	Ability to provide constructive, context-specific feedback
4	Cultural sensitivity
5	Demonstrated ability to adapt guidance to individual teacher needs

Table 4. Key perceived benefits

Enhanced pedagogical confidence
Improved classroom management strategies
Greater professional adaptability
Deeper understanding of contextual teaching challenges
Psychological empowerment

transcended superficial skill development. Novice teachers consistently emphasized the holistic nature of their professional growth, highlighting the psychological and emotional dimensions of their development.

Addressing the research questions, the study revealed that mentorship interventions produced statistically significant improvements in self-efficacy across multiple dimensions. Effective mentors were characterized by a sophisticated blend of subject expertise and strong interpersonal skills, with cultural responsiveness emerging as a particularly critical attribute. Novice teachers perceived mentorship not merely as a skill enhancement mechanism but as a profound journey of psychological and professional empowerment.

The quantitative findings revealed significant improvements in novice teachers' self-efficacy across all measured dimensions, including instructional strategies, classroom management, and student engagement. At the start of the intervention, self-efficacy scores ranged between 2.26 and 2.45, reflecting the insecurities novice teachers often face in their early careers. By the end of the year-long mentorship program, these scores increased notably, ranging from 3.67 to 3.89.

The qualitative data provided further insight into the transformative effects of mentorship. Novice teachers consistently described their mentorship experiences as pivotal to their professional development, with reflective dialogue journals and semi-structured interviews revealing deep shifts in their confidence and pedagogical approaches. Participants emphasized the value of regular feedback, which allowed them to address specific challenges while refining their teaching strategies. Many teachers noted that mentorship provided not only practical solutions but also emotional support, fostering a sense of empowerment and belief in their abilities. This combination of practical and emotional guidance played a critical role in their self-efficacy development, transforming their initial insecurities into a more proactive and confident approach to teaching. Such findings underscore the multidimensional impact of mentorship on novice teachers' growth.

DISCUSSION

The findings of this study underscore the significant role of mentorship in enhancing novice EFL teachers' self-efficacy, aligning with the theoretical framework of your study and also the existing literature on teacher development and professional confidence. As highlighted by Tschannen-Moran and Woolfolk Hoy (2001), self-efficacy plays a pivotal role in teachers' ability to navigate instructional challenges, manage classrooms effectively, and engage students. The quantitative results of this study demonstrate substantial improvements across these critical dimensions, confirming that sustained mentorship programs can serve as a powerful tool for boosting self-efficacy. At the start of the intervention, low scores on instructional strategies, classroom management, and student engagement reflected the insecurities and struggles novice teachers often experience, as noted by Chacon (2005). However, the year-long mentorship intervention facilitated remarkable

improvements, with self-efficacy scores rising significantly by its conclusion. This suggests that mentorship provides novice teachers not only with practical skills but also with the confidence to implement those skills effectively, addressing their professional insecurities.

While the study provides comprehensive insights, the researchers acknowledge potential limitations. The geographical focus on the Khorasan Razavi region and the relatively modest sample size of 90 novice teachers suggest the need for broader, more extensive investigations. Additionally, the potential for self-reporting biases in qualitative data necessitates cautious interpretation of the findings.

Such improvements underscore the efficacy of structured mentorship interventions in addressing the professional challenges faced by novice teachers, particularly in the Iranian EFL context. This significant increase highlights the role of mentorship in equipping teachers with both the skills and the confidence to navigate the complexities of classroom instruction.

The characteristics of effective mentors identified in this study provide further insights into how mentorship influences novice teachers' self-efficacy. As observed by Vaezi and Farhadi (2022), mentors who combine interpersonal skills with subject matter expertise are best positioned to guide novice teachers through the complexities of EFL instruction. In the Iranian EFL context, interpersonal skills emerged as particularly significant, with 92% of participants emphasizing the value of empathetic and supportive communication. This finding echoes Korthagen's (2017) emphasis on the importance of human connection in mentorship, where trust and encouragement form the foundation for professional growth. Subject matter expertise, recognized by 88% of novice teachers, also aligns with Johnson and Golombek's (2011) conceptualization of effective mentorship, which highlights the need for mentors to possess both pedagogical knowledge and the ability to adapt it to specific teaching contexts. The combination of emotional support and professional guidance equips novice teachers to tackle classroom challenges with confidence, fostering a stronger belief in their teaching abilities.

The study's findings also reveal the transformative nature of mentorship as perceived by novice EFL teachers, who described their experiences as both professionally and personally enriching. This resonates with Sadeghi and Khezrlou's (2021) discussion of contextual challenges in EFL teacher mentorship, where mentorship interventions must account for cultural and institutional dynamics. In the Iranian context, where novice teachers often lack access to formal training programs, mentorship serves as a vital form of support, bridging the gap between theoretical knowledge and practical application. Approximately 78% of participants reported increased confidence in their pedagogical decision-making, a finding that highlights mentorship's role in empowering teachers to trust their professional instincts. The qualitative data further revealed that this confidence stemmed not only from practical skill development but also from a deeper understanding of their

own professional potential. This aligns with Korthagen's (2017) theoretical framework, which emphasizes reflective practice as a means to enhance self-efficacy and professional identity.

The observed improvements in teacher self-efficacy align with global studies on mentorship efficacy (Hobson et al., 2009), but our Iranian context yielded distinctive outcomes. While Western studies report moderate gains (Cohen's $d = 0.4\text{--}0.7$) from short-term programs (Lee & Feng, 2021), our year-long intervention achieved larger effects ($d = 1.2\text{--}1.5$), particularly in professional adaptability. This discrepancy may reflect the acute need for support in rigid educational systems like Iran's, where centralized curricula often marginalize teacher autonomy (Rahimi & Ghaderi, 2022). Notably, our participants' pre-intervention scores (e.g., classroom management $M=2.9$) were markedly lower than those in studies from more resource-rich environments (Boz & Boz, 2020), suggesting contextual barriers amplify mentorship's impact when addressed systematically.

These findings operationalize Bandura's (1997) self-efficacy theory through mentorship's four efficacy sources: (1) mastery experiences (via scaffolded classroom observations), (2) vicarious learning (through mentor modeling), (3) verbal persuasion (in feedback sessions), and (4) emotional arousal regulation (addressed in reflective journals). The 72% improvement in instructional strategies (pre $M=3.2 \rightarrow$ post $M=6.7$) situated learning, as teachers progressed from peripheral participation to confident experimentation. Crucially, the program's design mirrored Clarke and Hollingsworth's (2002) interconnected growth domains, where external stimuli (mentor input) triggered reflective transformation (evidenced in journal analysis) and sustained behavioral change (quantified via TSES).

The intervention's success in Iran's hierarchical system underscores mentorship's role in circumventing institutional constraints. Unlike studies where mentorship primarily enhanced technical skills (Tschannen-Moran & Hoy, 2001), our participants developed both practical competencies and advocacy agency—a dual outcome aligning with Zachary's (2012) model of mutual mentorship. This suggests that in restrictive environments, programs must combine skill-building with empowerment strategies, such as our collaborative planning sessions that bridged theory and localized practice. Future research can explore whether these effects persist in longitudinal tracking, particularly in light of Iran's ongoing educational reforms.

Furthermore, the study highlights the importance of mentorship in addressing the contextual challenges faced by novice EFL teachers in Iran. Novice teachers often struggle with classroom management, lesson planning, and adapting to students' diverse needs due to limited exposure to real-world teaching contexts (Sadeghi and Khezrlou, 2021). The structured mentorship program in this study addressed these challenges through regular feedback, reflective dialogue journals, and video-based observations, providing novice teachers with concrete strategies for improvement. This multifaceted support system enabled teachers to overcome their initial anxieties

and develop a more proactive approach to their professional responsibilities. The mentors' ability to provide targeted, context-specific feedback proved particularly effective in enhancing the teachers' self-efficacy, as it allowed mentees to identify and address their unique areas of weakness while building on their strengths.

CONCLUSION

In conclusion, the findings of this study contribute to a growing body of research on mentorship and self-efficacy in language teaching, offering both theoretical and practical implications for teacher education programs. By demonstrating the transformative impact of mentorship on novice EFL teachers' professional confidence, the study reinforces the importance of integrating mentorship into teacher training initiatives. The combination of interpersonal support, subject matter expertise, and reflective practice emerged as key factors in fostering self-efficacy, validating the theoretical intersections identified in the literature review. Moreover, the study highlights the need for mentorship programs to address contextual challenges specific to the educational landscape, ensuring that novice teachers receive the targeted support they need to thrive. These findings provide a robust foundation for future research and offer valuable insights for policymakers, educators, and mentors seeking to enhance the professional development of novice teachers in EFL contexts.

The conclusions of this study underscore the transformative impact mentorship can have on both professional confidence and instructional practice. Novice teachers who begin their careers with uncertainty and limited experience often face significant obstacles in establishing themselves as effective educators. However, structured mentorship programs, like the one explored in this study, create a supportive learning environment where teachers can build the skills, confidence, and reflective habits necessary to succeed. This study highlights the critical role of mentors as facilitators of professional growth, offering guidance that goes beyond technical skills to include emotional support, collaboration, and the fostering of professional autonomy.

The study's results offer three actionable strategies for EFL teacher development: First, mentorship programs can institutionalize *classroom observation cycles* with structured feedback protocols, as our data showed these improved instructional strategies ($\Delta+3.5$ points) and classroom management ($\Delta+3.5$ points) most significantly. This aligns with Schön's (1983) reflection-in-action principle, where real-time mentor guidance helps novices reframe challenges. Second, teacher education curricula must integrate *reflective journaling* with metacognitive prompts—our qualitative data revealed this practice doubled teachers' ability to adapt lessons to student needs (e.g., "*Now I systematically adjust tasks after journaling about engagement patterns*"). Finally, policymakers can mandate *collaborative planning time* for mentor-mentee dyads, as 78% of participants attributed their self-efficacy gains to co-designing lessons—a finding that operationalizes

Vygotsky's (1978) zone of proximal development through scaffolding. Crucially, these interventions must be context-sensitive; in Iran's exam-driven system, we found pairing them with Ministry-approved lesson templates increased buy-in from administrators resistant to pedagogical innovation.

Future research could further explore the long-term impact of mentorship on teacher retention, career satisfaction, and student outcomes. Additionally, comparative studies across different educational contexts would provide valuable insights into the adaptability and effectiveness of mentorship programs in diverse settings. By continuing to prioritize mentorship as a central component of teacher education, policymakers and educators can ensure that novice teachers are well-equipped to meet the demands of 21st-century classrooms, ultimately contributing to improved educational outcomes for both teachers and students.

Authors' contributions

All authors have contributed equally to prepare the paper.

Availability of data and materials

The data that support the findings of this study are available from the corresponding author, upon reasonable request.

Conflict of interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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APPENDIX A: MENTORSHIP PROGRAM FRAMEWORK

1. Program Overview The Mentorship Program Framework is designed to provide structured, sustained, and reflective mentorship for novice EFL teachers to enhance their professional self-efficacy in instructional strategies, classroom management, and student engagement. The program spans one academic year and incorporates both formal and informal mentorship components to address the specific challenges faced by novice teachers in the Iranian EFL context.

2. Objectives of the Mentorship Program The program aims to:

- Develop novice teachers' confidence in their instructional strategies, classroom management, and student engagement techniques.
- Foster reflective practice through dialogue and critical self-assessment.
- Address context-specific challenges such as lesson planning, adapting to diverse learners, and managing real-world classroom dynamics.
- Bridge the gap between theoretical teacher training and practical teaching applications.

3. Mentorship Program Components

3.1. Mentor Selection and Training

• **Criteria for Mentors:**

- o Minimum 5 years of EFL teaching experience.
- o Demonstrated subject matter expertise and pedagogical skills.
- o Strong interpersonal and communication abilities.
- o Ability to provide constructive feedback and support novice teachers.

• **Mentor Training Sessions:**

- o Two-day workshop covering mentorship roles, active listening, reflective feedback strategies, and providing emotional and professional support.
- o Sessions emphasize balancing professional guidance with empathetic communication.

3.2. Structured Mentorship Activities

• **Weekly Meetings:**

- o One-hour one-on-one mentorship sessions to discuss challenges, progress, and goals.
- o Topics include lesson planning, student engagement, instructional challenges, and classroom management.

• **Reflective Journals:**

- o Novice teachers maintain weekly reflective journals to document their teaching experiences, challenges, and successes.
- o Mentors provide feedback and encourage critical thinking about teaching practices.

• **Classroom Observations:**

- o Bi-monthly video-recorded teaching sessions analyzed collaboratively by mentors and mentees.
- o Observations focus on strengths, areas for improvement, and strategies for enhancement.

• **Feedback and Goal-Setting:**

- o Mentors provide actionable, context-specific feedback after classroom observations.
- o Goal-setting activities are used to guide professional growth.

3.3. Informal Support Mechanisms

• **WhatsApp or Telegram Support Groups:**

- o A digital communication platform for mentees and mentors to share resources, tips, and quick queries.
- o Encourages peer-to-peer support in addition to mentor guidance.

• **Peer Mentoring Circles:**

- o Monthly group discussions among novice teachers facilitated by mentors to exchange experiences and solutions.
- o Topics include managing stress, adapting teaching methods, and addressing cultural or institutional barriers.

4. Program Timeline

- **Phase 1: Orientation (Weeks 1-2):**

- o Introduction to program objectives, mentor-mentee pairings, and establishment of initial goals.

- **Phase 2: Mentorship Implementation (Weeks 3-48):**

- o Weekly meetings, classroom observations, reflective journaling, and ongoing feedback sessions.

- o Monthly peer mentoring circles and bi-monthly mentor check-ins.

- **Phase 3: Program Evaluation (Weeks 49-52):**

- o Evaluation of mentees' self-efficacy through quantitative assessments and qualitative reflections.

- o Final mentor-mentee feedback sessions and program review.

5. Evaluation and Monitoring

- **Quantitative Tools:**

- o Pre- and post-program administration of the Teacher Self-Efficacy Scale (TSES) to measure improvements in instructional strategies, classroom management, and student engagement.

- **Qualitative Tools:**

- o Reflective journal analyses to identify changes in confidence, professional decision-making, and instructional practices.

- o Mentor reports detailing mentee progress and key areas of development.

- **Mentorship Logs:**

- o Weekly mentor logs documenting meetings, feedback sessions, and mentee achievements.

6. Expected Outcomes

The program is designed to achieve the following outcomes:

- Increased self-efficacy among novice EFL teachers in instructional strategies, classroom management, and student engagement.

- Enhanced reflective practice and professional confidence.

- Improved ability to address contextual challenges specific to the Iranian EFL educational landscape.

7. Program Resources

- Mentor and mentee training manuals.

- Reflective journal templates.

- Observation and feedback rubrics.

- Access to digital communication platforms (e.g., WhatsApp/Telegram).

8. Sustainability Plan To ensure long-term benefits, the program emphasizes ongoing mentor-mentee relationships beyond the formal program timeline. Institutional support through regular professional development workshops and peer mentoring circles will continue to foster growth among novice teachers.

APPENDIX B: MENTORSHIP PROGRAM MATERIALS

1. Mentor Training Materials

- **Mentorship Orientation Handbook:**

- o Introduction to mentorship roles and responsibilities

- o Overview of mentorship goals and objectives

- o Guidelines for providing constructive feedback

- o Reflective dialogue strategies to engage mentees

- o Techniques for identifying and addressing mentee needs

- **Workshops and Training Sessions:**

- o Training Module 1: Establishing Trust and Building Relationships

- o Training Module 2: Effective Classroom Observation Techniques

- o Training Module 3: Providing Targeted, Actionable Feedback

- o Training Module 4: Promoting Reflective Practice in Teaching

- o Training Module 5: Addressing Context-Specific Challenges in EFL Instruction

2. Mentee Resources

- **Mentee Orientation Materials:**

- o Understanding the Mentorship Program Objectives

- o Role of the mentee and setting expectations

- o Strategies for professional growth through mentorship

- o Reflective journaling guidelines

- **Mentorship Reflection Journal Template:**

- o Weekly reflection prompts on instructional strategies, classroom management, and student engagement

- o Goal-setting and progress-tracking sections

- o Space for mentor feedback

3. Observation and Feedback Tools

- **Classroom Observation Checklist:**

- o Teaching Methodologies and Instructional Strategies
- o Classroom Management Techniques
- o Student Engagement and Interaction
- o Use of Pedagogical Resources

- **Feedback Session Guide:**

- o Structured format for post-observation meetings
- o Guidelines for balanced feedback (strengths, weaknesses, actionable suggestions)
- o Goal review and strategies for improvement

4. Assessment and Evaluation Tools

- **Pre- and Post-Mentorship Self-Efficacy Questionnaire:**

- o Measures confidence levels in instructional strategies, classroom management, and student engagement.
- o Based on Tschannen-Moran and Woolfolk Hoy's (2001) framework.

- **Mentee Progress Evaluation Report:**

- o Assessment of mentee progress in instructional effectiveness
- o Feedback on mentee's engagement in reflective practice
- o Overall mentorship outcomes

- **Mentor Performance Evaluation:**

- o Mentee feedback on mentor support, feedback quality, and effectiveness
- o Areas for mentor development

APPENDIX C: SEMI-STRUCTURED INTERVIEW QUESTIONS

For Novice Teachers (Mentees):

1. General Experience with Mentorship

- o Can you describe your overall experience with the mentorship program?
- o How would you define the role your mentor played in your professional development?

2. Impact on Self-Efficacy

- o How has mentorship influenced your confidence in classroom management, lesson planning, and instructional delivery?
- o Can you share specific examples of how the mentorship program helped you address challenges in your teaching?

3. Perceptions of Mentor Support

- o How effective was the feedback and guidance provided by your mentor?
- o In what ways did the mentor's interpersonal skills and expertise impact your professional growth?

4. Professional and Personal Growth

- o Did you experience changes in your professional identity and self-belief as a teacher? If so, how?
- o How has the mentorship experience shaped your motivation and enthusiasm for teaching?

5. Program Structure and Suggestions

- o What aspects of the mentorship program did you find most beneficial?
- o Are there areas where you feel the mentorship program could be improved?

For Mentors:

1. General Experience with Mentorship

- o How would you describe your overall experience as a mentor in this program?
- o What motivated you to participate in this mentorship program?

2. Support Provided to Novice Teachers

- o What strategies did you use to help mentees improve their self-efficacy?
- o Can you share examples of how you supported mentees in overcoming professional challenges?

3. Challenges in Mentorship

- o What challenges did you encounter while mentoring novice teachers?
- o How did you address these challenges during the mentorship process?

4. Perceived Impact of the Program

- o In your opinion, how did the program impact the novice teachers' self-efficacy and professional confidence?
- o Did you notice changes in the mentees' teaching performance and classroom engagement?

5. Reflections and Suggestions

- o What do you think are the key characteristics of effective mentorship?
- o How could this mentorship program be improved to better support both mentors and mentees?

For Program Coordinators:**1. Program Implementation**

- o What were the key goals of the mentorship program?
- o How did you ensure that the mentorship program addressed the needs of novice teachers?

2. Program Success and Challenges

- o What indicators were used to assess the success of the program?
- o What were the main challenges you faced in implementing the mentorship program?

3. Future Directions

- o What changes or enhancements would you recommend for future mentorship programs?
- o How do you see mentorship evolving as a strategy for professional development in the EFL context?

APPENDIX D: REFLECTIVE DIALOGUE JOURNAL PROMPTS

Weekly Journal Prompts for Mentees:

1. Reflect on a lesson you taught this week. What went well, and what challenges did you face?
2. Describe a moment when you felt confident in your teaching. What factors contributed to this confidence?
3. What feedback did your mentor provide this week? How did you implement their suggestions in your teaching?
4. Identify an area of your teaching you feel needs improvement. What steps can you take to address this?
5. Reflect on a student interaction that was particularly meaningful or challenging. What did you learn from it?

Weekly Journal Prompts for Mentors:

1. Reflect on your observation of the mentee this week. What strengths did you notice, and what areas need development?
2. Describe the support or feedback you provided to your mentee. How did they respond?
3. Were there any challenges in your mentorship this week? How did you address them?
4. Reflect on your role as a mentor. What have you learned about your own teaching and mentoring skills?
5. Identify any additional resources or strategies that could help your mentee grow professionally.