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Using Mentorship in Developing Pre-Service Teachers' Practice Teaching A Case-Study

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Abstract

The problem of this research was that the pre-service teachers face a number of problems during their practice teaching that were hard to be solved. Thus, they needed to be trained systematically on facing these problems to acquire the skills that enable them to be professional teachers. This research aimed at developing English pre-service teachers' practice teaching using Mentorship. The sample of the study included (6) participants. They studied the suggested program in which they were trained on using the mentoring skills to reflect on their teaching with an aim of improving their teaching performance. A number of instruments were designed and used to conduct mentorship. A reflection sheet and a post student teaching questionnaire were designed and introduced to the participants of the research. The qualitative analysis of the students' responses showed their benefit from the program. Results of the research indicated that using the mentoring program was effective in developing the pre- service teachers' practice teaching skills. Results also showed that the positive relationship among the participants and the co-operative atmosphere among them had a positive effect on their autonomy and self-evaluation.

Keywords: *Practice Teaching, Mentoring program, and Case Study*

Introduction:

English language has spread widely all over the world as a foreign language as it is the language of science, commerce, technology, the internet, and the intercultural relationship among nations. Nowadays, the English language is acknowledged as a global language. So, teaching this language has become a fundamental demand of the life of any nation that would like to be actively involved in the ongoing process of change and progress in the whole world.

Teaching is not an easy job. It is not just a question of standing in front of an audience and speaking. Teaching, especially that of English as a foreign language , is a complex process in which there are social, educational, instructional and individual factors. The teacher has to be aware of everything is happening around him/her in the class. Being a foreign language taught

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in Egypt makes it more difficult to reach because of the lack of real situations in which English might be used outside the classroom.

Consequently, the teacher of English has got more responsibilities and roles to play. This is because he/she is the human agency responsible for presenting the foreign language material to the learner (Long and Richardson,2008,p.15). England (2018,p.1) points out "Those who teach English need to be able to manage a broader range of teaching responsibilities, especially the communication among the teacher and the learners and the communication in English among countries. The teachers' ability to do their job depends upon the people who prepare them for the English Language Teaching (ELT) profession".

As for this preparation, there are many stages, one of which is the pre-service training which is considered as the most important stage, in which the student teachers get their first education towards the teaching profession. Actually, the role of the faculty of Education, as an institution responsible for the teacher education, has to completely change towards teacher development.

Murtaza, (2015) outlined that including the practice teaching in the teacher education programs is essential. Through the practice teaching, teaching and learning become complete processes as the student teachers need some basic skills as the understanding, analysis, and evaluation of the difficulties of teaching. Secondly, teaching practice enables student teachers to organize syllabus contents around major concepts or generalization in the development of the sequential learning in a unit or a course of study. Practice teaching also enables student teachers to become more familiar with a variety of instructional materials and resources, evaluate and select those appropriate for the objectives in a teaching unit of a lesson. Thirdly, teaching practice provides the trainee with an opportunity to acquire practical skills through direct experience. It also provides the trainer a chance to assess and guide the trainee. Teaching practice enables the teacher educators develop a degree of experience in understanding the student teachers and their teaching techniques in which they apply under professional guide and supervision of teacher educators.

Gujjar (2019, p.2-3) outlined that there are several stages of the teaching practice:

- 1- The primary stage: the student teachers can make a pilot visit to the particular school where he/she is going for practical teaching to see the concerned head teacher, class teacher and school staff in order to get information about school and its environment;
- 2- Preparation of the lesson: to prepare a lesson, student teachers need to know the subject, the relevant books, and the audio-visual aids;
- 3- Teaching in classroom: this is the step which is called practice teaching in which the student teacher passes through different steps of his/her teaching (introduction, presentation, etc.) and a teacher or the supervisor assesses/ observes his/her lesson; and finally

- 4- Evaluation of the practice teaching: in order to evaluate the practice teaching, the supervisor or the teacher educator observes the student teacher while teaching in the classroom.

Tenaja (2010, p.2) suggested seven principles of the good teaching practice as follows:

- 1- Encouraging interaction between student teachers and their faculty.
- 2- Enhancing collaboration and interaction among student teachers.
- 3- Giving importance for the feedback, as knowing what you know and you do not know may focus learning to a great extent.
- 4- Using active learning techniques: student teachers need to talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives.
- 5- Emphasizing the time needed for a skill.
- 6- Predicting high expectations/ achievements.
- 7- Respecting diversity, experience, talents, and ways of learning.

Some scholars such as Grossman (2008,p.10) explained that there is a serious problem in teacher education nowadays, which has a negative effect on teacher behaviour inside the classroom and on teacher learning. Grossman mentioned that some effects of university teacher education may be " washed out" by school experiences. Thus, this process of " washing out " gave rise to what is called " the practice teaching shock" phenomenon. As Britannica (2003, p.443) states that student teachers are given theoretical courses without having adequate training to be able to manage the teaching profession. According to Grossman (2008) this phenomenon drew the attention of many researchers from many countries. Their justification is that teacher education graduates are facing many problems trying to survive in their classrooms, and that they are implementing a little from what they have learnt during their academic professional preparation. What happens is that they change a lot according to the situations they face inside the classroom that are far from this idealistic attitude they have learnt at their colleges.

For about 30 years, educators have discussed the need to provide systematic and substantial support to beginning teachers in order to increase retention rates. Beginning teachers, especially those in their first year of teaching, often encounter a reality shock as they transfer from a relatively sheltered pre-service teacher education program to a novel situation where they have to be personally accountable for their professional work (Lee & Feng, 2017).

In this regard, beginning teachers need to acquire particular professional knowledge and expertise during the induction period. Such knowledge may be derived from the perceived problems and needs of beginning teachers, including the disciplining students, motivating students, dealing with individual differences of their students, assessing student's work, relating to parents, organizing class work, and obtaining materials and supplies (Veenman, 2014).

Some scholars such as Tickle (2015) and (Lee & Feng, 2017) suggest that these types of teacher knowledge tend to centre around academic subject matter, learners, classroom management, pedagogical skills, the working context of the school, curriculum, assessment, and the routines and functions of being a teacher.

Mentoring is defined as the one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee's expertise and to facilitate their induction into the culture of the profession (teaching) and into the specific local context (the school) (Hobson et al., 2018). Most formal models use experienced teachers to serve as guides nurturing those just starting careers.

According to research, effective mentors also share knowledge, skills, and experiences, especially if their backgrounds involve similar specializations. A mentor relationship is characterized by openness and confidentiality. A mentor aims to be a discussion partner who can pose questions in order to support the learning and reflective process of the mentee (McGee, 2016). Mentors are experienced colleagues who are formally given responsibility for helping beginning teachers (mentees). The findings of Lee & Feng, (2017) reveal that mentors provide four forms of support: provision of information, mutual lesson observation, collaborative lesson preparation and discussion in the office. In fact, they play such roles as teacher, coach, trainer, positive role model, developer of talent, protector, opener of doors, sponsor, and successful leader (Gold, 2016).

The key notion is the socialization of the mentee through the leadership and support of the more experienced professional. Day (2009) contends that mentoring is often seen as a structured personal support for learning or learner support rather than support through training. Mentors often emphasize the facilitation of the protégé's fulfilling of their own potentials as well as the development of their self-reliance and accountability (Lee & Feng, 2017). Wang (2011) recorded substantial variations from country to country in the frequency of interactions between mentor and mentee per week (number of times) during induction. He noted that most of these interactions in China and the UK took place in an office, whilst in the US most occurred in classrooms.

Mentoring beginning teachers may have a positive impact on the professional and personal development of mentors (Hagger & McIntyre, 2006). The benefits of mentoring relate to the provision of emotional and psychological support, which has been shown to be helpful in boosting the confidence of beginning teachers, enabling them to put difficult experiences into perspective, and increasing their morale and job satisfaction (Bullough, 2005; Johnson, Berg & Donaldson, 2005).

The nature of support to beginning teachers can be categorized into instructional related support and psychological support. The former refers to supporting novices with the knowledge, skills and strategies necessary for success. Mentors can learn through self-reflection or critical reflection on their own practice (Simpson, Hastings & Hill, 2017).

They have also been found to have learned from their beginning teacher mentees, from participation in mentor training courses, from university tutors and more generally, from opportunities to talk to others about teaching and learning in general or about their mentees' or their own teaching in particular (Hagger & McIntyre, 2006). On the other hand, factors affecting mentoring support include teaching workload, grade and subject, style of mentor-protégé interactions, relationships between mentor and mentee, incentives for the mentors, and collegial culture in the case study schools. It is notable that there are positive and negative developments perceived by the protégé and the foci of mentoring tend to be the teaching of content rather than curriculum and pedagogy (Lee & Feng, 2017) and learn from the mentee (Harrison, Lawson & Wortley, 2015).

Context of the problem:

Studying teacher education programs in Egypt revealed that the focus is still on theory more than the practical demonstration of teaching. In the micro teaching laboratory, student teachers have not got enough opportunities to watch models of teaching either through their colleagues, educators, or even video and CDs for the best practices of teaching. In fact, there is no method that is the best one. But student teachers need to know a variety of teaching methods and be able to modify each one to suit their own teaching situation. (El-Naggar, 1986; Ali, 2009; Abdel-Rahman, 2015). The researchers' observation of the problem was emphasized through a number of steps as follows:

a) A Pilot Study:

On February (2019), a pilot study was conducted on 11 student teachers and 15 EFL supervisors. The study was conducted in two places. The first place was the faculty of Education- Helwan University. The second place was El- Khalifa Elmamoun Experimental Language School. The pilot study included a student teacher interview; with some important questions such as, Do you feel that you are successful teachers inside your classes? , What problems do you face inside the classroom? , a primary observation sheet, which consists of some items such as, Determine the specific Objectives of each lesson, Introduce the lesson in an interesting way, Use interaction techniques (eye-contact, reinforcement, verbal & non-verbal lang.) , Arouse the students Interest , Use various methods in assessing the students' performance. and a supervisors' questionnaire which includes some items such as, think that the length of the training I got was sufficient, I gradually improved on writing reports and teaching journals, I can tell that the training's content suited my level. Findings revealed that:

- 1- 90% of the student teachers have never been trained on the skill of reflecting on their teaching. They have no idea about reflection, and how to apply it.

- 2- 95% of the student teachers had no idea about Mentorship and how to carry it out in the classroom.
- 3- 86% of the student teachers mentioned that they faced some problems in the classroom, but they have not been trained on ways to solve them.
- 4- They mentioned that they really needed a method that can be used to avoid these classroom problems with an aim of improving their teaching.
- 5- Among the important teaching skills of the student teachers, these skills were the most problematic:
 - Opening and closing the lesson: student teacher did not know how to start and close the lesson in an effective way.
 - Student teachers could not control the lesson effectively during teaching.
 - Student teacher did not prepare their lessons regularly during their practice teaching.
 - Student teachers did not know how to assess their objectives.
 - Student teachers did not take care about establishing rapport with their students. So, the students did not communicate actively with them.
 - Most EFL supervisors who responded to the questionnaire mentioned that they have never asked the student teachers during practice teaching to reflect on their teaching.
 - Most EFL supervisors did not have a clear idea about Mentoring and how to apply it in a real classroom situation with an aim of helping those student teachers to develop their performance.
 - English supervisors were not keen on attending regularly every week during practice teaching; they attend regularly only during the evaluation period.

b) Previous Studies:

El-Naggar (1986) conducted a study on (477) of third year student teachers at eight Egyptian faculties of education. This was an important study to cover the most urgent problems, reflections, and opinion of the student teachers related to their practice teaching. The study introduced the following problems:

- 86% of the participants mentioned that the cooperating teachers' only role was to assign a week before the lesson to be taught in class.
- 64% of the sample state that supervisors used to interrupt them to correct their mistakes before they go to their classes.

- Only 4% of the supervisors are aware of their performance.
- 87% of the supervisors' evaluation is oral and takes place after the student teacher finish their classes.
- Supervisors used to concentrate only on negative aspects.

Another study was conducted by Ali (2009) on 692 student teachers in three Egyptian faculties of education to evaluate their block teaching. He stated some problems:

- There is no co-operation or co-ordination between the faculty that sends those student teachers for practice teaching and the school to which they are sent.
- The methodology course is mostly theoretical.
- Class teachers repeat the lessons that the student teachers teach as they do not trust them.

In his case study, on (9) student teachers at Ain –Shams University, Faculty of Education, Abdel-Rahman (2015) mentioned some problems that student teachers encountered in their practice teaching such as, No available resources or guidelines to help in teaching. Also, he pointed out to the dire need of more Egyptian EFL studies that focus on developing student teachers' teaching skills.

Statement of the Problem:

The problem of this study is that pre-service English teachers face many problems in the teaching practice because they lack the needed skills. In order to handle such a problem, the study attempted to answer the following main question:

How can the problematic teaching skills of the English pre-service teachers be overcome through the use of a Mentoring Program?

In an attempt to answer the above main question, the following sub-questions were also answered:

- 1- What are the main skills of mentorship that the pre- service English teachers need to study in the current program?
- 2- What are the problems that the pre-service teachers actually faced during their teaching practice?
- 3- To what extent are the pre-service teachers satisfied with the use of the suggested mentoring program?

Research Hypothesis:

The hypotheses of the research are:

- 1- There is a statistically significant difference between the mean scores of the participants of the study on the pre- administration of the mentoring achievement test and the post-administration in favour of the post-administration.
- 2- There is a statistically significant difference between the mean scores of the participants of the study on the pre- administration of the Mentoring checklist and the post-administration of the checklist in favour of the post-administration.
- 3- There is a statistically significant difference between the mean scores of the participants of the study on the pre- administration of the Observation sheet and the post-administration of the observation sheet in favour of the post-administration.

Delimitation of the Research:

This research was limited to:

- 1- The three main mentoring skills: observation, acting, and reflecting.
- 2- Three teaching skills that was considered problematic to pre-service English teachers: classroom management, lesson planning, and evaluation.
- 3- Only 6 student teachers, so that they could be studied in detail as case studies.

Significance of the Research:

The research is expected to assist:

- Student teachers at Faculties of Education to use mentoring programs to be approachable , accessible , willing to be engaged , supportive , good communicator, provide honest feedback , acquire knowledge and experience (mainly pedagogical, but also subject matter).
- The current research could help those people working in the field of teaching English as:
 - Trainers in training programs as it could help in the professional development of the trainees.
 - English language supervisors who supervise English majors at schools as it could help in better understanding of their work and evaluating the English majors' performance on a systematic and actual basis.
 - In-service teachers through promoting reflection and self-assessment.

Definition of Terms:

Mentorship:

According to Anderson (2008, p.122)" Mentoring is a nurturing process, in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé".

In respect to Thomas & Stephen (2018,p.88) mentorship is defined as" A mutual relationship with an intentional agenda designed to convey specific content along with life wisdom from one individual to another. Mentoring does not happen by accident, nor do its benefits come quickly. It is relationally based, but it is more than a good friendship...mentoring is not two people who just spend time together sharing"

In respect to Audrey ,C. (2019,p.54) "Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained"

In the present research mentorship is defined operationally as A long term Approach that meets a development need, helps develop full potential, and benefits all partners, mentor, mentee and the organisation.

Practice Teaching:

Gujjar (2009) outlined that practice teaching embraces all the learning experiences of the student teachers in schools. Student teacher's performance during practice teaching provides some basis for the prediction of the future success of the teacher. During the practice teaching, working with students at schools provides the student teachers with a high degree of a positive relationship. Student teachers feel themselves develop through the experience they acquire and they start building up their own culture of their own teaching. To him practice teaching is " A co-operative venture in which both the student teachers and their supervisors are involved in one hand , and the staff and the pupils on the other hand".

Taneja (2010) introduced a number of terms are given to this training period of student teachers in schools such as: practice teaching, student teaching, teaching practice, field studies, infield experience, school-based experience, or internship.

In this research practice teaching refers to the training period that pre-service English teachers spend at schools with an aim of acquiring the teaching skills from a realistic point of view concerning their pupils, school environment, class teachers, school manager, supervisors, and their faculty staff members who attend with them at schools. In this period pre-service English teachers are exposed to these experiences apart from the theoretical courses they learn at their faculties.

Case Study:

Wallace (2010, p.44) states that a case study is:

- a group activity which uses the data generated by
- a real case or typical professional situation. The case
- study may use actual documents from the case, e.g.
- a syllabus, letters, reports, etc.

The purpose in this research is to give a detailed image of what really happens in the teaching process, paying attention to the way that each teacher deals with his/her own problems, and how to build a relationship between her and his students.

Theoretical Background:

Teacher Education Programs and Practice Teaching:

As education's vital role in both the social and economic development of any nation has increased, the professional demands on the pro-active English teachers have also increased. Teachers are also asked to develop their professional expertise in an autonomous and self-directed way. (Wallace, 2017,p.19). To meet the emerging demands, there should be a change of attitude in both pre- and in-service teacher education. This change has to be characterized by "a move way from prescription, towards a view of the teacher as an autonomously functioning individual" (Nunan, 2010, p.30).

Freeman (2018) outlined some instructional patterns to be followed in language teacher education; observation, guided reflection, and self-directed reflection. In the first pattern, the trainees study live or recorded lessons which are considered as models to be imitated. On the other hand, guided reflection involves trainees in identifying, analyzing, and hypothesizing from their own experience. According to the final pattern, it is more advanced as it engages trainees in the same procedure of guided reflection, but without external assistance.

Gujjar (2019) introduced practice teaching as a unique experience that occupies significant position in the programs of teacher education and considers it a unique experience in teacher preparation programs as it provides opportunity for beginning teachers to become specialized into the profession.

Performance during practice teaching is a necessary contributing factor that leads to quality teacher education fluent speaking, meaningful reading, using the blackboard and the other teaching materials.

The program of the teaching practice usually includes the following objectives, and suggestions; Akbar (2012, p.1-2) outlined some objectives of the practice teaching as to:

- Provide a chance for evaluating the student as a teacher and suitability for the teaching profession.
- Provide the future teacher with practical experience in school to overcome the problems of discipline and enable him/her to develop a method of control.
- Help the student teacher to put theories they learnt into practice and to develop a deeper understanding of educational principles and their implication for learning.
- Enable the student teachers to plan and prepare lessons effectively.
- Provide the student teacher with an opportunity to have teaching evaluated and to benefit from the feedback of the constructive criticism.
- Develop skills of the student teacher related to teaching.
- Provide the student teacher with a chance of establishing an appropriate relationship with administrators, teachers, parents, and pupils.

Problems Related to Teacher Preparation Programs

Gujjar (2019) introduced some of the problems of the teaching practice as follows:

- 1- Practice teaching duration is very short. It is about 4 to 8 weeks or teaching of 60 to 70 lessons. During teaching practice, student teachers are bound to the classroom for teaching, so, effective learning could not take place. They use easy principles and methods of teaching. They are just taught how to start the lesson, how to control the class, how to keep an eye over the students while writing on the black/ white board.
- 2- The schools where practice teaching is conducted are doing nothing but only bearing it, and not taking active part in the preparation of the future teachers. The administration and teachers of practicing schools are not aware with the information and evaluation techniques which are used during the teaching practice. They are not fully aware about the importance of teaching practice for student teachers and future generations.
- 3- As student teachers are not perfect teachers, practicing school teachers do not give them full authorities. So, student teachers are looked at as unwelcome guests and second-rate teachers and criticized without any justifications. On the other hand, some class teachers transfer / or leave their entire burden on them.

Korthagen (2018) stated that the teaching profession is currently facing a serious problem in teacher education having a negative effect on teacher behaviour and teacher leaning. Korthagen mentioned that the effects of university teacher education were being "washed out" by school experiences and thus appeared the practice teaching "shock" phenomenon that started to draw attention. Korthagen come out to conclusions that there is no convincing evidence that teacher education really makes a difference when these student teachers went to their practice.

From another point of view, other studies proved that teacher education based on specific pedagogies does have a positive influence on the practices of teachers. But generally, there are at least more doubts about the effectiveness of teacher education in general. Many scholars have shaped this problem in terms of a divide between theory and practice. Kennedy (2017); Day 2001; Robinson, 2018; Broekkamp and Wolters, 2007; Korthagen, 2018)

Suggestions on improving the practice teaching

Gingirich (2019, p.3) presented the following suggestions for improving the practice teaching:

- Teaching methods should not only be taught, but also practically demonstrated by teacher educators.
- The teaching duration of the practice teaching should not be less than 12 weeks.
- Micro-teaching should be adopted in teacher training instructions/ faculties and model lessons should be given before student teachers by experts as well as by video films.
- All aspects of practice teaching should be included in evaluation adding to the model lessons, i.e. teaching methods, teaching aids, and practical organization of the lesson.
- It should be ensured that student teachers keep the sequence of lessons in a way that they can teach all types of lessons and use different teaching methods.
- Prior to practice teaching, student teachers should practice in their fellows in order to build more confidence in them.
- During practice teaching, student teachers should regularly prepare daily lesson plans, and should reflect regularly on their teaching.
- Practice teaching should be more realistic and suitable for the actual classroom situations.
- Administrators, head teachers, class teachers should be involved in the preparation of the student teacher, and they should be aware of the current techniques of evaluation that are taught and used at the faculties of education.

Related Studies to Practice Teaching & Teacher Preparation Programs

In his study, Knudson (2018) surveyed (106) student teachers to determine if they possessed the theoretical beliefs about second language learning and teaching that reflected the methodological division of skill-based, rule-based, and function-based approaches towards teaching ESL, the extent to which their instructional practices consistent with their theoretical beliefs, and whether their beliefs and practices changed from the beginning to the end of the

year. The sample of the study included pre-service educators studying multiple subjects, single subjects, special education, and bilingual education.

Several instruments were utilized in Knudson's study such as, Beliefs inventory; Lesson Plan Analysis Task; Ideal Instructional Protocol; and Observational Instruments.

Analysis of the data collected indicated significance differences in part of participants having clear theoretical orientation towards teaching ESL. In addition, results revealed that participants' practices were consistent with their theoretical beliefs. However, findings showed that their theoretical beliefs did not change over the year.

Sheir (2019) introduced important guidelines for both the pre/ and in-service teachers through her book which handled many urgent and controversial issues related to teaching English as a foreign language. The topics Sheir discussed were:

- 1- Methods and approaches to teaching English as a foreign language.
- 2- Basic knowledge for the English teacher.
- 3- Teaching the main four skills of the English language.
- 4- Learning styles and teaching.
- 5- Instructional objectives and lesson planning.
- 6- Questioning strategies.
- 7- Classroom tests and techniques.
- 8- Developing new textbooks for EFL and guidelines to evaluate text books.
- 9- Principles of applied linguistics research.

The Importance of Mentorship to Practicing Teachers:

The term 'mentoring' was derived from a tale about Mentor , the friend of Ulysses who was entrusted with the care of Ulysses' son before he embarked on epic voyages. Mentor took all-round care of the son developing him morally, spiritually, emotionally and mentally into a responsible individual. Mentoring is the process of facilitating the development of a fellow who is relatively new by another who is comparably more knowledgeable and experienced through mutual trust and sharing. The concept of mentoring in educational setting has rapidly increased in use as a vehicle to reforming teaching and teacher education since 1980s(Little & Nelson, 1990) with the hope that experienced teachers would not only model but also help novices learn new pedagogies besides socializing professionally.

According to Kram(2019) mentoring has two broad functions:

- 1- **Career functions**, which are those aspects of the relationship that primarily enhance career development which may or may not be limited to sponsorship, coaching, exposure, visibility, protection, challenging, work and assignments.
- 1- **Psychological functions**, which are those aspects of the relationship that primarily enhanced a sense of competence, clarity of identity, and effectiveness in the managerial role of an individual employee. They may include aspects of acceptance and confirmation, counselling, role modelling, friendship, special attribute and complementarity.

Mentoring is important part of teacher education (Akçamete, Aslan & Dinçer 2010; Sundli 2007) and all mentoring processes should include four basic components to provide a successful mentoring (Flesch 2015, p.70);

1) Clinical supervisory/ observation: Mentors observe teachers in four stages: the pre-observation conference, the classroom observation, the data analyses and strategy; and the post-observation conference.

2) Apprenticeship: A lesson is jointly planned and taught by the mentor and trainee.

3) Competence: Mentors should have an accumulation of knowledge on teaching and learning processes in order to evaluate the trainees on the bases of the theories.

4) Reflection: It is essential for mentors to develop their own reflective skills which are required for the mentees to possess.

Mentors are considered in various roles from guiding to networking. Ganser (2014, in Halai 2016) stated that the mentors had twenty various roles. Being an expert-coach, a subject specialist, a critical friend and a learner are four key roles in mentoring defined by Halai (2016). A mentor as an expert-coach requires using of coaching cycle and this cycle includes pre-observation conferences, observations and post-observation conferences. As for the role of being a subject specialist, a mentor needs to be an expert in his/her field. A mentor being a critical friend requires the mentees to take a critical stance which involves sharing emerging dilemmas, questioning the issues, considering the different perspectives, and involving the mentees in the decision making process. In the 'learner' role, a mentor also grows as a result of mentoring interactions with respect to enhancing their knowledge on how teachers learn and their skills in working collaboratively within the context.

The relationship between their roles and functions are listed in table 1. As clearly seen from Table 1 mentors have five various roles and related functions. These are all interrelated and interwoven with each other. Without one role the others cannot be fully realized.

Table. 1. Role and functions of mentors

Roles	Functions
Model	<ul style="list-style-type: none"> <input type="checkbox"/> Provides inspiration <input type="checkbox"/> Demonstrates professional thinking and acting
Acculturator	<ul style="list-style-type: none"> <input type="checkbox"/> Shows the mentee opportunities for inclusion into a social network <input type="checkbox"/> Helps the mentee to get used to the particular professional culture
Sponsor	<ul style="list-style-type: none"> <input type="checkbox"/> "opens doors" <input type="checkbox"/> Presents the mentee to the "right people" <input type="checkbox"/> Uses his social power (ability to make things happen) to the service of the mentee
Supporter	<ul style="list-style-type: none"> <input type="checkbox"/> Is constantly present <input type="checkbox"/> Provides safe conditions for the mentee to let off steam/release emotions
Educator	<ul style="list-style-type: none"> <input type="checkbox"/> Listens and reflects what was heard with the intent of articulating ideas <input type="checkbox"/> Creates suitable opportunities for the mentee to learn <input type="checkbox"/> To achieve professional learning objectives

Source: Adlesi and Bizjak, 2018, p. 4.

Tyson and York (2016) asserted that a mentor is someone usually a work colleague at the same or higher level than the individual, for whom he or she is responsible, to whom he or she is responsible, to whom the individual can go to and discuss work related issues. There is a sense in which the mentoring relationship is similar to that of master-pupil relationship. An individual may be proactive and hence seek mentors from whom he can learn many different issues deliberately or he may go the formal way whereby mentors are assigned to new staff as they are recruited by the organization. It is important to note that a chosen mentor may appear imposed while a freely-chosen mentor may not be forthcoming as not everyone is proactive enough to pick the mentor for himself.

Mentoring relationship is more often oriented towards an exchange of wisdom, support, learning or guidance for purposes of career growth though sometimes it is used to achieve strategic organizational goals. It is part of talent management activities which organizations engage in to identify, develop, engage, retain and deploy the most talented individuals (Beardwell & Claydon, 2017). It is a nurturing process in which a more skilled or experienced person teaches, sponsors, encourages, counsels, serves as a role model, and befriends a less skilled or experienced person for purposes of promoting the latter's professional and personal development. According to Franke and Dahlgren (2016) it is a professional practice that is emerging as a way for experienced teachers and supervising teachers to offer assistance to new teachers in areas such as syllabus, moral guidance, co-curriculum activities, discipline management of pupils, information on school neighbourhood, schools policies, professional ethics, examination techniques, student counselling, and the list is endless. There is need for academic and professional growth for the teachers. Many teachers wish to continue beyond pre-service level training to life-long-learning.

On the same note, Nyaoga (2018) revealed that as teacher-experience approached the sixteen-year mark, they suffer efficiency freeze, so neither find preparing lessons and notes vital nor fear the consequences of the feedback. This brings to question, the ceiling of the definition of a 'beginning teacher' who needs mentoring. Is it a newly appointed class teacher, head teacher, head of department, deputy head teacher, games teacher, subject teacher, or a recent entrant into the teaching profession? Does it refer to a teacher on transfer from another station? This implies that staff development programmes such as mentoring should target novices while working with expert practitioners as veterans renew themselves (Wanzare & Da Costa, 2018).

Selection and Placement of Teachers Mentors:

There are no hard-line rules as to who should be a mentor and how the mentoring should be carried out given that to a large extent, its effectiveness relies on voluntary protégé-mentor involvement and commitment. According to Freedman (2013), the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative.

A valid mentor should be one within proximity of the protégé. Teachers within the same staff are the immediate environment from which mentors can be identified Gehrke (2018) noted that several studies have suggested that a successful mentor-protégé relationship requires 'desire by both parties'. In addition to personal and professional traits, there are other pertinent ways of establishing appropriate matches. These include a gender match; a common ethnic, racial, cultural, or class background; similarity of work assignments; and others (Freedman, 2013).

School authority may purport to understand the backgrounds of prospective mentors and beginning teachers and therefore match management styles and social interactions. There may also be room for spontaneous matching through natural attraction into mentor-protégé relationship. The ultimate goal as indicated by several studies is to progress a teacher from being a novice, advanced beginning teacher, competent teacher, proficient teacher, and expert. Mentors should therefore be teachers who are able to groom protégés through these stages loaded with the baggage of uncertainty, inexperience, personal issues, and professional expectations.

Characteristics of an Effective Teacher Mentor:

Functional mentorship varies depending on the needs of the protégé based on their pre-service training and other pre-teaching experiences of which a mentor must facilitate to harmonize with the organizational vision. In all circumstances, the mentor should appear as a professional helper, neither a supervisor nor an evaluator. Gay (1995) describes mentoring as complex, challenging and demanding. He explains that to be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning.

In a synthesis of literature by Dawo (2011), these include the following:

- Knowledgeable of the beginning teachers' needs; (Kajs, Alainz, William, Maier, Brott & Gomez, 2011, Wang et al, 2008, Wanzare, 2007).
- Good interpersonal skills (Simatwa, 2010)
- Willing to protect the protégé from major mistakes by limiting their exposure to responsibility (Beardwell & Claydon, 2007, Kajs et al, 2011)
- Having internalized knowledge of the organizational vision (King, 2000)
- Role model in word and deed (Simatwa, 2010, De Paul, 2000)
- Interested in the development of other staff for the benefit of the organizational whole (Wanzare, 2007, Wang et al, 2008)
- Patient enough to continue with or repeat processes where necessary, till the protégé is eventually able to walk alone (Indoshi, 2003)
- Respectful of the protégés potential resourcefulness during induction process (Kajs, et al 2011, Carroll & Gillen, 2001)
- Objectively evaluates others and gives feedback (King, 2000, De Paul, 2000)

- Willing to be evaluated by others for feedback mechanism (Beardwell & Claydon, 2007)
- Experienced and mature in thought and behaviour (King, 2000, Carroll & Gillen, 2001).

Advantages and Disadvantages of Mentoring:

Hobson, Ashby, Malderez, and Tomlinson (2018) mention the potential advantages and disadvantages of mentoring for the mentees, mentors, schools and educational systems. The benefits for the mentees include reduced feelings of isolation, increased confidence and self-esteem, professional growth, improved self-reflection, and problem solving capacities. Also, the classroom management skills, the ability to manage time and overcoming the workloads are some other benefits for a mentee as a beginning teacher. As for mentors the main benefits of mentoring process listed as satisfaction and pride from undertaking the mentor role especially through seeing their mentees succeed, enhanced recognition in the professional community, increased self worth and re-vitalization in the profession. Not only mentors and mentees are benefited from the mentoring process but also the school and educational systems have some advantages (Hobson et al. 2018). Mainly, mentoring programs for beginning teachers promote increased retention and stability in the teaching profession. Moor et al. (2005, in Hobson et al. 2018) suggested some benefits for schools as; (1) through mentoring, staff come to know each other better, which led to their increased collaboration and enjoyment. (2) mentoring fosters a more developed culture of professional development and support within participating schools.

Some disadvantages of mentoring for mentors are listed as (1) increased and sometimes unmanageable workloads, (2) negative impact on mentor's work-life balance and possibility to cause them stress, (3) isolated feeling in the role (Hobson et al. 2018). Possible disadvantages for mentees are (1) some mentors have failed to provide sufficient support for beginner teachers' emotional and psychological well-being. (2) some beginning teachers have not been sufficiently challenged by their mentors (Hobson et al 2018).

Mentor Training Programs:

Since the 1980s many countries have seen a massive increase in the number of formal programs of school-based mentoring for beginning teachers (Hobson et al., 2009). High expectations and a large amount of money are put into the mentoring programs (Sundli, 2007). Mentor preparation programs are extremely variable in nature and quality often focusing more on administrative aspects of the role than on developing mentors' ability to support and facilitate mentees' professional learning (Hobson et al. 2018). Some good practices in mentoring in Europe have tried to be implemented through EU projects. One of them is TISSNTE (Teacher Induction: Supporting the Supporters of Novice Teachers in Europe) project. TISSNTE project,

carried out between 2006 and 2009 with the support of European Commission, aimed to develop a mentor training program for European mentors. Twenty-two institutions from twelve different countries have developed five days mentor training program. The program includes six main themes related with mentoring as: classroom observation, evaluation/feedback, communication, roles and reflection, planning, coaching process and learning environment (TISSNTE 2009).

Though some countries have the systematic implementation of mentoring in teacher education programs, in Turkey, it is an induction that only involves informing about the related legal procedures and process, and the legal responsibilities at all levels of teacher education.

Mentoring processes whether formal or informal for teachers in schools benefit the education system as a whole. Schools have an assurance of quality teaching for better results through improved job performance by its teaching staff. These programs may encourage protégés to grow quickly into the organizational culture, facilitate career adjustment, and develop administrators such as heads of departments, nurture employees skills that may still be raw among college graduates, and help school managements in training other teachers in a school as a continuing learning environment. Mentors find ways of helping their protégés, share their understanding and work effectively, draw upon their own networks to give experience and support to their protégés, and encourage them to develop networks of their own. They discover that as mentors, they too need mentors.

Research Methodology:

Design of the Research

The present research made use of a mixed design where both qualitative and quantitative methods were used for the sake of obtaining a deep analysis of the investigated problem. The former was used to determine the extent to which the participants benefited from the Mentoring program, while the latter was the detailed analysis of the six participants of the English majors who were trained to conduct Mentorship and to be participants in the Mentoring program. This research is also a case study research. The researcher aimed at choosing purposefully the participants from 4th year students at the English department, Faculty of Education, Helwan University so as to achieve her objectives of the program as this study investigates the effect of using the mentoring skills to enhance the practice teaching of the English majors.

Participants of the Research

Participants of the present study were a group of 6 English majors/ student-teachers of 4th year students, English department at the Faculty of Education, Helwan University. The researcher got their consent to publish their names in the research. They were chosen as case studies in the program. The sample consisted of (5) females, and (1) male. They were about to attend the practice teaching training period to be prepared as English teachers either in the

secondary or preparatory stage. There were 11 student teachers in the micro teaching laboratory, four hours weekly. Only 6 of the student teachers attended regularly during the practice teaching and the microteaching laboratory. The rest of the group did not attend regularly; they attended only two or three times. That is why they were excluded from the participants.

Setting of the Research

The present research was conducted in two places; the Faculty of Education, Helwan University and El-khalifa el-mamon Language School, El-zetoun Directorate. The former was the setting where weekly meetings took place during the time of the micro teaching laboratory. These weekly meetings were intended for giving the student teachers the new materials included in the sessions of Mentoring, and for discussing their concerns through the semi-structured interviews the researcher used with them. The latter setting was the practicing school where practice teaching actually took place. The meetings were held in the school library where the researcher discussed the student teachers matters, problems with the class teacher as well as the faculty representative. The research was conducted in the academic year 2019-2020, from the 7th of October till 5th of December.

Instruments of the Research

The following instruments were designed and used to conduct the experiment of the present research:

1. The Mentorship Achievement Test (MAT).
2. Mentoring Skills checklist
3. The Teaching Skills Observation Sheet
- 4- Semi-structured Interviews
5. The Post Student Teachers Questionnaire.
6. The Reflection Sheet
- 7- Teacher Diaries
- 8- Teaching Journals.
- 9- The Mentoring Program

The Mentorship Achievement Test (MAT)

The purpose of this test was to check the effectiveness of the program on the student teachers' understanding of the Mentoring approach, importance and its main skills.

It included five main parts. Each part included four items that are related mainly to Mentorship and its main skills planning acting and reflecting. In the first part students were asked to choose the suitable completion from (B) to complete the sentences in (A). In the second part, students were asked to mention if the given sentences were true (T) or false (F). In part (3) students were asked to choose the correct answer in the given sentences. In part (4) students were asked to complete the given sentences with the appropriate words. In part (5), students were asked to fill in the spaces with words from the list. The test instructions preceded each part in clear words and very simple language to make it easier for the students to understand what they were asked to do.

Test validity

To measure the test content validity, the test was given to a panel of EFL jury to evaluate each question in terms of content and level of comprehension measured. Moreover, they were asked to evaluate the test as a whole in terms of correctness, arrangement and number of questions, difficulty of the topics, and suitability of the test for the students' level and its time allocation.

The test proved to be mostly valid as the jury approved its items and suggested the following:

1. Minimizing the number of items in each question to be four instead of five.
2. Changing some items that are vague or misunderstood in the Action

Research Achievement test by the students such as in part (4). For example, the following sentence has been excluded:

-By conducting Mentorship, student teachers can make and when facing ambiguous and complex situations inside or outside the classroom.

Test Reliability

In order to establish the reliability of the Mentorship Achievement Test, the test-retest was used:

The test was administered on a randomly selected pilot group of (13) student teachers of 4th year, Helwan University, Faculty of Education. Those students were neither included in the research participants. The test was re administered after three weeks to the same students. Scores obtained from the second administration were correlated with scores obtained from the second administration using Pearson formula. The reliability coefficient was 0.875 which is considered a high one. Therefore, the test was considered reliable for the purpose of this study.

Test Administration

After modifying the test and estimating the suitable time by measuring the mean time of the duration every student in the piloting group lasted in answering the test. The pre-test was

implemented on the 3rd of October, 2019, that was, two days prior to the experiment. Time allowed for the test was (40) minutes, by this calculation The time taken by all students/ Number of the students.

The post-test was administrated on the participants of the program two after finishing the experiment on the 8th of December 2019. Test conditions were relatively the same as those of the pre-test in terms of time and place.

The Mentorship Checklist

The Mentorship Checklist was designed and used by the researcher to provide a tool of looking at the extent the student teacher acquiring the mentoring skills and applying them in their classrooms.

The checklist consisted of three main sections, each section or part is related to one skill of the Mentoring spiral. Under each skill there are some sub-skills that the English majors have to be trained on to apply when solving some classroom problems they face during the practice teaching. These skills appear mostly in their class reports and teaching journals. The analysis of these teaching journals and class reports (teacher's diaries) revealed the progress in the Mentoring skills that were recorded by the researcher after the class visits and attending the sessions at the college. The main skills and the sub ones were encoded according to specific numbers in light of how often English majors apply them in the classroom.

The validity of the checklist

To measure the checklist content validity, it was given to a panel of EFL jury to evaluate each item in terms of content and level of comprehension measured. Moreover, they were asked to evaluate the inventory as a whole in terms of correctness, arrangement and number of items, difficulty of the topics, and Appropriateness for the students' level.

The checklist/ inventory proved to be mostly valid as the jury approved most of its items and suggested the following:

- Minimizing the number of items in each section to be restricted to those sub-skills that are relevant to Mentorship approach.

The Teaching Skills Observation Sheet

The observation sheet consisted of three main parts. The first part was related to lesson planning; the second one dealt with classroom management and interaction; whereas the third part dealt with evaluation and its sub-skills, English majors were supposed to master these skills as a prerequisite for the practice teaching. So through the discussions between the researcher and the English majors, and also through the class visits, it was clear that the English majors needed to be aware of some important teaching skills that seemed to be problematic to English majors. The observation sheet was used before, during and at the end of the training program.

The participants had received about four sessions related to these problematic teaching skills (planning lessons, classroom management and interaction, and evaluation as well). Then, they were given some exercises in their worksheets. The observation sheet was implemented by the researcher. The main skills and the sub ones were encoded according to specific numbers in light of how often English majors apply them in the classroom. Then, the data collected from the four class visits for each case were analyzed and treated statistically.

Validity of the Observation sheet

To measure the observation sheet content validity, it was given to EFL jury to evaluate each skill, and its correlated sub-skills in terms of content and level of comprehension. Moreover, they were asked to evaluate it as a whole in terms of correctness, arrangement, number of items, and difficulty of each item.

The jury members approved most of its items and suggested the following:

1. Decreasing the number of skills and sub-skills till they became three problematic teaching skills.
2. Changing some items that are vague or misunderstood in the observation sheet.

The Semi-structured Interview

In the semi-structured interview, the researcher designed some questions to collect some information about some problematic teaching skills, and how far the English majors were aware of their importance, types and how to apply them in real classroom situations. Through the data the researcher collected from these interviews, she used to design the needed material for the next session depending on the amount and type of information that the English majors needed.

This interview took place during the implementation of the program. It took place in the micro teaching lab with the 6 cases that were chosen to study the suggested program. It was just a discussion to know: (1) the participants' actual performance; (2) what do they know about the Mentorship Approach; (3) how do they deal with classroom problems; (4) the role they were supposed to have in this program, and (5) their attitudes towards studying this program. (For more examples of the semi-structured interviews, see Appendix 5).

The researcher, as an interviewer, revised most of the questions of the interview before conducting it. The researcher tried to put into consideration the language level of the English majors so that they can feel comfortable in responding and could express themselves freely. The students were asked to write down their responses.

The Post Student Teachers' Questionnaire

The questionnaire consisted of two main parts; part (A) and part (B). The questionnaire included 14 items. part (A) included (10) of them that were ranged from 'strongly disagree to

'strongly agree'; while in part (B), English majors were asked to respond to questions 11 to 15 by putting a circle around the best response. They were asked to justify the answers.

The questionnaire was carried out a week after the implementation of the program. It was a post student teaching questionnaire to identify the opinions of the participants and how far they really benefited from the program.

The Reflection Sheet

The participants of the study were asked to write down their reflections on the training program, one week after the implementation of the experiment. They utilized the sheet to report their benefits from studying the program.

The reflection sheet included 18 comments of the students of the experimental group on the program. They dealt mainly with the following five dimensions: 1) the content of the program, 2) the method of teaching, 3) the teacher, 4) the application part, and 5) the evaluation (i.e., tests , activities, and exercises).

The Validity of the Reflection Sheet

To validate the Reflection sheet, it was given to a panel of jury to evaluate each response in terms of content, level of comprehension and suitability to the students' level.

The Reflection sheet proved to be valid as the jury approved most of its items and suggested the following:

1. Giving examples to the students in order to understand how to write their reflections.
2. Helping the students to focus their answers on specific points to make their answers more concise.
3. Adding another point to talk about which is the application part.
4. Minimizing the number of comments to (18) to keep participants'

The reflection sheet was administered to participants after the implementation of the program. The students were asked to write their answers to the open questions in their answer sheets. Their comments were analyzed and discussed.

Teacher Diaries/ Class reports

Diaries/class reports were self-observations that were free, spontaneous, and authentic, providing direct opinion about their behaviour inside the classroom. English majors were asked to reflect regularly on their teaching inside the classroom. They used to write these diaries after finishing the lesson. They used to write everything about themselves and about their students. (Appendix 11).

Teaching Journals

English majors were asked to write regularly about their teaching behaviours to clarify their own thinking, explore their own beliefs, become more aware of their teaching styles, and be better able to monitor their own teaching practices. In the current Mentoring program, English majors were asked to write their teaching journals at the end of every day in the practice teaching, and deliver it to the researcher.

The teaching journal is divided into three main sections. In the first section, the English major used to write a statement of the problem he/she had in the class. Then in the second section, he/she wrote her action plan for finding a solution for such a problem. In the third section, he/she wrote his/her review/ reflection on what happened after applying such an action plan inside the class.

At the beginning, the researcher found some difficulty in training the English majors to write teaching journals, but after explaining the main parts of teaching journals they managed to write them in their own language. Though, there were some language mistakes, yet they could write them. For actual examples of the teaching journals written by the cases of the study (See Appendix 11).

Classroom Visits

The researcher used to attend 4 class visits a day. The students used to attend in alternation with each other as there were a limited number of classes. The total number of the practice teaching group was (13) English majors, but the actual number that attended the training in the program was (6).

The aim of the classroom visits was to observe the English majors before, during, and after their practice teaching training. The researcher attended four times for each case. One of them was before the implementation of the program to acknowledge their performance in teaching practice and the real problems they already had in their classes.

The other three class visits took place during the Mentoring program. The aim was to determine benefited from studying the program, and to discuss during their training period. Another aim was to help them write their teaching journals.

Sessions of the program

The total number of the sessions was 8 sessions for about two months and half. As for the sessions of the program, the researcher used to meet the English majors at the Faculty of Education, for two hours weekly in the micro teaching lab-At the beginning, the participants used to receive a quick revision on what they have studied before. Then, they were allowed to read their work sheets carefully. After that the researcher used to discuss the main ideas that have occurred in these worksheets. Then, they were allowed to do the tasks in their worksheets.

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At the end of each session, the participants used to have a discussion, or semi-structured interview, where they answered some questions related to the problems they met during the teaching process. After collecting the previous kind of information, the participants were asked to write their teaching journals in which they stated their own problems along with the suggested solutions.

The topics of the sessions were varied. Four of them dealt with the Mentorship Approach skills. Session (1) discussed Mentorship, its definitions, importance in the practice teaching, the role of English majors in a Mentoring program and the skills of Mentorship.

Session (2) discussed the planning skill, its definition, importance, and how it can be applied to improve the student teachers' performance inside the classroom. Session (3) dealt with the Acting skill, its definition, importance, and how it can be used. Session (4) dealt with the skill of reflecting as it is a very important step in the Mentoring process. In this session, English majors were trained to write their class reports. They were given actual examples of class reports, and teaching journals as models for them.

Another four sessions were taught to the participants. They were related to the problems that appeared through the class visits of the researcher during the practice teaching of the English majors, and through their class reports. These sessions dealt with the most important teaching skills that seemed to be problematic to them. The researcher intended to discuss them before she gave them these sessions so as to collect data related to their real problems. They were given the chance to find solutions themselves, but when they failed with some points, the researcher used to help them.

Session (1) dealt mainly with one of the most important problems, that is the lesson planning. In their worksheets, the students were provided with a theoretical background about lesson planning, its importance especially for teachers, a suggested lesson plan format, and an explanation for each step. Students are trained on writing actual steps, to be discussed during the lab time. Then, English majors are asked to answer some questions related to the same topic in their worksheets.

Then, the researcher collected the worksheets to check the students' answers, and then discuss these answers with them later.

Session (2) dealt mainly with classroom management, control, and interaction. In their worksheets, the English majors had a theoretical background, definitions, importance, and elements of classroom management. Then, they were provided with some common classroom problems In Egypt, and suggested solutions for overcoming them. Then, students were asked to answer some questions in their worksheets to be checked later.

In session (3), the English majors were allowed to watch an instructional CD , that included one of the best practices in video prepared by Integrated English Language Program II (IELP II). English majors were asked to watch the video intensively, mentioning the main concepts that occurred in it followed by a number of questions to be answered in their

worksheets. Finally, the students were asked to write their own reflections about the teacher in the video in terms of; his method of teaching, the teaching techniques used, the language used for giving instructions, how he used the body language successfully, and what kind of relationship is established between the teacher and his students. These reflections were supposed to be delivered the next session, adding that each student was allowed to have a copy of the CD.

Session (4) discussed another important teaching skill. It is the skill of evaluation and questioning. The English majors had a comprehensive theoretical background to be read carefully. Then, the main concepts were discussed with the whole group. Types of questions, their function, direction, and guidelines to be followed when forming questions are explained. Finally, the students were asked to answer some questions related to the same topic in their worksheets.

The Mentoring Program

Importance of the program

The program was designed to:

- 1- help English majors overcome the problems they face in their classes during their practice teaching.
- 2-make English Majors become more confident of their teaching.
- 3- inform English majors more about their learners and what they find motivating and challenging, or about their teaching and how effective they are.
- 4- overcome the gap between theory, research and practice. English majors have to be aware of the reasons and aims to conduct their own initiated researches in their classrooms.
- 5- improve English majors' teaching by routinely reflecting on their work and testing their own theories.

Aims of the program

This program aimed at:

1. Using Mentoring skills to enhance English majors' teaching practices.
2. Helping English Majors to be the source and creators of the theoretical background of their teaching practices.
3. Introducing real information about what English Majors should do to overcome real classroom problems.

4. Raising the English Majors' awareness of their teaching through being researchers inside their classes.

Objectives of the program

By the end of the implementation of the program, English Majors were expected to be able to:

1- identify each problem they met in their own practice, write it briefly and discuss it with the researcher, and collect evidence, e.g. teachers' diaries, and teaching journals.

2- clarify what changes they can make to overcome this problem.

3- ensure that the solution of the problem is realistic.

4- ensure that the supportive resource are valid for the problem.

5- analyze the data gathered and adopt a formative approach to the problem so that they are open to new open problems, directions, and revisions.

6- accept different solutions distinguish between the appropriate problematic solutions, and accept any unintended outcomes and mistakes.

Sources for Designing the Program

The researcher depended on the following sources to design the program:

- The review of literature and the related studies of Mentorship and the practice teaching.
- The training Program of the Ministry of Education in Egypt for EFL in-service teachers: IELP II, 2019, and the video CD included in the program for the best practices in English.
- The researcher could benefit from Sheir's (2018) book on teaching English as a foreign language as this book included some of the important topics related to teaching.

Content of the program

The program was divided into 8 sessions, and at least 32 regular class visits the eight were about the skills of Mentorship and how to enable the participants reflecting on their work and writing their diaries. The researcher attended some regular class visits at least 4 visits for each case during the implementation of the program to determine the extent the English majors made use of the training sessions.

Table (2) Topics and Sessions of the Mentoring Program

Topics	Number of sessions
1- Mentoring Skills: <ul style="list-style-type: none">• Mentoring• Planning• Acting• Reflecting	(4) sessions
2- Teaching Skills: <ul style="list-style-type: none">• Planning of the lesson• Class management• Interaction and control• Evaluation	(4) sessions
3- Class visits followed by group discussion	(32) class visits

Instructional Aids and equipment

The following aids were used during the implementation of the program:

- English Majors worksheets .
- English Majors, Teachers' guide.
- CDs of the best video practices of well- trained teachers (IELP 11,2019).
- Observation checklists that were used inside the classroom.
- Data Show.

Sessions of the Program:

The sessions of the Mentorship Program were designed as follows:

1. Teacher's Guide (8) sessions
2. English Majors' Worksheets (8) sessions

Application of the program

The program included 8 sessions together with the regular class visits; each session lasted for 2 hours for three months .The implementation of the program started on the 13th of October, 2019.

Before the application of the program, a Mentorship Achievement Test was administered to the English majors. English majors have not got the chance to have a practical training on how to deal with classroom problems that they may face inside their classes.

They also have not got practical demonstration of the methods they learnt in their methodology courses by their educators. English majors were not taught the Mentorship approach before. They had not any idea about it.

During the first four sessions of the program, English majors began to learn about Mentorship, its importance, stages, and how it can be used to solve classroom problems. Every skill of Mentorship was taught separately in one whole session to help English majors understand what is it, and how it can be applied in the teaching situation to solve a classroom problem. English majors began to learn how to write class reports, teaching journals. At first, it was not an easy job, but the trainer gave them examples to look at to know how to deal with writing them. Gradually, they began to improve. The trainer and the English majors used to discuss the contents of the class reports in the semi-structured interviews to identify the difficulties they face when applying them in their classes and the problems they all share in their practice teaching (See Appendix 8&9).

After that English majors received another four sessions about the problematic teaching skills. Through these sessions they were taught three main teaching skills that seemed to be problematic to most of them (lesson planning, classroom management, and evaluation). These skills were taught in detail and the English majors were asked to apply them practically during the sessions. English majors were also given the chance to watch a video CD about some of the best practices in English as a real teaching experience.

As for the evaluation techniques used during the program, in each session, the researcher used various formative assessment techniques to determine how far the objectives were achieved such as posing questions on previous sessions. They used to answer orally or in writing. It is worth mentioning that the researcher was keen on checking their responses regularly.

The Quantitative Results:

Results of the Hypotheses of the Study

Result of the first Hypothesis:

To verify the first hypothesis which states that “ *There is a statistically significant difference between the mean scores of the participants of the research in the pre/post administration of the Mentorship Achievement Test in favor of the post administration* ”

A t-test was conducted to compare the mean scores of the participants of the research in the pre/post administration of the Mentorship Achievement Test in favor of the post administration. (See table 3)

(Table 3)

Wilcoxon Signed Ranks Test for comparing the pre / post Mentorship achievement Test of the participants of the Mentoring program

Participants	Num.	Mean rank	Z value	Sig. at 0.05
Positive rank	8	4.50	2.524	Sig.
Negative rank	0	0.00		

The above table shows that there is a statistically significant difference (Z value is 2.524) between the mean scores of the participants of the Mentoring program in the pre/ post administration of the Mentorship Achievement Test which is considered significant in favor of the post administration of the test. Thus, the hypothesis of the research was verified.

Table (3) shows that the participants achieved progress in the current training program. This can be explained that the Mentorship which was used in this research had a positive effect in enhancing the practice teaching of the English majors. The results also indicated that the type of instruction that the English majors had received in this training program could help them be aware of the theoretical background of the Mentorship approach, and its effect on the trainees' practice teaching.

It is also clear that the Mentoring training program was effective in raising the degree of the achievement of the Mentorship approach of for the participants of the current study. Table (4) shows the effectiveness of the training program on the achievement in the Mentorship approach for each case of the current study.

Table (4)

The effectiveness of the Mentoring program on the achievement of the Mentorship approach for all the participants

Cases	Total degree	Pre degree	Post degree	The effectiveness
Eman	50	20	47.5	1.47
Yara	50	21	49.5	1.53
Nada	50	18	45.0	1.38
Doha	50	20	44.5	1.31
Heba	50	19	45.0	1.36
Ahmed	50	15	35.5	1.00

Table (4) shows that all the participants of the Mentoring program reached to significant degrees between the pre/ post administration of the Mentorship Achievement test. As for Eman reached to a degree of (1.47) which means that the training program was effectiveness on her achievement of the Mentoring program. Concerning the other participants (Yara, Nada, Doha, Heba, and Ahmed), they could achieve significant scores (1.53; 1.38; 1.31; 1.36; 1.00; 1.36.1.28) which prove that the Mentoring training program could have effectiveness in the achievement of the Mentorship Program.

Table (5)

The effectiveness of the training program in enhancing the Mentorship skills (planning, acting, and reflecting) of all the participants

Mentorship skills		N.	Mean rank	Z value	Sig. at 0.05
Planning	Positive rank	8	4.50	2.598	Sig.
	Negative rank	0	0.00		
Acting	Positive rank	8	4.50	2.714	Sig.
	Negative rank	0	0.00		
Reflecting	Positive rank	8	4.50	2.598	Sig.
	Negative rank	0	0.00		

The Second Hypothesis

To verify the second hypothesis which states that “*There is a statistically significant difference between the mean scores of the participants in the pre-administration of the Mentorship checklist and the post administration of the Mentorship checklist in favor of the post-administration.*” A t-test was conducted to compare the mean scores of the participants of the research in the pre/post administration of the Mentorship checklist in favor of the post administration.

Table (5) shows that all the participants of the Mentoring program reached to a Z value of (2.598) in the planning skill of the Mentorship Approach which is considered a significant degree, meaning that the Mentoring program had a positive effect on enhancing the planning skill for all the participants of the program. Concerning the skill of Acting, the participants reached to a Z value of (2.714) which is considered significant. This proves that the Mentoring training program could have effectiveness in developing the Acting skill of the Mentorship Approach for all the participants. All the participants in the Mentoring program achieved a Z value of (2.598) which is considered a significant degree in the Reflecting skill for all the participants. This explains that the Mentoring training program had effectiveness in developing the Reflecting skill of the Mentorship program.

These significant changes show that the Mentoring program succeeded helping the participants in acquiring the skills of the Mentorship and applying them for solving classroom problems. As for planning and reflecting skills, they were equally developed. On the other hand, the skill of acting had the highest level of significance compared to the skills of planning and reflecting. This means that the participants in the Mentoring training program succeeded in applying the Mentorship skills into their classrooms, with an important aim of enhancing their teaching performance during the practice teaching duration.

Table (6)

The effectiveness of the training program on the practice teaching skills as it is clear in comparing between pre-visit and post-visit of the observation sheet

Teaching skill		N.	Mean rank	Z value	Sig. At 0.05
Planning	Positive rank	8	4.50	2.714	Sig.
	Negative rank	0	0.00		
Class R.M	Positive rank	8	4.50	2.640	Sig.
	Negative rank	0	0.00		
Evaluation	Positive rank	8	4.50	2.598	Sig.
	Negative rank	0	0.00		

The Third Hypothesis

To verify the third hypothesis which states that “*There is a statistically significant difference between the mean scores of the participants in the pre-administration of the observation sheet and the post-administration of the observation sheet in favor of the post-administration.*” A t-test was conducted to compare the mean scores of the participants of the research in the pre/post administration of the observation sheet in favor of the post administration.

Table (6) shows that all the participants of the Mentoring program could reach to a Z value of (2.714) which is considered a significant degree, meaning that the Mentoring program had effectiveness in developing the lesson planning skill of the participants' of the program. Concerning the skill of classroom management and interaction, the participants reached to a Z value of (2.640) which is considered a significant one. This proves that the Mentoring training program could have effectiveness in developing the classroom management skill of all the participants All the participants in the Mentoring program achieved a Z value of (2.598) which is considered a significant degree in the evaluation skill of the participants. This explains that the Mentoring training program had effectiveness in developing the evaluation skill.

The Qualitative Analysis:

In the following parts of the research, the researcher introduces a detailed description of each participant in the program and the analysis of the progress of each case. Concerning what the student teachers wrote about their mentor plans, reflecting sheets and the problems they faced see Appendix (11).

Case (1) Eman

Eman was the leader of the group. She was a model of a high achiever. She was keen on attending with two of her colleagues early in the morning during the practice teaching.

At the beginning of the training, class teachers in the school, where the English majors had their training, used to attend with them during their practice teaching in the classes. They

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were not sure that the English majors could finish the whole lesson by themselves. So, they attended with them to give any help when necessary, and to help them control the class. Eman had some problems in her teaching. See Appendix (11) .

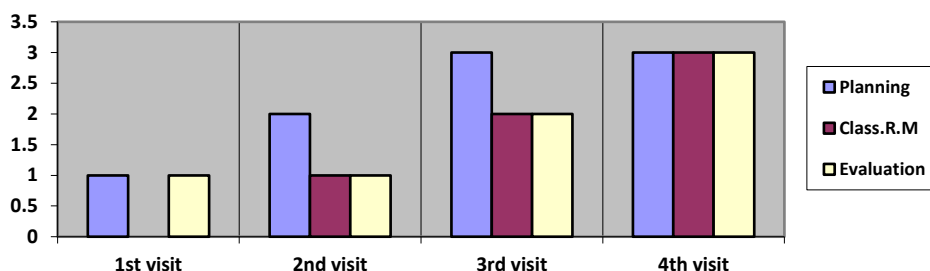


Diagram (1) The Progress of Eman's Teaching and Practice Teaching Skills

The above diagram shows that Eman's teaching performance developed gradually. She could prepare her lessons in a better way, paying attention to check the spelling and pronunciation of the new words and vocabulary. Eman could also develop her skill of evaluation, and questioning. She applied what she had learnt in the sessions of the program in forming and using questions correctly. She could avoid some mistakes she had before in the punctuation, and the verb- subject agreement. She used to write the letter "I" always capital in any place in the sentence. I tried to tell her that, till she could write it correctly. She had the readiness to be better at any time. She was so obedient and co-operative. She even had a good relationship with her colleagues, and with her professors. The trainer was so happy to find her performance developing so quickly.

The diagram also shows the progress of Eman. Her teaching performance had developed, especially in the skills of classroom management and evaluation. Concerning the skill of planning, it is clear that Eman had improved gradually throughout the program.

Table (7) Results of the analysis of the Observation sheet of Eman

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	1.68	Yes
Class R.M	2.00	Yes
Evaluation	1.68	Yes

From the above table, it is clear that the effectiveness value between the first visit and the fourth visit is (1.68) in the lesson planning skill which is considered a significant one. In the Classroom management, it is (2.00) which is considered significant also. In the evaluation skill, Eman achieved an effectiveness value of (1.68) which is significant. This proves that there is an obvious improvement in the problematic teaching skills of Eman.

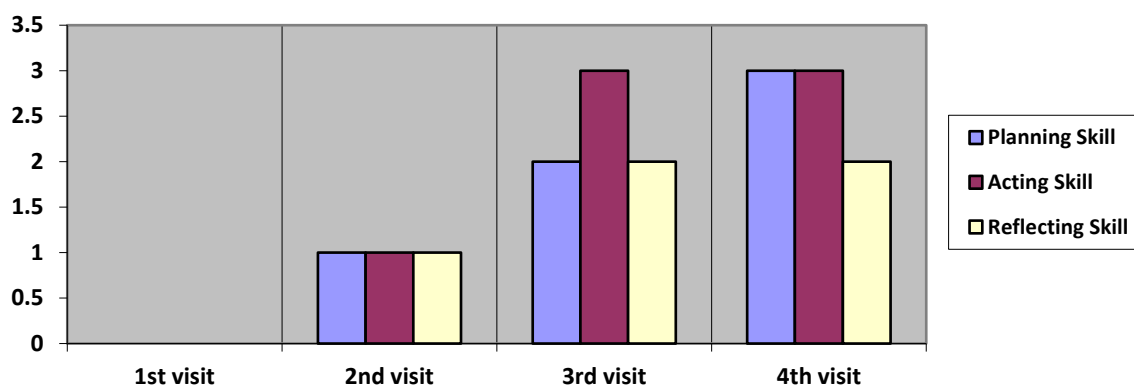


Diagram (2) The Progress in Eman's Mentoring Skills

From the above diagram, it is clear that Eman developed in acquiring and conducting the Mentoring skills successfully.

Table (8) Results of the analysis of the Mentoring checklist of Eman

Mentoring skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning skill	2.00	Yes
Acting skill	2.00	Yes
Reflecting skill	1.33	Yes

From the above table, it is obvious that Eman reached to a significant degree in the Mentoring skills which is clear in her effectiveness value (planning: 2.00; Acting: 2.00; Reflecting: 1.33). The results show the same degree of improvement in the planning and acting skills. They show also a reasonable achievement in the skill of reflecting.

At the end of the training program, Eman could successfully plan for her lessons, manage her classroom in an effective way, and evaluate her own teaching. She became more self-confident, more self-dependant, and she could gradually establish a positive relationship with her students.

Case (2)Yara

Yara is another high achiever as a participant in the Mentoring program. At the beginning of the program, Yara had some problems . See appendix (11).

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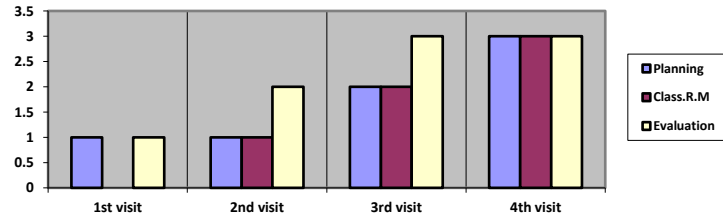


Diagram (3) The Progress in Yaras' Teaching Skills Shown by illustrative pillars

From the above diagram, the development in Yara's teaching skills is clear as it increased from the first visit till the fourth visit in the three teaching skills (lesson planning, classroom management, and evaluation). This progress could be justified as those students received four continuous sessions in the problematic teaching skills that appeared through the observation of those participants inside their classes and the interviews they had with the researcher.

As they have not got direct sessions in the micro teaching laboratory and the insufficient training on these skills, they formed problems to those student teachers in their real classroom situations. So, from the above diagrams, it is clear that Yara benefited from these sessions in developing those teaching skills.

Table (8) Results of the analysis of the Observation sheet of Yara

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	1.67	Yes
Class R.M	2.00	Yes
Evaluation	1.67	Yes

From the above table, it is clear that the effectiveness value between the first visit and the fourth visit is (1.67) in the lesson planning and the evaluation skills which is considered a significant degree. In the classroom management, it is (2.00) which is considered significant also. Yara could acquire the teaching skills that were problematic at first, but she reached to the progress in these skills at the end of the training program. This indicates that there is an obvious improvement in the problematic teaching skills of Yara and in her teaching performance.

By the end of the program, Yara's teaching performance developed quickly according to the training she received. She used to ask about the difficulties she found in her class, and she didn't feel satisfied until these problems were solved. Yara used to apply most of the suggestions that we discussed in the semi-structured interviews or in the sessions that we had in her classroom. Concerning the lesson planning, she could benefit from the session that was about the lesson planning, she could distribute the time of the lesson so as to be more organized. She could make it shorter following the format that the Program suggested.

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At the end of the training, Yara could manage her class effectively and she also could establish rapport with her students. Yara could vary the questions she used in the class depending on the purpose of asking the question. Yara was keen on delivering her class reports in time, following the stages that we decided in the sessions. She used to reflect regularly on her teaching with an essential purpose of solving her classroom problems by herself. At the end of the program Yara was more self-confident about her own teaching, and she could form her own perspective about her own teaching.

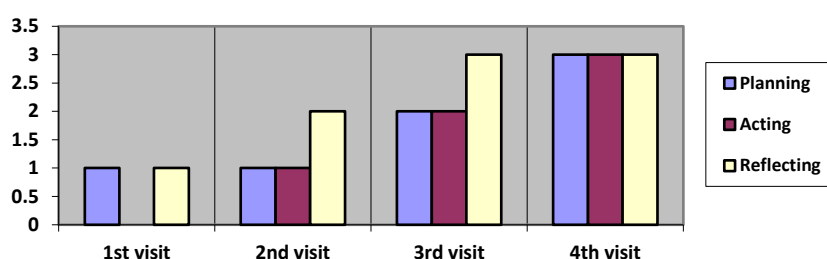


Diagram (4) The Progress in Yaras' Mentoring Skills Shown by illustrative pillars

From the above diagram (4), it is clear that Yara developed in acquiring and conducting the Mentoring skills successfully. It is clear that there is a progress in Yara's achievement of the mentoring skills, especially the reflecting skill that developed more quickly than the other two skills, but at the end of the program Yara could acquire the three basic skills of the mentoring skills and utilize them in developing her teaching performance. The sessions that Yara received on mentorship

and the training she attended could help her in developing those skills.

Table (10) Results of the analysis of the Mentoring checklist of Yara

Mentoring skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	1.67	Yes
Acting	2.00	Yes
Reflecting	1.67	Yes

From the above table, it is clear that the effectiveness value between the first visit and the fourth visit is (2.00) in the three mentoring skills which is considered a significant one. This proves that there is an obvious improvement in the skills (planning, Acting, and Reflecting) of Yara during the classroom visits and writing the class reports. This shows the improvement in acquiring and conducting the Mentoring skills.

By the end of the program, Yara's teaching performance developed quickly, as she has already acquired the skills needed to develop her teaching performance according to the training she received. She used to ask about the difficulties she found in her class, and she did not feel

satisfied until these problems were solved. Yara used to apply most of the suggestions that we discussed in the semi-structured interviews or in the sessions that we had in her classroom. Concerning the lesson planning, she could benefit from the session that was about the lesson planning, she could distribute the time of the lesson so as to be more organized. She could make it shorter following the format that the program suggested.

At the end of the training, Yara could manage her class effectively and she also could establish rapport with her students. Yara could vary the questions she used in the class depending on the purpose of asking the question. Yara was keen on delivering her class reports in time, following the stages that we decided in the sessions. She used to reflect regularly on her teaching with an essential purpose of solving her classroom problems by herself. At the end of the program Yara was more self-confident about her own teaching, and she could form her own perspective about her own teaching.

Case study (3) Nada

Nada was another case. She has got most of the qualities of a good teacher. She had some problems, see appendix (11).

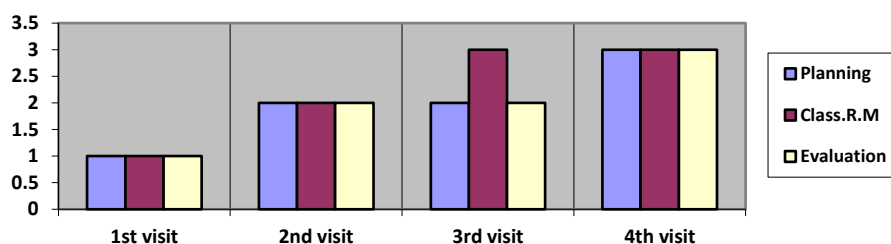


Diagram (5) The Progress in Nada's Teaching Skills Shown by illustrative pillars

From the above diagram, it is clear that Nada's skill of classroom management developed quickly. It is clear also that the skills of the planning and evaluation developed by the end of the training program. The development of her teaching performance is clear in the above diagrams. Nada attended most of the training sessions concerning the teaching skills. Data collected through the observation sheet were analyzed and the results were shown in the following table:

Table (11) Results of the analysis of the Observation Sheet of Nada

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	1.67	Yes
Class R.M	1.67	Yes
Evaluation	1.67	Yes

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From the above table, it is clear that the effectiveness value between the first visit and the fourth visit is (1.67) which is considered a significant one. This proves that there is an obvious improvement in the three problematic skills (lesson planning, classroom management and evaluation) of Nada during the classroom visits.

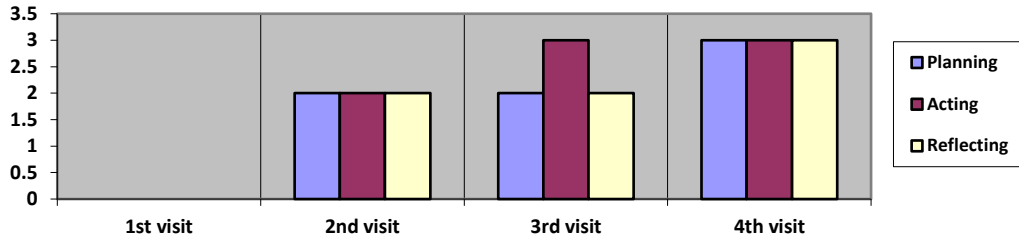


Diagram (6) The Progress in Nada's Mentoring Skills Shown by illustrative pillars

From the above diagram, the progress in Nada's Mentoring skills is clear. It is obvious that Nada could apply the Mentoring skills gradually, and that the progress in the skill of acting was more than the other two skills (planning and reflecting), but at the end of the training she was able to use the three skills of the mentorship which was clear in writing her class reports and analyzing the results the Mentorship checklist.

Table (12) Results of the analysis of the Mentoring checklist of Nada

Mentoring skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning skill	2.00	Yes
Acting skill	2.00	Yes
Reflecting skill	2.00	Yes

From the above table, it is clear that the effectiveness value between the first visit and the fourth visit is (200) which is considered a significant one. This indicates that there is an obvious improvement in the mentoring skills (planning, Acting, and Reflecting) of Nada during the classroom visits and writing the class reports.

The first Class in the Practice Teaching

In her class reports, Nada mentioned that in her first class in the practice teaching, she was a little bit confused. Students were very noisy. This caused her to lose her temper in front of the class, and it was the reason beyond wasting most of the time of the class.

Case study (4) Doha

Doha was one of the most astonishing cases in the program. She is a model of an average achiever. Though at first I thought of excluding her from the training because of her health status, yet I found her teaching performance developing so quickly. Doha has got the real spirit of change.

At the beginning, it was obvious that Doha has got some problems concerning her teaching performance inside the class that appeared and developed during the four class visits. See appendix (11).

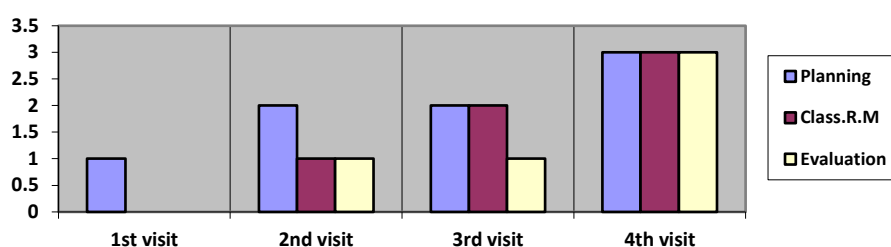


Diagram (7) The Progress in Doha's Teaching Skills Shown by illustrative pillars

The above diagram shows a progress in Doha's teaching skills. It is clear that reached to the same level of performance in the two teaching skills (classroom management and evaluation). Her performance in the lesson planning skill developed also from the first to the fourth visit.

Table (13) Results of the analysis of the observation sheet of Doha

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	1.67	Yes
Class R.M	2.00	Yes
Evaluation	2.00	Yes

From the above table, it is clear that Doha reached to an effective value of (1.67) in the planning skill, which is considered significant. She reached to a degree of (2.00) in both the skill of classroom management and evaluation which proves that the Mentoring program succeeded in improving the three teaching skills of Doha which appeared in her teaching performance.

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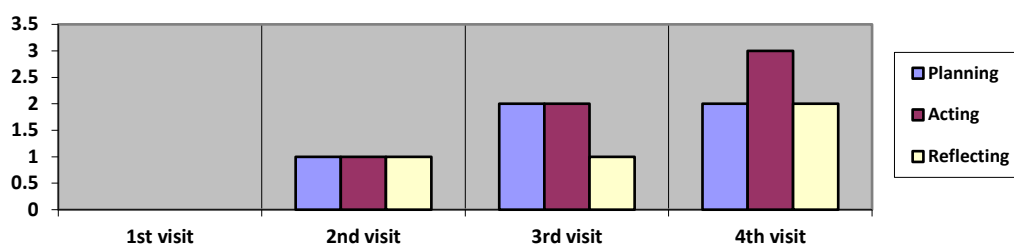


Diagram (8) The Progress in Doha's Mentoring Skills Shown by illustrative pillars

The above diagram shows a progress in Doha's Mentoring skills. It is clear that she reached to the same degree (1.33) of performance in the two Mentoring skills (planning and reflecting). Her performance in the Acting skill developed also from the first to the fourth visit as it reached to an effective value of (2.00). This means that Doha could apply successfully the mentor plan she prepared in her classroom. She was interested in developing her performance inside the classroom.

Table (14) Results of the analysis of the Mentoring checklist of Doha

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	1.67	Yes
Class R.M	2.00	Yes
Evaluation	2.00	Yes

From the above table, it is clear that Doha reached to an effective value of (1.33) in the planning skill, which is considered significant. She reached to a degree of (2.00) in the skill of acting and to an effective value of (1.33) which proves that the Mentoring program succeeded in improving the three Mentoring skills of Doha which appeared in her teaching , put a plan for it and reflect on it.

Doha did not attend the session when the Reflection sheet was administered.

Case study (5) Heba

Heba was one of the other cases. She was always quiet and descent

At the beginning of the program, Heba faced some problems in the class. See appendix (11).

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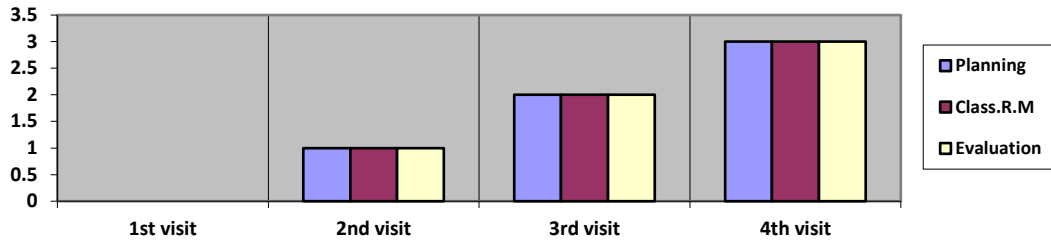


Diagram (9) The Progress in Heba's Teaching Skills Shown by illustrative pillars

The above diagram shows a progress in Heba's teaching skills, It is clear that reached to the same level of performance in the three teaching skills (planning, classroom management and evaluation). These teaching skills developed also from the first to the fourth visit resulting her teaching performance in the practice teaching.

Table (15) Results of the analysis of the observation sheet of Heba

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	2.00	Yes
Class R.M	2.00	Yes
Evaluation	2.00	Yes

From the above table, it is clear that Heba reached to an effective value of (2.00) in the three teaching skills, which is considered significant. This indicates that the Mentoring program succeeded in improving the three teaching skills of Heba which appeared in improving her teaching performance.

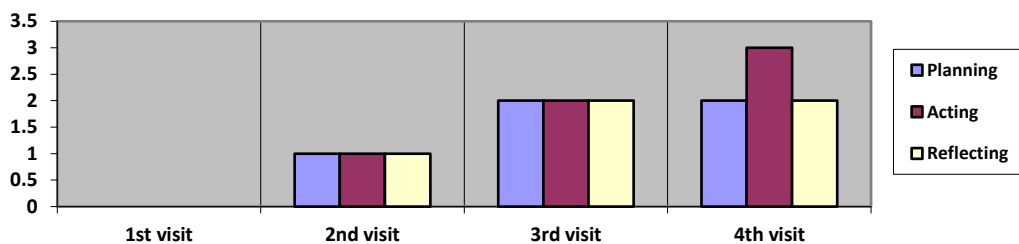


Diagram (10) The Progress in Heba's Mentoring Skills Shown by illustrative pillars

The above diagram shows a progress in Heba's mentoring skills, It is clear that she reached to the same level of performance in the two mentoring skills (planning and reflecting). Her performance in the Acting developed more than the other two skills from the first to the fourth visit as it reached to the highest level of performance in this skill. This means that Heba could apply successfully the mentor plan she prepared in her classroom. She was interested in developing her performance inside the classroom.

Table (16) Results of the analysis of the Checklist of Heba

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planningskill	1.33	Yes
Acting skill	2.00	Yes
Reflection skill	1.33	Yes

The above table shows a progress in Heba's mentoring skills. It is clear that she reached to the effectiveness value of (2.00) of performance in the Acting Skill. Concerning the other two mentoring skills (planning and reflecting), Heba reached to an effectiveness value of(1.33) meaning that she developed in the two skills on the same level, this can be justified that her performance in the Acting skill developed higher than the other two skills from the fist to the fourth visit. This means that Heba could apply successfully the mentor plan she prepared in her classroom. She was interested in developing her performance inside the classroom. It is obvious that Heba could acquire the skills of mentorship approach and that she could understand a lot about her own teaching. It means also that she became able to solve her classroom problems in a more systematic way, It is shown also that the most significant effect Of the program was on the acting skill of the mentoring training program. It means that she could successfully apply what she learnt in the sessions in her classroom.

Case study (6) Ahmed

Ahmed was one of the unique cases as he has got an artistic sense. He is very good at drawing. In his class site is quiet, well-organized, has got good handwriting. At the beginning, Ahmed faced some problems. See appendix (11).

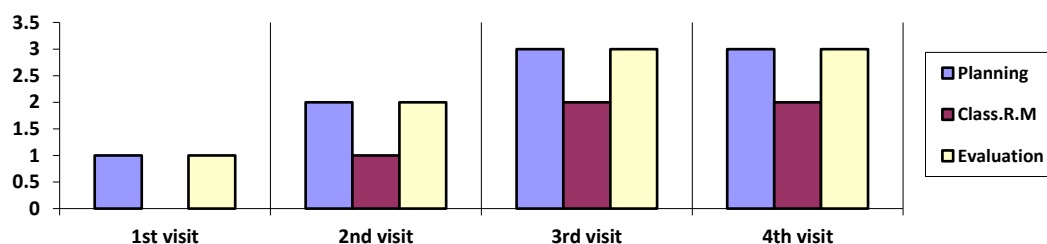


Diagram (11) The Progress in Ahmed's Teaching Skills Shown by illustrative pillars

The above diagrams show a progress in Ahmed's teaching skills. It is clear that reached to the same level of performance in the two teaching skills (planning and evaluation). These teaching skills developed from the first to the fourth visit resulting in improving his teaching performance in the practice teaching in these problematic skills. The skill of the classroom management was not developed through the first visit, but it began to develop starting from the second till the third and fourth visit.

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Table (17) Results of the analysis of the observation sheet of Ahmed

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning	1.67	Yes
Class R.M	1.33	Yes
Evaluation	1.67	Yes

From the above table, it is clear that Ahmed reached to an effective value of (1.67) in the two teaching skills (lesson planning and evaluation), which is considered a significant degree. This indicates that the Mentoring program succeeded in improving these two teaching skills of Ahmed which appeared in improving his teaching performance. In the classroom management skill, Ahmed reached to an effectiveness value of (1.33), which is significant, but indicates that Ahmed needs to do more to develop this skill.

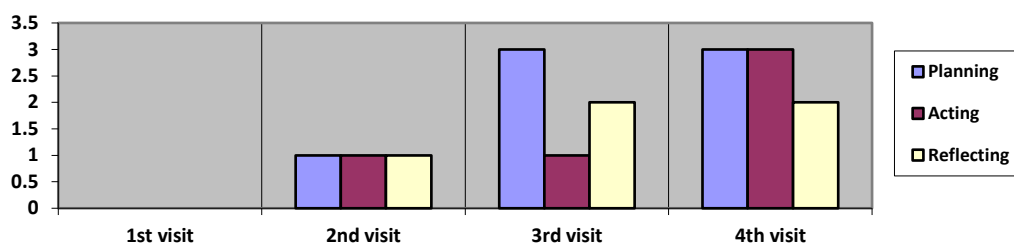


Diagram (12) The Progress in Ahmed's Mentoring Skills Shown by illustrative pillars

The above diagram shows a progress in Ahmed's Mentoring skills. It is clear that reached to the same level of performance in the two Mentoring skills (planning and acting). His performance in the reflection developed less than the other two skills from the second to the fourth visit as it reached to a considerable level of performance in this skill. This means that Ahmed could apply successfully the Mentor plan he prepared in his classroom. He needs to reflect more on his teaching.

Table (18) Results of the analysis of the Mentorship Checklist of Ahmed

Teaching skills	The effectiveness value between first visit & the fourth visit	The effectiveness 1.2 or more
Planning skill	2.00	Yes
Acting skill	2.00	Yes
Reflection skill	1.33	Yes

The above table shows a progress in Ahmed's Mentoring skills. It is clear that he reached to the same effectiveness value of (2.00) of performance in both the planning and acting skills. Concerning the other mentoring skills (reflection), Ahmed reached to an effectiveness value of (1.33) meaning that he reached to a significant level in this skill. This can be justified that his

performance in the planning and acting skills developed more than the third skill from the first to the fourth visit. This means that Ahmed could apply successfully the mentor plan he prepared in his classroom, but needs to reflect more on his teaching.

Discussion of Results:

1. English majors were trained on using the Mentorship skills (planning, acting, and reflecting) in four sessions where they taught the sub-skills needed to apply in solving actual classroom problems.
2. At the end of every practice teaching day, student teachers were trained on how to write teaching diaries /class reports applying the Mentorship Approach skills (Planning, acting, and reflecting) into the classroom regularly related to their teaching experience inside the classroom.
3. The researcher used to record all these changes in the Mentorship checklist regularly, from the first visit till the fourth visit so as to be sure that there was a progress in the students teaching performance.
4. The data concerning these skills were collected and analyzed depending on the code number of responses they had.
5. The observation sheet was administered before, during, and after the implementation of the program. During these class visits, the observers could determine the problematic teaching skills that the English majors really need.
6. Through the semi-structured interviews, the researcher could know how much information the participants understand about these teaching skills, and what they really need to know about them to be aware about their teaching performance.
7. The researcher prepared the Mentorship worksheets that included sufficient information about these problematic teaching skills, including theoretical background and the elements needed for applying these skills inside their classrooms.
8. Training on these problematic teaching skills included some activities such as discussions about the problem that the English majors find inside their classes, using some instructional-aids such as video CDs for the best practices in English, accompanied with explanations by specialized professors in the educational field of ELT.
9. The researcher used some techniques in the program such as individual, pair and group work. The effect of using these techniques appeared a lot during the sessions of the program and during the practice teaching. There was an effective co-operation among the English majors that appeared in preparing the teaching aids, and collecting the class reports and the teaching journals. If one of them couldn't carry out an activity, her colleague used to explain it to him/her as they felt that they could benefit from the program as it was prepared especially for them to help them be more active and successful inside their classes. The college supervisor and the external supervisor felt that improvement in the English majors inside their classes more than those who did not attend the program.

10. The analysis of data collected through the observation sheet, the Mentorship checklist, the reflection sheet, the post student teaching outcomes and the results of the Mentorship achievement test were all consistent with the results of the related studies and indicate the positive effectiveness of the Suggested Mentoring Program in developing and enhancing the English majors' practice teaching performance.

Findings:

Several findings emerged from the present research as follows:

- 1- Utilizing Mentorship enhanced English majors' practice teaching.
- 2- Conducting mentorship had positive effects on English majors' autonomy and self-assessment.
- 3- Determining issues and problems related to teaching especially practice teaching and discussing them provided the participants with opportunities to develop self-esteem and self-confidence.

Conclusions:

The results of the research showed that Mentorship had positive effects on English Majors' Practice teaching. Furthermore, the participants' responses showed positive attitudes towards using Mentorship approach. Based on the above results, it is clear that utilizing Mentorship is effective in improving English majors' teaching skills such as: classroom management, lesson planning, and evaluation. The present research enabled English majors to be competent; mentorship could help student teachers to be more autonomous. Despite the positive findings and conclusions of the present research, they could not be generalized as it is a case study. It was implemented on only 6 student teachers. So, experimentation with different participants and in different circumstances will lead to different findings and results.

11- Recommendations:

In the light of the above findings and conclusions, the following recommendations are presented:

1- Recommendations for designers and developers of EFL teacher education programs:

- Including mentorship as a new trend in teacher education programs to enhance English teaching skills.
- Raising the awareness of the teachers and student teachers of the importance of reflecting on their teaching to help them identify their weakness and strengths.

2- Recommendations for EFL supervisors:

- Training student teachers and teachers to conduct mentorship in schools helps in evaluating the English majors' performance as well as actual teachers on a systematic and authentic basis.

3- Recommendations for both pre/In-service teachers when conducting Mentorship:

- Implementing the stages of mentorship approach planning, acting, and reflecting.
- Writing class reports and teaching journals regularly, in order to record what happens in the classroom.
- Conducting mentorship in teaching promotes self-assessment and results in continuous improvement.

4- Recommendations for teacher educators and staff members:

- Identifying new terms, stages of mentorship.
- Using different instruments of mentorship will be more effective than using just one.
- Adopting the role of a guide or a friend when dealing with the participants to establish rapport with them. This creates a more positive school climate in which the teaching and learning share the same concerns which reflects directly on practice.

12- Suggestions for Further Research:

- Designing courses at faculties of education for improving methodology courses. Teaching methods should not only be taught theoretically, but also demonstrated practically by teacher educators.
- Using mentorship approach to promote autonomous learning among EFL student teachers at faculties of education.
- Conducting more studies on first and second year student at faculties of education to prepare them for their practice teaching.

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استخدام مدخل التوجيه لتطوير أداء طلاب قسم اللغة الإنجليزية في التربية العملية: دراسة حالة.

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المستخلص

يهدف البحث الحالي إلى دراسة اثر استخدام مدخل التوجيه لتطوير أداء طلاب قسم اللغة الإنجليزية في التربية العملية. وقد اظهرت دراسة الأدبيات و الدراسات السابقة بعض الصعوبات التي يواجهها الطلاب المعلمون في القيام بادوارهم كمعلمين في فترة التدريب الميدانى . و قد يرجع ذلك الي عدم وجود من يوجههم و يساعدهم علي مواجهة تلك المشكلات و تطوير اداء التدريس بالنقد البناء. وقد قامت الباحثة باعداد دليل تدريسي للطلاب المعلمين و كذلك كتيب تطبيقات لهم عن اسس مدخل التوجيه و مراحل اجرائه و بعض مهارات التدريس التي تعتبر اشكالية بالنسبة للطلاب المعلمين و بعض الانشطة الاخرى. و قد استخدم كل من الدليل و كتيب التطبيقات اثناء فترة التدريب على البرنامج القائم علي مدخل التوجيه. هذا الى جانب تطبيق ادوات البحث و الاختبار التحصيلي , ثم تحليل البيانات الناتجة عنها و مناقشتها نوعيا. وقد اظهر البحث الحالي عدة نتائج هامة ومنها: ان استخدام مدخل التوجيه قد ساهم في تطوير أداء الطلاب المعلمين بقسم اللغة الإنجليزية بالتربية العملية وهم الذين شاركوا في البرنامج. وكذلك فقد كان لتطبيق مدخل التوجيه آثار ايجابية ومنها: تنمية القدرة على التعلم الذاتي و تقييم الذات. وقد أظهرت نتائج اوراق التأمل و الاستبيان في نهاية البرنامج مدى شعور الطلاب المعلمين المشاركين في البرنامج بالرضا عن تطور أدائهم في التربية العملية وعن الأنشطة التي اشتمل عليها البرنامج القائم على التوجيه.

الكلمات المفتاحية: التربية العملية- مدخل التوجيه- دراسة الحالة- البحث النوعي الكمي (المزدوج)- المقابلات الشخصية

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