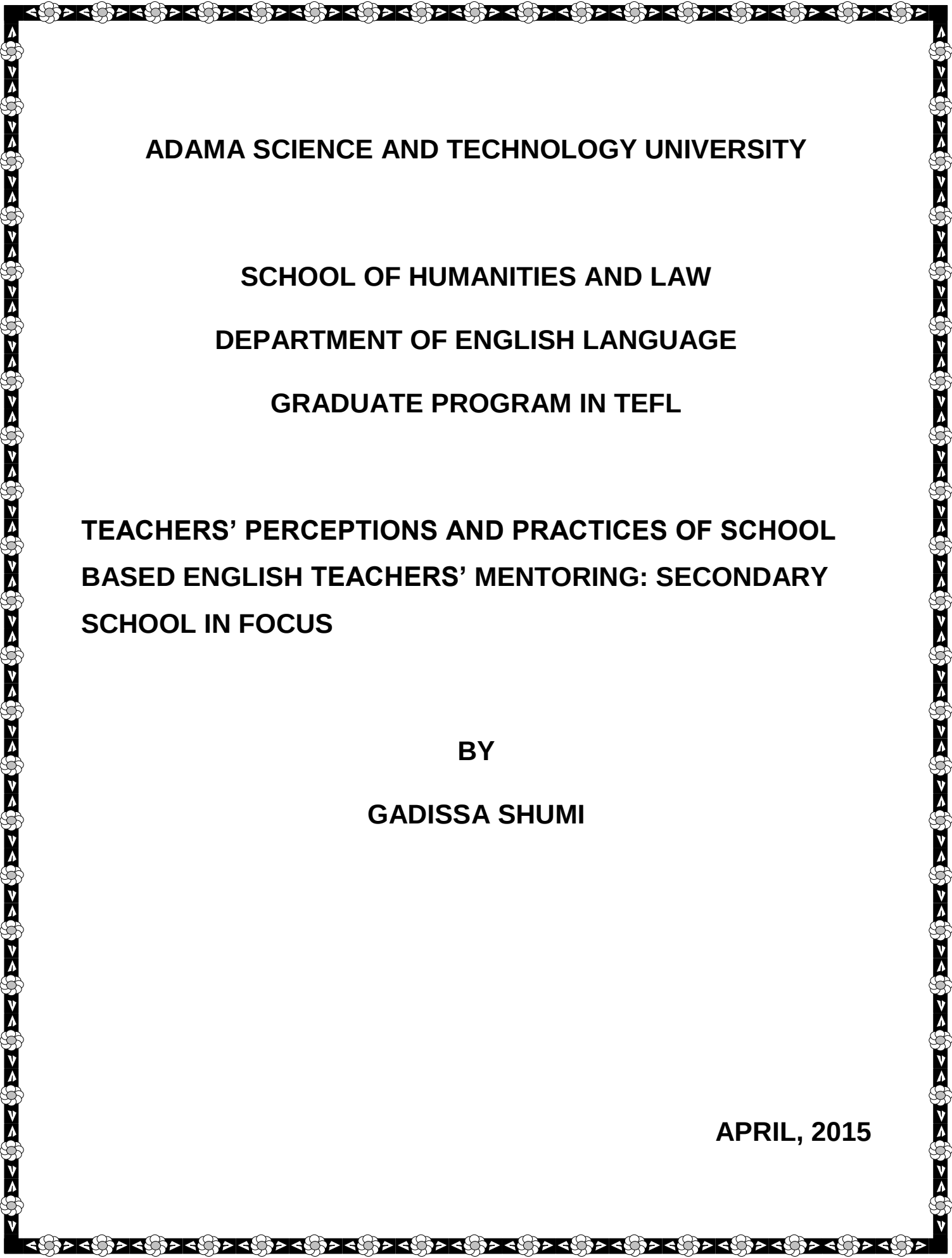




ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

GRADUATE PROGRAM IN TEFL

**TEACHERS' PERCEPTIONS AND PRACTICES OF SCHOOL
BASED ENGLISH TEACHERS' MENTORING: SECONDARY
SCHOOL IN FOCUS**

BY

GADISSA SHUMI

APRIL, 2015

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**IN PARTIAL FULFILLMENT TO THE REQUIREMENTS FOR
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APPROVED BY BOARD OF EXAMINERS

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Declaration

I, the undersigned graduate student, declare that this is my work, and that all sources or materials used for the thesis have been duly acknowledged.

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Abstract

The aim of this study was to investigate Teachers' perception and practices of School Based English Teachers' Mentoring of secondary school in focus to grade nine. It attempted to map out what teachers perceive and what they do in practice by discovering how teachers mentor teaching process. It also tried to evaluate the relationship between schools based English teachers' mentoring use and teachers' experience improvement.

The study took the form of a descriptive, interpretative investigation using both quantitative and qualitative research methods. The study used data gathering instruments like questionnaire, interview and document observation to gather data. These data gathering instruments were provided to 22 teachers of grade nine in Sagure Secondary School, LoleAbosera Secondary School and Chilallo Secondary School which are found in Arsi zone of Oromia Region to gather data. The document analysis was also used to assess different documents like teachers' meeting document, Mentoring Record Sheet, and mentors' Roles Self-Assessment.

After carefully gathering the appropriate data, using questionnaire, semi-structured interview and document analysis, the data was analyzed by using frequency (quantitatively) and description (qualitatively). The description was used in getting data from interview and document observation. The frequency was used to describe the information taken from the questionnaire. Then they were systematically tabulated and organized in order to facilitate the analysis.

The findings of the study indicate mentors have better perceptions in mentoring English language teaching than mentees. They advise and support mentees in modeling and giving feedback more, but many mentees are not supported well in personal attributes and pedagogical knowledge in English language teaching.

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List of Abbreviations

ESL: English as a second language

SBEM: School Based English Mentoring

SPSS: Statistical Package for the Social Sciences

STD: Standard

TEFL: Teaching English as a Foreign Language

WWW: World Wide Web

CHAPTER ONE: INTRODUCTION

1.1 Background

Mentoring plays a vital role in sharing the experience from mentor or cooperating classroom teacher to mentee or new teachers. Teachers are expected to learn from each other including from what happens in their classrooms. Evaluating their teaching for their learning is an important part of being a professional teacher. This includes planning lessons carefully and teaching itself. School Based English Mentoring, mentors supports inexperienced teachers to do this in the way which supports teacher learning.

A mentor may be defined as “one who is more knowledgeable on teaching practices and through explicit mentoring processes develops pedagogical self-efficacy in the mentee towards autonomous teaching practices” (Hudson, 2004b, pp. 216-217).

Mentoring in English at school is taken as paramount to inexperienced teachers because the beginning of the career is the best possibility to adapt to the culture of the institution and the professional relationships to those of learning communities.

A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one with the agreed upon goal of having the less experienced person grow and develop specific competencies.” (Murray & Owen, 1991)

English language teachers should have perception about mentoring program. This understanding of School Based English Mentoring SBEM focuses specially on English language mentors and mentees. They shall understand what in-service mentoring is. In addition, they shall know how teachers develop their experience.

SBEM Mentors’ manual for Ethiopia (2013) states the concept of mentoring has been spreading in Ethiopia, largely with regard to school-based initial or early career training. In-service mentoring, which SBEM uses, differs in some important ways because it supports in-service development. Adapting slightly from Malderez and Weddel (2007) mentoring is ‘the support given by one usually more experienced colleague for the

growth and learning of another, as well as for their integration into, and acceptance by specific communities.

Questions, responses and interactive feedback must be carefully framed for sharing honest reflections on practices and to keep respect within this relationship. Without developing a mentor-mentee rapport, there is no connection to each other and transformation rarely occurs. (Cox, 2004)

English language teachers should also perceive the criteria in which the mentors are assigned and what mentors do and what they do not do. In order to address the mentee's immediate needs mentoring must be flexible but this requires mentors to have perception of mentoring activities favored by current literature.

LoleAbosera, Sagure and Chilallo are the Secondary Schools in Arsi zone. The above three schools make the English language teachers share experiences during teaching activities. They have been working to share experience from experienced teacher to less experienced teacher on their teaching profession. The items on which they share experience include teaching and learning process and students' discipline. Besides, the teachers share experience regarding department works, co-curricular activities and using teaching aids.

It might be argued that less experienced teachers who teach in LoleAbosera, Sagure and Chilallo Secondary schools differ from experienced teachers in their teaching strategies, attitudes, lesson plan preparation and managing classroom activities. Therefore, it is important that they improve about the English language teaching effectively. The mentees' perception on the effective way to teaching English language is essential in their work. Therefore, the purpose of this study is to examine teachers' perceptions and practices of school based English mentoring.

1.2 Statement of the problem

The misconception of English language teachers' mentoring and inappropriate actual practices of mentors and mentees activities inhibits the teachers' sharing of experience. Some mentors do not have the understanding of what they do to support mentees. They also do not know what they do not do while supporting mentees.

Several studies have found that teacher collaboration can lead to mutual benefits for not only the teacher with less experience but also the mentor since they can become aware of and open to new ideas and knowledge from the former (St.George& Robinson, 2011; Wang & Ha, 2012).

Some inexperienced teachers lack personal attributes, pedagogical knowledge, modeling and feedback while they teach English language. Personal attribute is related to the quality, property and characteristics of teachers. Pedagogical knowledge includes teaching strategies, content knowledge, classroom management, lesson plan preparation and assessment. Modeling is a good example that deserves to be imitated. Feedback is response or comment in the form of opinion about and reactions to something. (Hudson, Peter B. and Millwater, 2008)

Many teachers may be unwilling to work with their colleagues. Some of them want only teaching their students at their allotted time and then rush to their home. They do not even want to participate in department works. On the contrary, inexperienced teachers want their seniors how to run the above mentioned duties. Some teachers may be more or less reluctant mentees. They do not have enthusiasm to take experience or to be supported from their seniors. In addition they do not complete the work they are given from their mentors in a given time. (Ethiopian Handbook for School Based English Mentoring, 2013)

Research by Ganser (2002) recognized the importance of new and veteran teachers' interactions since teachers are at various stages in their careers and meet regularly, this can only lead to mutual benefits for both groups of teachers and eventually for their students.

As far as the present researcher's knowledge is concerned no study has dealt with the teachers' perceptions and practices of School Based English Mentoring in Ethiopian context. This research tries to fill the gap in sharing experience and support newly employed and less experienced English language teachers.

1.3 Objective of the Study

1.3.1 Main Objective

The main objective of this research is to find out secondary school teachers' perception and actual practices of school based English teachers' mentoring grade nine in focus.

1.3.2 Specific Objectives

1. To identify secondary school English language teachers' perception of school based English mentoring.
2. To evaluate the relationship between schools based English teachers' mentoring use and teachers' experience improvement.
3. To assess the strategies of mentors and mentees practice of experience sharing.
4. To examine the teachers' actual practices of school based English teachers' mentoring.

1.4 Research Questions

1. What are the perceptions of School Based English Teachers' Mentoring by secondary school English teachers?
2. What is the relationship between schools based English teachers' mentoring use and teachers' experience sharing?
3. What are the strategies of mentors and mentees to employing experience sharing?
4. What are the teachers' actual practices of school based English teachers' mentoring?

1.4 Significance of the Study

School based English teachers' mentoring is important to improve the teachers' experience in teaching and learning process. This is because it helps to support in-service teachers which are newly employed.

This study, therefore, will have the following significances

- Inexperienced teachers are the primary beneficiary in which the mentors advise, support and guide them the way to involve in the teaching learning process.
- Students at different levels will be benefited as their teachers improve their experience of teaching, managing and assessing students.
- It also helps for school so as to develop helpful guide in preparing materials that facilitate School Based English Mentoring.

1.5 Delimitation of the Study

This study was limited to grade nine English language teachers of Sagure Secondary School and LoleAbosera Secondary School. In addition, Chilalo Secondary School was included in the researcher's study. All three schools are located in Oromia regional state of Arsi zone. The former two schools are located in Digelu and Tijoworeda. Chilalo Secondary School is found in Oromia regional state of Arsi zone in Asella administrative town.

1.6 Limitation of the Study

While gathering the information from the respondents, some problems occurred. These problems were shortage of time of the researcher, financial problem and problem of responding the data in allotted time.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Definition of Mentoring

Mentoring is typically defined as: a relationship between an experienced and a less experienced person in which the mentor provides guidance, advice, support, and feedback to the protégé (Haney, 1997).

Clutterbuck, D. (2001) states, "Mentoring is a partnership between two people built upon trust. It is a process in which the mentor offers ongoing support and development opportunities to the mentee. Addressing issues and blockages identified by the mentee, the mentor offers guidance, counseling and support in the form of pragmatic and objective assistance. Both share a common purpose of developing a strong two-way learning relationship.

The mentor is the critical friend and co-enquirer whose relationship with the trainee teacher will benefit both parties in enabling them to engage in debate, to formulate and articulate critical comparisons of personal ideologies in relation to teaching and learning, leading to mutually beneficial growth and new understandings. Hussein, J.W. (2007).

The mentoring relationship is confidential because it creates self-confidence and autonomous decision making. The mentor offers a safe environment to the mentee within which they can discuss work-related issues and explore solutions to challenges. For this reason, in a formal mentoring scheme, mentors are rarely in a line relationship; they are off-line. In this way, the mentors are not required to evaluate the current work performance of the mentees. (Clutterbuck, D. 2001)

Mentoring is an ill-defined concept which is deeply contested by some critics who see some manifestations of it as built upon a questionable 'deficit' model. Mentoring exists in many forms which are at least partly defined by the origin, purpose, nature, and site of the mentoring relationship. Hall (2003 p. 1)

Stanulis& Russell (2000) view 'mutuality' as a feature of the mentoring relationship and insist, 'equality can be achieved between all participants' (p. 79).

A five-factor mentoring model has previously been identified, namely, Personal Attributes, System Requirements, Pedagogical Knowledge, Modeling, and Feedback (Hudson, 2003, 2007), and items associated with each factor have also been justified empirically (Hudson, Skamp, & Brooks, 2005).

In-service teachers can improve their performance skills through critical reflection for improving practices (Mullen, 2000; Tillman, 2000). Comparing and contrasting new and old lessons and observations of lessons are often fruitful activities if guided by an astute mentor (Podson & Denmark, 2000).

Another study focusing on a mentoring program for English as a second language (ESL) also found that “collaboration, reflection and growth” were the three key elements needed to promote professional development in the classroom (Seaman, Sweeny, Meadows & Sweeney 1997).

In a French study, Chaliès, Bertone, Flavier & Durand, (2008) found that collaborative mentoring was more valuable than traditional education in regard to a newly qualified teacher’s transition from theory to practice. In their study they focused on the professional development of pre-service teachers and found that collaborative mentoring among co-operating teachers with long experience led to a favorable outcome regarding professional development.

2.2 English Language Teachers’ Mentoring

Although there are differences in teaching expectations, styles, and attitudes in EFL countries, there may be common mentoring attributes and practices as indicated in the literature. For example, several studies in the field of mentoring have reported that listening is a desirable mentor attribute (Harrison, Dymoke, & Pell, 2006), which also needs to be part of mentoring in TEFL.

Personal attributes, particularly the mentor’s personal attributes of trust and emotional support that foster a learning environment conducive to developing the mentee’s skills (Ackley & Gall, 1992), are essential for facilitating the mentoring of pre-service teachers (Ackley & Gall; Ganser, 1996).

System requirements provide a direction for teaching and present a framework for regulating the quality of teaching practices (Smith, 2000), which in the simplest form involves an education system's policies, curriculum, and aims.

Pedagogical knowledge, which is developed pragmatically in the school setting and encompasses knowledge for teaching, is crucial for pre-service teacher development (Jonson, 2002). As mentees are in the beginning stages of learning how to teach, and mentors are more experienced in the profession (Barab & Hay, 2001), it is strongly argued that teaching practices are most effectively learned through a mentor's modeling (Ackley & Gall; Carlson & Gooden, 1999). For example, modeling EFL, management of EFL classrooms, and effective EFL teaching may be noted as fundamental mentoring practices.

2.3 Benefits of Mentoring in Teaching English

Mentoring helps mentees and mentors progress their personal and professional growth. The mentors' personal and professional growth is improved while they interact with their mentees and colleagues. Its primary focus tends to be on the acquisition of people skills which enable individuals to operate effectively at high levels of management. The aim of mentoring is to build the capability of the mentees to the point of self-reliance while accelerating the communication of ideas across the organization. (Clutterbuck, D. 2001)

The benefits of mentoring are not only work related; mentoring can provide individuals with opportunities to enhance cultural awareness, aesthetic appreciation, and the potential to lead meaningful lives (Galbraith and Cohen, 1995).

Mentors can help individuals reach significant decisions about complex issues. Through skilful questioning, they help clarify the mentee's perspective while bringing an additional view to bear on the issues. Mentors are not there to solve problems but rather to illuminate the issues and to help plan ways through them.

The in-school context of EFL pre-service teacher education is pivotal for developing knowledge and skills (Chow, Tang, & So, 2004; Sutherland, Scanlon, & Sperring, 2004; Tin, 2006)

Successful mentoring programs should have a balanced amount of structure to suit individual needs within the partnership. If there is too little structure then initial enthusiasm wanes, participants ask, What are we supposed to do?; meetings are little more than a nice chat; disillusionment can occur; and loosely-structured mentor-mentee partnerships do not achieve goals. On the other hand, if there is too much structure then in-service teachers often comment that mentoring feels contrived and stifled with excessive reporting and rules inhibiting the relationship and wasting valuable time. (Fletcher, 2000)

2.4 Mentor roles in Teaching English

According to Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), there are many things mentors can do to help younger or inexperienced colleagues to improve their teaching and also some things they are advised rather not to do. A mentor should have a positive attitude towards the teaching/ learning process and be presented to spend some extra time mentoring. As a person, a mentor should also have or develop good interpersonal skills combined with a flexible and adaptable attitude while listening and observing mentee's lessons and, finally, be able to create a supportive atmosphere in conducting mentee groups.

Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013) in more detail distinguishes; a mentor can play a number of roles doing different things in each role:

He or she can be the model in inspiring and motivating mentees. The mentor also invites the mentees to visit the mentor's classes to be 'another pair of eyes and ears' and see alternative ways of teaching. Moreover mentor read and talk about useful books, periodicals and website with the mentee to stimulate interest in reading about techniques to improve their lessons.

2.4.1 Social Mediator Helping Mentees to Acculturate

According to Ethiopian Handbook School Based English Mentoring (2013) mentors have a full understanding of the previous professional and community contexts the mentees live and work on. They try to understand the mentee's feelings and chat and socialize so that the mentee(s) will feel 'safe' to talk. They also help the mentees to get know each other and members of staff better. Mentors try to understand and deal with

the mentee's inner conflicts. They help the mentee(s) understand and manage the emotions that come with learning and professional commitment. In addition they stimulate the mentee(s) to join an English language club or peer-support group by talking about club meetings and certain activities that can improve skills in English. They are a full member of a professional group and stimulate the mentee to also become a member of this professional group (including virtual groups on the internet)

2.4.2 Supporter, Facilitator, Advisor and Encourager

Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013) states:

- Make sure to give the mentee(s) enough time and attention.
- Make sure to know the mentee's professional and individual learning needs.
- Provide the mentee(s) with useful contacts (mobile numbers or email addresses), or facilitate access to reference materials, tapes or CDs to improve language and teaching skills.
- Provide mentee(s) with different website sources to acquire language skills and successful teaching techniques, benefitting from any professional support sources available to improve teaching knowledge;
(e.g. www.Englishgrammarorg/, www.ESLpartyland.com/, www.itesl/questions/, www.ESLvideo.com etc.)
- Create a stock or archive of reference materials that can be useful for the mentee
- Introduce the mentee(s) to everyone that could be helpful and use contacts with officials to try and arrange materials for the mentee(s)

2.4.3 Planner and Educator

- Understand and offer solutions for the mentee's learning needs.
- Coach the mentee(s) in noticing and thinking skills needed for learning from their own and others' experiences.
- Help the mentee(s) achieve professional learning objectives and make sure there is agreement about what these objectives are.
- Use a variety of 'helping' strategies according to different objectives and different stages in professional learning.

- Based on mutual confidence and agreement, plan ahead and organize a time scheme or plan for future activities that conduce to the mentee's gradual improvements in teaching skills.

A mentee's development in learning to teach writing may also require mentors, mentees, and classroom students to be co-learners for which mentoring can be transformed to the application of teaching performance. Interpersonal skills that include conferencing and conversing are integral to mentoring processes (Fletcher, 2000; Millwater & Short, 1999; Routman, 2000) with an appropriate channel of communication as a key instructional conduit (Hurst & Reading, 2002).

Although many versions of mentoring exist worldwide and vary with the individual, mentors are generally required to have proficient knowledge and skills with respect to effective mentoring practices (Edwards & Collison, 1996; Little, Tomlinson, 1995). However, some EFL teachers may be inadequately skilled to fill the role of effective mentors in this field.

The following are some basic assumptions about mentoring.

- Beginning educators need and deserve ongoing professional development opportunities.
- Mentoring is the central feature of any successful beginning educator induction programme.
- Without mentoring, new staff will focus on survival. With mentoring, new staff can focus on professional development and serving students. When there is no mentoring the teachers' discussion focus on their personal life; on the other hand, when there is mentoring between experienced and inexperienced teachers their discussion focuses on their professional development.
- Mentors and protégés both gain from the experience. Mentors can improve the way in which she/he guides mentees from time to time.
- Mentor programmes built on a knowledge base of best practices have the greatest potential for success.

- If a district has expectations for a mentoring program, a formal programme with in-depth mentor preparation and support must be in place.
- Mentoring partnerships can vary widely, from one-to-one mentor protégé partnerships, to teams of mentors working with single or multiple protégés.

From Oregon State Mentoring Programme 2004: www.ode.state.or.us

2.5 Conducting Mentoring Sessions in Teaching English

2.5.1 Pre-lesson Mentoring Sessions

The Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013, pp 17-18), states, in a pre-lesson session the mentee can be helped with planning a lesson. This need not be limited to routine planning, concerning such points as topic, the language “input”, visual aids, organization of the lesson, etc., but could also include aspects, such as, what specific activities the mentee could also include aspects, such as, what specific activities the mentee could consider doing to be optimally prepared for the lesson. According to the Ethiopian handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), the following are some guiding questions that can be asked so the mentee can prepare her/himself well for her/his lesson:

- What am I going to ask the students to do?
- What have I planned for the students to do?
- What do I want them to learn? (E.g., because the last they have difficulties with.../ or because they really love working with poems/stories/games ... etc.)
- Why have I planned these activities these activities or tasks (considering the syllabus and/or exam other aspects of the programme)?
- Why in these order (aiming at an order in which the pupils will learn best)?
- How am I going to introduce the activity (i.e., give what kind of instructions; stand or sit where in the classroom; monitor how; with what objective, etc.)?
- How are pupils going to do this activity (i.e., individually, in pairs or groups, what kind of groups, and how the children move into the groups, and how will the children move into the groups, and then work in the groups)?

Based on the answers to the above questions a mentee has a better idea of what the lesson is going to be like with a greater chance of the lesson plan resulting into a

successful lesson plan resulting in to a successful lesson. If the mentee comes to the pre-lesson mentor session with a (draft) lesson plan, that plan can be refined or amended.

The pre-lesson mentor session is not to just make sure the mentee knows how to generate question such as the examples above and how to answer them. It should also prepare the mentee to be prepared for a lesson that does not run according to schedule; pupils are individuals trying to learn something and robots that can be programmed. This implies that the mentee must have thought about all types of necessary changes in the original plan to make sure the lesson is successful.

According to the Ethiopian handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), the mentor can offer all sorts of what if questions such as, “what if the students need more time to complete this task”; “what if they seem to find this more difficult than expected”; “how will I know”; “what would I notice that would tell me so”; “what if some groups finish before others”, etc.? And having thought of these ‘what if’ questions and any others, the mentee, with the mentor’s help, can try to imagine some ways in which s/he could react in these cases, so as to be better prepared.

2.5.2 Post-lesson Mentoring Sessions

The Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), indicates that the objective of the post-lesson mentor session is to stimulate the mentee to develop the skill of noticing and reflecting on significant moments in a lesson taught that day; also to learn to be able to judge what were the “strong” and the “weak” points of the lesson; finally decide about how to improve the weak points. Before going into more detail, here a few important reminders for the mentor:

- Listen carefully to the mentee’s opinions and comments.
 - Talk less than the mentee does.
 - Complete Mentees Record Sheets after each session to be recorded and filed sessions that can be consulted later to see how the mentee has advanced.
- Besides for the reason of monitoring the mentee’s progress, the Mentor record

Sheet is intended to keep the mentoring process on track and in accordance with planned schedule.

- The mentor and mentee can agree that these records will be made only for 'private' use and not for the purpose of keeping the school administration informed. This will increase the mentee's trust in the mentor. If the school director or administration insists on receiving reports, both mentor and mentee can produce abstract from these records.

The next session presents template for recording sessions; obviously this template can be adapted in any way a mentor and a mentee want.

2.5.3 Some Ideas to Feed in to Post-Lesson Mentoring Sessions

The Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), shows, at the beginning of a mentoring programme both mentor and mentee will need to get used to each other and the mentee may expect the mentor to explicitly give her/his opinions about the lessons she/he has observed; naturally, a mentor should not rigidly adhere to the scaffolding model and never say a word about what she/he actually thinks, if it is clear that a mentee has little experience in generating her/his own ideas. The best approach would be for a mentor to, initially, be rather open and straightforward and gradually shift to an approach in which the thinking and talking is done more and more by mentee.

According to the Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), in an initial phase, it is advisable for a mentor to have some ideas prepared about problems that most inexperienced teachers have, such as classroom management, understanding the different learning problems of older and younger students and the ability to really communicate with and motivate the students.

2.5.4 What Mentors Should Try to Avoid Doing

The Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), distinguishes, the mentor should try to avoid the following:

- Inspecting
- Supervising
- Deciding for the mentee what something that the mentee noticed 'means', or what s/he 'should' learn or what s/he 'should' do

- Enforcing rules or an approach
- Humiliating
- Discouraging
- Blaming or complaining
- Criticizing and disclosing a personal judgment on the mentee's teaching or planning to the mentee or other teachers, or reporting to school officials. The mentor-mentee relationship must be confidential if it is to achieve the objective of self-confidence and autonomous decision making.

2.6 Becoming a Better Mentor in Teaching English

According to the Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), this section discusses strategies the mentor may apply to improve her or his performance and become a better mentor.

2.6.1 Building trust

The Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013), shows below are some examples activities that can increase the mentee's trust in the mentor as well as self-confidence:

- Mentees should discover themselves how to improve their own lessons. When the mentee has the opportunity to be the 'expert' and the mentor shows genuine interest, the mentee's sense of competence and self-growth may blossom.
- Also pointed out before is that the mentee can be assisted in organizing school work and developing lesson plans;
- Besides, nobody else should have access to the records of mentoring sessions besides the mentor and mentee (unless they allow others to read the records) to avoid embarrassment in the mentee when the records contain details about problem s/he experienced during classes.
- Mentor and mentee should cooperate right from the beginning, for example, by planning activities ahead and setting up a work schedule together.
- Not only should the once and a while observe the mentee's classes but also invite the mentee to come and observe the mentor's or even lessons taught by other English colleagues. Important insights are gained by this experience which can be discussed in post mentoring sessions.

- The mentee can be stimulated to keep a record of sessions and write down his or her thoughts each day after sessions in a journal. Writing will help mentees develop reflection skills. It also is useful to them near the end of the mentoring relationship to see the progress that has been made.

2.6.2 Setting Goals

The Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013) explains mentors and mentees can work together and design a “working model” of a work scheme in accordance with the order of stages and transitions which the mentoring process normally follows.

The mentoring pair may first build a professional relationship and then, strengthen their mutual trust. A challenge occurs when the mentor and mentee have a little in common in terms of personality, interests and historical or cultural background. However, mentors will have to try and adapt their mentoring style to remain appropriate to the needs of the mentees throughout the mentoring process.

Since the main goal of mentoring is to foster the professional growth of the mentee, the mentor should help the mentee to reflect as freely as possible to learn both from their failures and successes. Hussein, J.W. (2007).

2.6.3 Creating more Time for Mentoring

The Ethiopian Handbook for School Based English Mentoring for Primary and Secondary Teachers (2013) explains some or many mentoring programs do not provide any released time for the mentors and mentees who work in their program. When this is the case it is often because there are few expectations placed on the mentoring pair. Typically these programs only expect work on orientation and friendly support of the mentees. If there expectations for mentoring that go beyond orientation and friendship, then the program must provide the time during the school day for the mentoring pair to interact. The results school desires will not be achieved if it does not provide the time to work toward those results.

CHAPTER THREE: METHOD OF THE STUDY

3.1 Research Method

This study used mixed methods research utilizing both qualitative research methods and quantitative methods. This research method was desirable; because the study intended to describe the current situation in secondary school level of school based English mentoring in terms of teachers' perceptions and actual practices.

3.2 Sampling

3.2.1 Subject

Sagure Secondary School, LoleAbo sera Secondary School and Chilallo Secondary School were selected as a subject of the study because of the fact that the researcher had familiarity with the teachers and the school administration. It was felt this familiarity would help the researcher to have access to documents needed for the study. These documents include Teachers' meeting document, Mentoring Record Sheet and Mentors' Roles Self-Assessment.

3.2.2 Teachers

There were eight grade nine English teachers at Sagure Secondary School, two grade nine English teachers at LoleAbo sera Secondary School and eleven grade nine English teachers at Chilallo Secondary School. The researcher used all English teachers to gather data using comprehensive sampling method.

3.3 Instruments of Data Collection

Questionnaire, Interview and document analysis were the instruments used to collect data in this research. The questionnaires were both closed-ended and open-ended. A semi-structured interview was used to gather more data for triangulating. In document analysis the teachers' English mentoring activities were observed; in addition, related documents like meeting documents, mentoring sheets, checklists and feedbacks were analyzed.

3.3.1 Questionnaire

The questionnaire was administered to fifteen teachers at LoleAbojera, Sagure and Chilallo Secondary Schools on school based English mentoring. It contained thirty closed-ended and one open-ended question. The items were adopted from Hudson, Peter B. and Millwater, Jan (2008) in line with the objectives of this study and the literature review. It focused on the attributes of teachers, pedagogical knowledge, modeling and feedback while teachers teach English language.

3.3.2 Interview

Face to face interviews were given to eleven teachers of secondary school. These interviews were regarding to teachers' perceptions of school based English mentoring, English mentoring use and teachers' experience. In addition, it focused on strategies of English mentoring and teachers' actual practices of School Based English Mentoring. The interviews were used because of their advantages over questionnaires especially to allow the researcher to investigate for particular responses, clarifications and confirmations of information from the respondents.

3.3.3 Document Analysis

Teachers' meeting document, Mentoring Record Sheet and Mentors' Roles Self-Assessment Sheet was observed and analyzed. In addition, the actual mentoring activities between mentors and mentees in school were observed. Then, the data were elaborated and discussed in detail.

3.4 Data Organization

The data were collected through questionnaires, interview and document analysis from teachers. After carefully gathering the appropriate data, using questionnaire, semi-structured interview and document observation, the data were analyzed by using frequency (quantitatively) and description (qualitatively). Data obtained from questionnaire were organized in tables. Each item was tabulated under five rating scales i.e. 'strongly disagree = 1', 'disagree = 2', 'uncertain = 3' 'agree = 4' and 'strongly

agree = 5' .The frequency of the 5-Likert scale was tallied, tabulated and discussed descriptively using the number of frequencies of the responses. Moreover, (SPSS version 20 program) was used to analyze central tendency like mean and standard deviation; in addition, the variance and the percentile of this data were also analyzed by using this software program which was gathered through quantitative method. Data gathered through interview were described qualitatively in order to support the data gathered through questionnaire. Finally, the findings obtained through the questionnaire, semi structured interview and document analysis were discussed.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

In this chapter, an attempt was made to see the perception and practices of school based English teachers' mentoring that teachers use to share experiences. The first part of the analysis focused on the discussion of the results of the data obtained through questionnaire. In the analysis, descriptive statistics like mean, standard deviation, variance and percentage were used.

The second part deals with the results of data obtained through interview and the third part is discussion of the results of document analysis. And finally, the results of the questionnaire, interview and document analysis were triangulated and discussed.

4.1 Analysis of Data Obtained through Questionnaire

The questionnaire was developed for inexperienced teachers (mentees). The questionnaire has four main parts and 30 items. This questionnaire was adapted from Peter B. and Millwater, Jan (2008) in line with the objectives of this study and the literature review.

In the first part, the data analysis deals with personal attributes in mentoring English language teaching. The second one is about the pedagogical knowledge in mentoring English language teaching. The third part focuses on modeling in mentoring English language teaching. The last and the fourth part assess feedback in mentoring English language teaching. The objective of the questionnaire was mainly to get information about teachers' perceptions and practices of school based English mentoring.

Table 1: Personal Attributes in Mentoring English Language Teaching

No.	Statements	Fr.	N=15				
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	I was supportive for teaching English.	Fr.	1	6	4	3	1
	%		6.7	40.0	26.7	20.0	6.7
	Cum.%		6.7	46.7	73.3	93.3	100.0
2	The mentor seemed comfortable in talking with me about teaching English.	Fr.	--	3	2	8	2
	%		--	20.0	13.3	53.3	13.3
	Cum.%		--	20.0	33.3	86.7	100.0
3	The mentor instilled positive attitudes in me towards teaching English.	Fr.	4	5	2	4	--
	%		26.7	33.3	13.3	26.7	--
	Cum.%		26.7	60.0	73.3	100.0	--
4	The mentor assisted me to reflect on improving my English teaching practices.	Fr.	3	5	5	2	--
	%		20.0	33.3	33.3	13.3	--
	Cum.%		20.0	53.3	86.7	100.0	--
5	The mentor made me feel more confident as a teacher of English.	Fr.	--	2	3	3	7
	%		--	13.3	20.0	20.0	46.7
	Cum.%		--	13.3	33.3	53.3	100.0
6	The mentor gave me new	Fr.	5	4	2	3	1

	viewpoints on teaching English to students.	%	33.3	26.7	13.3	20.0	6.7
		Cum.%	33.3	60.0	73.3	93.3	100.0
7	The mentor listened to me attentively on teaching of English matters.	Fr.	2	1	3	7	2
		%	13.3	6.7	20.0	46.7	13.3
		Cum.%	13.3	20.0	40.0	86.7	100.0

Key: - Fr.: Frequency, Cum. %: Cumulative percent.

As shown in Table 1 above, a considerable number of teachers tend to express their agreement as disagree and uncertain. Six (40%) and four (26%) of the teachers respectively stated that they “disagree” and “uncertain” in supportive for teaching English. Only one (6.7%) teacher said that the teacher expresses “strongly disagree” in supportive for teaching English. This implies most mentees were not supported in teaching English. But eight (53.3%) teachers claimed that they “agree” to seem comfortable in talking with their mentor about teaching English. Only three (20.0%) and two (13.3%) mentees respectively claimed that they “disagree” or “uncertain” in comfortable talking with their mentor. This shows that many mentees discuss with their mentors on their personal attributes. A substantial number of mentees tend to strongly disagree and disagree in instilling positive attitudes in them towards teaching English. Almost all of the mentees asserted that they never strongly agree in instilling positive attitudes in them towards teaching English. This shows that the mentors inhibited themselves from inspiring positive outlooks in mentees on the way to teaching English.

As displayed in table 1, three (20.0%) of the mentees states strongly disagree and five (33.3%) disagree in being assisted by mentors to reflect on improving their English teaching practices. Only two (13.3%) mentees “agree” that mentees were assisted to reflect on improving their English teaching practices. On the other hand, the majority of mentors made mentees feel more confident as a teacher of English. Three (20.0%) mentees “agree” and seven (46.7%) strongly agree that mentors made mentees feel more confident as a teacher of English. It is concluded that the mentees have less perception on the way to improve the teaching practice.

As Table 1 shows many advices were not given to mentees regarding new viewpoints on teaching English to students. Five (33.3%) and four (26.7%) mentees responded strongly disagree and disagree respectively in being given new viewpoints on teaching English to students. Only three (20.0%) and one (6.7%) mentees agreed and strongly agreed in being given new viewpoints on teaching English. On the other hand, most of the mentees means, seven (46.7%) and two (13.3%) of them respectively claimed that they agree and strongly agree in that the mentors listened to them attentively on teaching of English matters. Only two (13.3%) and one (6.7%) mentee respectively reported that they strongly disagree or disagree in listening to them attentively on teaching of English matters.

In general, the mentees did not get sufficient advice in personal attributes with regard to teaching English language.

Table 2: Descriptive Statistics of Personal Attributes in Mentoring English

Language Teaching

Statements	N	Mean	Std. Deviation	Variance
1. I was supportive for teaching English.	15	2.80	1.082	1.171
2. The mentor seemed comfortable in talking with me about teaching English.	15	3.57	.980	.960
3. The mentor instilled positive attitudes in me towards teaching English.	15	2.40	1.183	1.400
4. The mentor assisted me to reflect on improving my English teaching practices.	15	2.40	.986	.971
5. The mentor made me feel more confident as a teacher of English.	15	4.00	1.134	1.286

6. The mentor gave me new viewpoints on teaching English to students.	15	2.40	1.352	1.829
7. The mentor listened to me attentively on teaching of English matters.	15	3.40	1.242	1.543
Valid N (list wise)	15			
Average		2.76	1.137	1.308

In general, as the above table 2 depicts in personal attributes, the mentees were not advised well in being instilled positive attitudes towards teaching English, assisted to reflect on improving their English teaching practices and given new viewpoints on teaching English to students. On the other hand, the mentees were advised better in being made feel more confident as a teacher of English.

Table 3: Pedagogical Knowledge in Mentoring English Language Teaching

Statements			N=15				
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
No.							
8	The mentor guided me with English lesson preparation.	Fr.	1	2	2	9	1
		%	6.7	13.3	13.3	60.0	6.7
		Cum.%	6.7	20.0	33.3	93.3	100.0
9	The mentor assisted me with classroom management strategies for teaching English.	Fr.	2	--	2	8	3
		%	13.3	--	13.3	53.3	20.0
		Cum.%	13.3	--	26.7	80.0	100.0
10	The mentor assisted me	Fr.	2	5	4	2	2

	towards implementing teaching strategies for English.	%	13.3	33.3	26.7	13.3	13.3
		Cum.%	13.3	46.7	73.3	86.7	100.0
11	The mentor assisted me with timetabling my English lessons.	Fr.	1	2	2	7	3
		%	6.7	13.3	13.3	46.7	20.0
		Cum.%	6.7	20.0	33.3	80.0	100.0
12	The mentor developed my strategies for teaching English.	Fr.	1	6	2	4	2
		%	6.7	40.0	13.3	26.7	13.3
		Cum.%	6.7	46.7	60.0	86.7	100.0
13	The mentor discussed with me questioning skills for effective teaching of English.	Fr.	--	2	4	8	1
		%	--	13.3	26.7	53.3	6.7
		Cum.%	--	13.3	40.0	93.3	100.0
14	The mentor discussed with me the knowledge I needed for teaching English.	Fr.	4	2	7	2	--
		%	26.7	13.3	46.7	13.3	--
		Cum.%	26.7	40.0	86.7	100.0	--
15	The mentor gave me clear guidance for planning to teach English.	Fr.	2	2	3	5	3
		%	13.3	13.3	20.0	33.3	20.0
		Cum.%	13.3	26.7	46.7	80.0	100.0
16	The mentor showed me how to assess students'	Fr.	--	2	1	8	4
		%	--	13.3	6.7	53.3	26.7

teaching of English.	Cum.%	--	13.3	20.0	73.3	100.0
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As Table 3 shows, most mentees were guided with English lesson preparation. Nine (60.0%) and one (6.7%) respondents agreed and strongly agreed on this item respectively. But only one (6.7%) and two (13.3%) mentees tend to say strongly disagreed and disagreed in guiding them with English lesson preparation. The Pedagogical Knowledge in mentoring English language teaching in Table 12 depicts that the majority of mentees were advised in assisting them with classroom management strategies for teaching English. While eight (53.3%) and three (20.0%) mentees report respectively agreed and strongly agreed, only two (13.3%) informed strongly disagree in assisting them with classroom management strategies for teaching English.

As Table 3 reveals, many mentees were not supported in implementing teaching strategies for English. Two (13.3%) mentees claimed strongly disagreed and five (33.3%) of them disagreed in this item while four (26.7%) did not decide in this item. But mentors tend to frequently create the assistance of timetabling mentees' English lessons. As indicated in the table, seven (46.7%) and three (20.0%) of the mentees agreed and strongly agreed in this item. While only one (6.7%) and two (13.3%) reported strongly disagreed and disagreed in creating the assistance of time tabling mentees' English lessons.

As Table 3 demonstrates, a considerable mentees did not seem to have more experience in strategies for teaching English. One (6.7%) of the mentees asserted that they strongly disagreed, and six (40.0%) of them disagreed in strategies for teaching English.

As Table 3 exhibits, a considerable number of mentors incline to discuss with their mentees questioning skills for effective teaching of English. Eight (53.3%) and one (6.7%) of the mentees respectively indicated that they agreed and strongly agreed on questioning skills. Discussing about the knowledge of teaching is important. Table 3

above reveals that some mentees, i.e. four (26.7%) and two (13.3%) of them respectively, confirmed that they strongly disagreed and disagreed in discussing with their mentor about knowledge they needed for teaching English. But eight (53%) of them reported that they were uncertain about this item.

As the pedagogical knowledge in Table 3 shows, more than half informed that the mentor gave the mentees clear guidance for planning to teach English, i.e. five (33.3%) and three (20.0%) of them respectively agreed and strongly agreed on this item regarding mentoring. The majority of mentees informed that they were advised the way to assess students' teaching of English, i.e. eight (53.3%) and four (26.7%) of them respectively agreed and strongly agreed on this item. None of them reported "strongly disagree" and only two (13.3%) disagreed in assessing students' teaching of English.

Table 4: Descriptive Statistics of Pedagogical Knowledge in Mentoring English

Language Teaching

Statements	N	Mean	Std. Deviation	Variance
8. The mentor guided me with English lesson preparation.	15	3.47	1.060	1.124
9. The mentor assisted me with classroom management strategies for teaching English.	15	3.67	1.234	1.524
10.The mentor assisted me towards implementing teaching strategies for English.	15	2.80	1.265	1.600
11.The mentor assisted me with timetabling my English lessons.	15	3.60	1.183	1.400
12.The mentor developed my strategies for teaching English.	15	3.00	1.254	1.571
13.The mentor discussed with me questioning skills for effective teaching of English.	15	3.47	.915	.838
14.The mentor discussed with me the knowledge I needed for teaching English.	15	2.47	1.060	1.124
15.The mentor gave me clear guidance for planning to teach English.	15	3.33	1.345	1.810
16.The mentor showed me how to assess students' teaching of English.	15	3.93	.961	.924
Valid N (list wise)	15			
Average		3.30	1.141	1.323

The descriptive statistics of pedagogical knowledge in mentoring English language teaching in table 4 demonstrates that the mentees were advised more in being showed how to assess students' teaching of English and assisted with classroom management strategies for teaching English. But the mentors were less supported in being assisted

towards implementing teaching strategies for English and discussed the knowledge they needed for teaching English.

Table 5: Modeling in Mentoring English Language Teaching

No.	Statements		N=15				
			Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
17	I used language from the current English syllabus.	Fr.	2	6	3	3	1
		%	13.3	40.0	20.0	20.0	6.7
		Cum.%	13.3	53.3	73.3	93.3	100.0
18	I was modeled the teaching of language skills.	Fr.	--	1	1	11	2
		%	--	6.7	6.7	73.3	13.3
		Cum.%	--	6.7	13.3	86.7	100.0
19	I had a good rapport with the teachers when teaching English.	Fr.	--	--	2	12	1
		%	--	--	13.3	80.0	6.7
		Cum.%	--	--	13.3	93.3	100.0
20	I displayed enthusiasm when teaching English.	Fr.	2	8	3	1	1
		%	13.3	53.3	20.0	6.7	6.7
		Cum.%	13.3	66.7	86.7	93.3	100.0
21	I was modeled effective classroom management when teaching English.	Fr.	--	--	2	9	4
		%	--	--	13.3	60.0	26.7
		Cum.%	--	--	13.3	73.3	100.0

22	I was effective in teaching English.	Fr.	--	1	6	7	1
		%	--	6.7	40.0	46.7	6.7
		Cum.%	--	6.7	46.7	93.3	100.0
23	I used hands-on materials for teaching English.	Fr.	3	6	3	3	--
		%	20.0	40.0	20.0	20.0	--
		Cum.%	20.0	60.0	80.0	100.0	--
24	I had well-designed English activities for the students.	Fr.	--	--	2	11	2
		%	--	--	13.3	73.3	13.3
		Cum.%	--	--	13.3	86.7	100.0

As Table 5 above shows, large numbers of mentees were not guided to use language from the current English syllabus. Two (13.3%) and six (40.0%) mentees described “strongly disagree” and “disagree” in using language from the current English syllabus. The modeling in mentoring in Table 5 shows that almost all mentees were modeled the teaching of language skills. Eleven (73.3%) mentees agreed and two (13.3%) mentees strongly agreed on this modeling. Only one (6.7%) disagreed in modeling the teaching of language skills. The majority of respondents were recommended to be good rapport with the teachers when teaching English. As shown in the modeling in mentoring in table 5, twelve (80.0%) and one (6.7%) of the mentees respectively agreed and strongly agreed on a good rapport with the teachers when teaching English.

From Table 5, we can observe that the majority of the respondents indicated they were not recommended to display enthusiasm when teaching English. Two (13.3%) and eight (53.3%) respectively strongly disagreed and disagreed on this item. On the other hand, only one (6.7%) agreed and one (6.7%) strongly agreed on displaying enthusiasm when teaching English. On the other hand, almost all mentees were modeled effective classroom management when teaching English i.e. nine (60.0%) agreed and four (26.7)

strongly agreed in modeled effective classroom management when teaching English. But none of them disagreed and strongly disagree on this issue classroom management when teaching English.

As the modeling in mentoring in Table 5 shows, more than half was effective in teaching English i.e. seven (46.7%) and one (6,7%) of them respectively agreed and strongly agreed on it, while six (40.0%) mentees did not decide in effective English teaching. Relatively many protégé did not use hands-on materials for teaching English. Three (20.0%) and six (40.0%) respondents respectively strongly disagreed and disagreed in using hands-on materials for teaching English, while only three (20.0%) agreed on it.

As table 5 depicts, almost all mentees were guided to have well-designed English activities for the students. This means eleven (73.3%) and two (13.3%) mentees respectively agreed and strongly agreed in having well-designed English activities for the students. None of them strongly disagreed and disagreed on this item. This shows that some inexperienced teachers use well-designed activities for their students.

Table 6: Descriptive Statistics of Modeling in Mentoring English Language

Teaching

Statements	N	Mean	Std. Deviation	Variance
17.I used language from the current English syllabus.	15	2.67	1.175	1.381
18.I was modeled the teaching of language skills.	15	3.93	.704	.495
19.I had a good rapport with the teachers when teaching English.	15	3.93	.458	.210
20.I displayed enthusiasm when teaching English.	15	2.40	1.056	1.114

21.I was modeled effective classroom management when teaching English.	15	4.13	.640	.410
22.I was effective in teaching English.	15	3.53	.743	.552
23.I used hands-on materials for teaching English.	15	2.40	1.056	1.114
24.I had well-designed English activities for the students.	15	4.00	.535	.286
Valid N (list wise)	15			
Average		3.37	0.795	0.695

As can be seen from the above table, the majority of respondents asserted as they were supported in being modeled effective classroom management when teaching English and well-designed English activities for the students. On the contrary, they reported as they were not guided well in being displayed enthusiasm when teaching English and used hands-on materials for teaching English in modeling in mentoring English language teaching.

Table 7: Feedback in Mentoring English Language Teaching

		N=15				
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
25	The mentor discussed evaluation of my teaching of English.	Fr. --	--	1	12	2
	%	--	--	6.7	80.0	13.3
	Cum.%	--	--	6.7	86.7	100.0
26	The mentor provided oral feedback on my teaching of English.	Fr. 2	5	1	6	1
	%	13.3	33.3	6.7	40.7	6.7
	Cum.%	13.3	46.7	53.3	93.3	100.0

27	The mentor provided me with written feedback on my teaching of English.	Fr.	3	5	4	3	--
		%	20.0	33.3	26.7	20.0	--
		Cum.%	20.0	53.3	80.0	100.0	--
28	The mentor reviewed my writing lesson plans before teaching English.	Fr.	--	--	1	12	2
		%	--	--	6.7	80.0	13.3
		Cum.%	--	--	6.7	86.7	100.0
29	The mentor clearly articulated what I needed to do to improve my teaching of English.	Fr.	--	4	3	8	--
		%	--	26.7	20.0	53.3	--
		Cum.%	--	26.7	46.7	100.0	--
30	The mentor observed me in teaching English before providing feedback.	Fr.	--	2	1	10	2
		%	--	13.3	6.7	66.7	13.3
		Cum.%	--	13.3	20.0	86.7	100.0

From Table 7, we can observe that almost all mentees were supported discussing evaluation of their teaching of English. As the feedback in mentoring English language teaching above shows, twelve(80.0%) and two(13.3%) of mentees respectively agreed and strongly agreed in supported discussing evaluation of their teaching of English. No one “strongly disagreed” and “disagreed” on this item. As can be seen from table above less than half mentees informed that they did not agree on providing oral feedback on their teaching of English i.e. two (13.3%) and five (33.3%) of the mentees respectively reported that they strongly disagreed and disagreed on this item. On the other hand, six (40.0%) of them agreed and only one (6.7%) strongly agreed in providing oral feedback on their teaching of English.

As Table 7 demonstrates, many mentees did not seem to have an experience in providing them with written feedback on their teaching of English. Three (20.0%) and

five (33.3%) of the respondents respectively informed that they strongly disagreed and disagreed on this issue. Only four (26.7%) of mentees agreed on providing them with written feedback on their teaching of English.

As Table 7 exhibits, all the mentees except one, agreed as they were supported in reviewing their writing lesson plans before teaching English. Twelve (80.0%) and two (13.3%) mentees respectively reported that they agreed and strongly agreed as if they were advised in reviewing their writing lesson plans before teaching English. As the feedback in mentoring English language teaching shows, more than half number of the mentees are clearly encouraged to articulate what they need to do to improve their teaching of English. Eight (53.3%) mentees informed “agreed” on this item while three (20.0%) of them did not decide in articulating what they need to do to improve their teaching of English. This indicates the majority of respondents ensured as they advised regarding lesson plan preparation and being articulated in what they need to do to improve their teaching in English.

As indicated in Table 7, 12 mentees were observed in teaching English before providing feedback. As shown in the feedback in mentoring English language teaching in table 7, ten (66.7%) and two (13.3%) mentees respectively agreed and strongly agreed on this issue. Few (13.3%) respondents reported disagreed in observing in teaching English before providing feedback. This implies that the majority of the mentees guided in being observed in teaching English before providing feedback.

Table 8: Descriptive Statistics of Feedback in Mentoring English Language

Teaching

Statements	N	Mean	Std. Deviation	Variance
25.The mentor discussed evaluation of my teaching of English.	15	4.07	.458	.210
26.The mentor provided oral feedback on my teaching of English.	15	2.93	1.280	1.638
27.The mentor provided me with written feedback on my teaching of English.	15	2.47	1.060	1.124
28.The mentor reviewed my writing lesson plans before teaching English.	15	4.07	.458	.210
29.The mentor clearly articulated what I needed to do to improve my teaching of English.	15	3.27	.884	.781
30.The mentor observed me in teaching English before providing feedback.	15	3.80	.862	.743
Valid N (list wise)	15			
Average		3.43	0.833	0.784

As shown in table 8, among the feedback items in mentoring English language teaching, the majority of respondents informed as they were supported in being discussed evaluation of teaching of English and reviewed writing lesson plans before teaching English. However, the mentees stressed as they were not directed in being provided with written feedback on teaching of English and provided oral feedback on teaching of English.

Table 9: Group Statistics

Group of teachers	N	Mean	Std. Deviation	Variance
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Personal attributes in mentoring English language teaching	15	2.76	1.137	1.308
Pedagogical knowledge in mentoring English language teaching	15	3.30	1.141	1.323
Modeling in mentoring English language teaching	15	3.37	0.795	0.695
Feedback in mentoring English language teaching	15	3.43	0.833	0.784

Table 9 shows the result and relationships between mentoring model of school based English mentoring. As shown in the above table, the mean average of mentoring model of feedback in mentoring English language teaching is higher than the average mean scores of the modeling, pedagogical knowledge and personal attributes in mentoring English language teaching. And the average mean score of the modeling in mentoring English language teaching is slightly greater than that of the pedagogical knowledge and personal attributes in mentoring English language teaching. The pedagogical knowledge in mentoring English language teaching is greater than the personal attributes in mentoring English language teaching.

The variation between personal attributes in mentoring English language teaching and pedagogical knowledge in mentoring English language teaching shows a small difference. In addition, the variation between modeling in mentoring English language teaching and Feedback in mentoring English language teaching is small. However, personal attributes in mentoring English language teaching is varied largely from modeling in mentoring English language teaching and feedback in mentoring English language teaching. Besides, pedagogical knowledge in mentoring English language teaching shows large variety among modeling in mentoring English language teaching and feedback in mentoring English language teaching. This might be due to the

initiation and need of mentors and mentees experience sharing. Generally, mentors have better perceptions than mentees teaching profession.

The open ended question requested respondents if they are given any additional experiences which were not included on the questionnaire.

The following are some of the experiences that the mentors give to mentees:

- It increases the rapport between teachers, students and teachers as well as teachers and parents.

4.2 Analysis of Data Obtained through Interview

4.2.1 Perception of School Based English Mentoring

During interviews the inexperienced English teachers reported that they perceive as the more experienced mentor the more experience he/she shares. They confirmed that they chose more experienced mentor. The more experienced mentor guides the mentee the way in which they manage students in classroom and use better teaching strategies.

Some mentees reported that they encountered the problems of speaking skill like pronunciation, word stress and spelling rules in writing skill. Others lacked the teaching strategy; they used passive learning than active learning strategy. They reported they improved their teaching strategy.

Among the mentors interviewed, some of them took English language mentoring training. Therefore they have some perception about school based English mentoring. But some of them shares experience from their own teaching experience. They use the resources like handbooks of mentors guide in a school.

They confirmed that the training gave them how to follow the lesson plan, manage the classroom, techniques of teaching and how to categorize students learning level. As a result the mentor reported as they help learners and improve their career.

4.2.2. English Mentoring Use and Experience Improvement

During the interviews the mentees reported that they got various useful supports. These include using teaching aids which are prepared from local resources. They added that they improve the experience of different teaching mechanisms in developing language skills like listening, speaking, reading and writing. The strengths and weaknesses of their work were also identified and given feedback.

Interviews explained that the mentees improved their experience in teaching English even in subject matter knowledge.

The mentors in interview claimed that the mentees were beneficiary in different ways. In pre-lesson session they make themselves ready to teach English well. In post-lesson session they got their achievement and difficulties from their mentor. In addition, the mentor said the mentees improved the way in which they use teaching aids, methods of teaching, testing and its analysis and lesson plan preparation. This is especially useful for the teachers who were graduated in applied teaching course.

The mentors also added that the mentees learned from the mentor to improve their knowledge, skills and attitude towards teaching profession.

During interviews the mentors reported that they learnt many things from being a mentor. They improved the experience of language teaching methods, giving emphasis to individual difference among students from the given induction course and organizing their daily activities.

In interviews the mentors confirmed that in general a peer mentor should observe the mentees work before providing oral and written feedback in teaching English. If the mentees are advised properly, the mentees improve their experience and empower themselves in their teaching profession.

4.2.3 Strategies of School Based English Mentoring

During interview the mentors informed that they use various strategies in mentoring process. Although the peer mentor guides in teaching English, some leader teachers who served in teaching profession for more than twenty years also help mentees to

some extent in this process. For instance, the mentees report that they feel comfortable in talking about classroom management and lesson plan preparation with master teacher.

In interview the mentor reported that they guide before giving feedback in their work. For instance the lesson preparation is shown them how to plan before checking their work. The mentors guide them to prepare their lesson plan before session.

The mentors informed during interview that the induction course books contain long portion. Therefore it had better focus on the necessary issue of English language teaching.

4.2.4 School Based English Language Teaching Practice

During the interview the mentees informed that they practice many things with their mentor including lesson plan observation and giving comments, ways of delivering their lesson plan, identifying students' behavior and treating them and interaction with students' parents because they think that they got different experience from different mentors. They added that they change the mentor from time to time.

The mentors in interviews claimed that they have served as mentors from one to ten years. They reported that they found some challenging during mentoring practice. For example some mentees do not accept the comments they were given. They were also busy to do their mentoring work. They also sometimes asked some challenging questions. The mentors added that they resolved the challenging by discussing with other mentors.

During the interview the mentor reported that practicing the mentoring with pair or group is important because inexperienced teacher can learn from the experienced one. The challenge was that if the mentee is not volunteer to do work or work properly. This may lag mentoring activity. Therefore to be successful the mentors and the mentees shall work cooperatively.

4.3 Analysis of Data Obtained through Document Analysis

During the data analysis the researcher found that the mentors and to mentee meet once a week to discuss on different issues about teaching English. They record different issues in their meeting document. The issues they discussed on includes lesson plan preparation, class room management, teaching aid production, teaching strategies, students' assessment method, text book evaluation and conducting action research.

The researcher also noticed the mentoring record sheet which mentees collect together as portfolio. It has different format. This format includes the names of mentor, mentee, school, date and time of discussion between mentor and mentee. It also incorporates topics they discussed, the conclusions and decisions they reached at. Finally they decide the next date of mentoring session. But the problem here is that this mentoring activity is sometimes not implemented.

On the other hand the researcher observed the mentor roles self-assessment sheet. This document has some checklists which identifies whether the mentee accomplished his/her work or not. This document also gives some feedback to the mentees.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

From data presentations, analysis and interpretation, the following conclusions have been made.

- At modeling in mentoring English language teaching the mentees were frequently advised by the mentors whereas a great number of mentees were not still guided well because the mentors had not given due attention to modeling in mentoring English language teaching to support inexperienced teachers.
- Most of the mentees were supported with regard to giving feedback even though some of them still need guide.
- Many mentees were not supported more in personal attributes and pedagogical knowledge in English language teaching.
- In brief, mentors have better perceptions in mentoring English language teaching than mentees; some of them had also taken the training of mentoring.
- Since mentees are new to the teaching profession, they need to contact with the mentors.
- The mentees should take ample support especially with the varied demands of lesson plan preparation, methods of teaching English language, students' assessment, and communicating with parents, staff, and students.
- Although the mentors guided the mentees, the leader teachers also helped the mentees to improve in teaching English language.
- During the in-service programme of teaching, the mentor of mentee are changed yearly.
- The mentors have different experiences in advising mentees i.e. they served from one to ten years in guiding mentees in teaching English.
- Even if mentors and mentees have meeting schedule, work checklists and feedback it sometimes lacks focus and consistency.

5.2. Recommendations

Based on the above conclusions, the following recommendations have been made.

- There is a gap among mentors in order to advise the mentees. Mentors support mentees in modeling and giving feedback whereas many mentees were not guided in personal attributes and pedagogical knowledge in teaching English language. Therefore, the mentors at LoleAbosera, Sagure and Chilallo secondary schools should consider this and give special support to mentees to be better in teaching English language.
- School administrators should consider different strategies of mentoring roles in school to help less experienced teachers to improve their language teaching profession.
- It is also recommended that more researches are needed to investigate the school base teaching English language teachers' mentoring to arrive at more additional conclusions especially integrating English language teaching with the current technology. The language teaching should be assisted by computer in secondary schools.

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APPENDICES

Appendix I

1. Questionnaire for mentees

Dear teacher!

This questionnaire is designed for a study purpose to gather data on teachers' perception and practices of school based English mentoring. So I would kindly like to request you to give me your genuine response to the questionnaire items based on their respective instruction.

DO NOT WRITE YOUR NAME.

Thank you for your cooperation!

SECTION 1:

The following statements are concerned with your mentoring experiences for teaching English during your in-service program.

Please indicate the degree to which you disagree or agree with each statement below by *putting a tick mark(✓)* to the right of each statement.

KEY

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Uncertain (U)

4 = Agree (A)

5 = Strongly Agree (SA)

During the in-service for teaching English:

NO. Statements

SD D U A SA

Personal Attributes

- 1 I was supportive for teaching English.
- 2 The mentor seemed comfortable in talking with me about teaching English.
- 3 The mentor instilled positive attitudes in me towards teaching English.
- 4 The mentor assisted me to reflect on improving my English teaching practices.
- 5 The mentor made me feel more confident as a teacher of English.
- 6 The mentor gave me new viewpoints on teaching English to students.
- 7 The mentor listened to me attentively on teaching of English matters.

Pedagogical Knowledge

- 8 The mentor guided me with English lesson preparation.
- 9 The mentor assisted me with classroom management strategies for teaching English.
- 10 The mentor assisted me towards implementing teaching strategies for English.
- 11 The mentor assisted me with timetabling my English lessons.
- 12 The mentor developed my strategies for teaching English.
- 13 The mentor discussed with me questioning skills for effective teaching of English.
- 14 The mentor discussed with me the knowledge I needed for teaching

English.

- 15 The mentor gave me clear guidance for planning to teach English.
- 16 The mentor showed me how to assess students' teaching of English.

Modeling

- 17 I used language from the current English syllabus.
- 18 I was modeled the teaching of language skills.
- 19 I had a good rapport with the teachers when teaching English.
- 20 I displayed enthusiasm when teaching English.
- 21 I was modeled effective classroom management when teaching English.
- 22 I was effective in teaching English.
- 23 I used hands-on materials for teaching English.
- 24 I had well-designed English activities for the students.

Feedback

- 25 The mentor discussed evaluation of my teaching of English.
- 26 The mentor provided oral feedback on my teaching of English.
- 27 The mentor provided me with written feedback on my teaching of English.
- 28 The mentor reviewed my writing lesson plans before teaching English.
- 29 The mentor clearly articulated what I needed to do to improve my teaching of English.
- 30 The mentor observed me in teaching English before providing

feedback.

If your mentor support or give you any other experience in teaching English, write it here:

The items have been adopted from Hudson, Peter B. and Millwater, Jan (2008) in line with the objectives of this study and the literature review.

Scoring: SD (Strongly Disagree)=1; D (Disagree)=2; U (Uncertain)=3; A (Agree)=4; SA (Strongly Agree)=5

Appendix II

Interview Guide for mentees

1. How do you choose the peer mentor with whom you would like to practice in teaching English? What things do you consider in making that decision – are some more important than others?

2. Have you practiced with the same peer mentor each time, or did you switch the peer mentor with whom you practiced for your next lesson(s)? Why or why didn't you, elect to stay with the first peer mentor with whom you worked for your subsequent lesson(s)?

3. Let's look at the lesson plan from a recent mentoring session that you brought to show me. Walk me through your last mentoring session from beginning to end. Start with what you did first, and when you get to your conversation about the lesson plan, use the lesson plan to help you remember what you talked about with your mentor. Tell me everything you and your mentor did. Was that a typical session? How was it similar to or different from other sessions you have had with your mentor?

4. What sort of advice does your peer mentor give you during a peer mentoring session in teaching English? Is there anything you found to be useful in the advice that you have received from your peer mentor(s)? Can you tell me about that? Can you tell me about a session you had with a peer mentor that you felt was particularly valuable for you? Why? Was there anything you found that has not been particularly useful to you in the advice you have received? Can you tell me about that?

5. Can you tell me if there has ever been a particular session that may have been challenging for you in teaching English? If so, why was it challenging? Tell me about that. Has there ever been anything that you were uncomfortable talking about with your peer mentor? Tell me about that.

6. Are there any other topics of issues that you would feel more comfortable talking with a master teacher about than a peer mentor? What are they? Why would you prefer to discuss these things with a master teacher more than with a peer mentor? Can you tell me more about that?

7. Do you think working with a peer mentor impacts your own teaching? How? Give me some examples. Are there any other things you think you've learned? If not, why do you feel that way? Can you tell me more about that?

8. Is there anything else that you want to tell me about your experiences in Step I with your peer mentor(s) in teaching English?

Appendix III

Interview Guide for mentor

1. How long have you been a peer mentor in teaching English?

2. What sort of training you have received before beginning your work as a peer mentor in teaching English? Was there anything that you found particularly useful in that training? Why was it useful to you? What sorts of resources do you have available to you as you work with Step I mentees? What is most helpful to you?

3. Let's look at the lesson plan from a recent mentoring session that you brought to show me. Walk me through your last mentoring session from beginning to end. Start with what you did first, and when you get to your conversation about the lesson plan, use the lesson plan to help you remember what you talked about with your mentee. Was that a typical session? How was it similar to or different from other sessions you have had with your mentees?

4. Tell me about the best mentoring session you think you have ever led during teaching English. Tell me what helps you know it was a great session. Tell me what happened in that session. Do you think your mentees felt the same way? Why?

5. What do you think Step I mentees are learning from their mentoring sessions with you?

6. Are there any things that you would like to change in the ways peer mentors mentor mentees in teaching English?

7. Is there anything that you feel you are learning about teaching by serving as a mentor? Give me some specific examples.

8. Did you have a session that you found particularly challenging? Has a mentee ever asked you a question you couldn't answer? How do you feel we could do things differently to resolve these challenges?

9. When you work with Step I mentees, it is almost always in pairs or groups. How well does that work, in your view? Tell me the ways you think this improves the mentoring sessions. Tell me about the challenges it presents.

10. Is there anything further that you would like to say about being a peer mentor in teaching English?

Appendix iv

Mentees' frequency of responses for each questionnaire item

Mentees' perceptions and practices (MPP)

Respondents' code	Statements																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3
	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0				
MPP1	5	5	4	4	4	3	5	4	4	4	4	4	4	4	5	4	3	4	4	4	4	4	4	5	4	4	4	5	4	5
MPP2	4	5	4	3	5	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	3	3	4	5	3	4	4	5
MPP3	4	2	2	3	4	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	5	5	4	4	5	4	4
MPP4	4	4	4	4	4	4	4	4	4	3	3	4	3	4	4	4	3	4	4	3	4	3	4	4	4	4	4	4	4	4
MPP5	2	3	3	3	2	4	3	4	3	3	1	2	3	3	2	5	2	4	3	2	5	3	2	4	4	1	3	4	4	2
MPP6	3	4	1	2	3	2	3	4	4	2	4	2	3	3	3	4	2	4	4	1	5	2	3	4	3	4	1	4	2	3
MPP7	2	4	2	2	5	1	4	3	4	2	4	2	4	3	3	4	2	4	4	2	3	4	2	3	4	4	1	4	2	4
MPP8	2	4	2	2	5	2	4	4	4	2	4	2	4	2	3	4	2	4	4	2	3	4	2	4	4	4	1	4	2	4
MPP9	2	2	4	3	3	2	3	4	4	3	4	2	2	2	2	4	2	4	4	1	4	4	2	4	4	2	2	4	3	4
MPP10	2	3	3	3	3	2	1	4	1	5	2	5	2	3	1	5	1	2	4	2	4	4	1	4	4	2	2	4	3	4
MPP11	2	4	2	2	5	1	4	3	4	2	4	2	4	1	4	4	3	4	4	2	4	3	2	4	4	1	3	4	4	4
MPP12	3	4	1	1	5	1	4	2	5	2	5	3	4	1	4	2	4	4	4	2	4	3	2	4	4	2	2	4	4	4
MPP13	1	4	2	1	5	1	4	2	5	1	5	3	4	1	4	2	4	4	4	2	4	3	1	4	4	2	2	4	4	4
MPP14	3	4	1	2	5	3	2	4	3	3	2	1	2	3	1	5	1	3	4	2	4	3	1	4	4	2	2	4	3	4
MPP15	3	2	1	1	2	1	1	1	1	1	3	4	4	1	5	3	2	5	3	3	5	4	3	4	5	3	3	3	2	2

Appendix V

Mentees' responses regarding their perceptions and practices of School Based English Teachers' Mentoring

Question 1: How do you choose the peer mentor with whom you would like to practice in teaching English? What things do you consider in making that decision – are some more important than others?

Respondent 1: I don't choose peer mentor. All English teachers the same shift are peers for one another. Every teacher has different quality.

Respondent 2: I choose my peer mentor randomly and discuss with him/her what I have difficulty in my teaching process. He/she is also too. The discussion is very important to develop our experiences for the lesson and methodology.

Respondent 3: I choose more experienced teacher. Because he/she can shares me whatever leads me to fail and success in his long time experience.

Respondent 4: Peer mentors can share more experience than individuals. So, instead peer (group) work (mentoring) is better.

Question 2: Have you practiced with the same peer mentor each time, or did you switch the peer mentor with whom you practiced for your next lesson(s)? Why or why didn't you, elect to stay with the first peer mentor with whom you worked for your subsequent lesson(s)?

Respondent 1: I sometimes switch the peer mentor because I know I get different information and experiences from different teachers in teaching English.

Respondent 2: I have practiced with my peer mentor sometimes when it is necessary because we don't have enough time to do. I do with someone who is the most important member.

Respondent 3: No because different mentor different advice i.e. positive and negative sides of my teaching style.

Respondent 4: It is not usual. Once, I practice with a peer mentor. I made it off and try myself. If I get teaching English difficult, I invite him/her and do with my mentor.

Question 3: Let's look at the lesson plan from a recent mentoring session that you brought to show me. Walk me through your last mentoring session from beginning to end. Start with what you did first, and when you get to your conversation about the lesson plan, use the lesson plan to help you remember what you talked about with your mentor. Tell me everything you and your mentor did. Was that a typical session? How was it similar to or different from other sessions you have had with your mentor?

Respondent 1: I trained I university how to make lesson plan. I have some difficulty. My mentor comments me on my errors.

Respondent 2: concerning the lesson plan, we have common format and we complete it what we do and students do. At the beginning we discuss the way of completing the format. Finally, we show to our mentors. They check them as we agreed.

Respondent 3: First of all, I see the style of teaching what my mentor use and his lesson plan. Then I prepare my own lesson plan and next day I invite him/her to observe my lesson plan and my teaching methodology. Then I take the suggestions from my mentor.

Respondent 4: I have shared many things with my mentor including social communication and students' behavior. In addition, we have talked about the needs and behaviors of local people around the school. The lesson plan was also discussed as it needs a content wise preparation and teaching aids to make the subject alive.

Question 4: What sort of advice does your peer mentor give you during a peer mentoring session in teaching English? Is there anything you found to be useful in the advice that you have received from your peer mentor(s)? Can you tell me

about that? Can you tell me about a session you had with a peer mentor that you felt was particularly valuable for you? Why? Was there anything you found that has not been particularly useful to you in the advice you have received? Can you tell me about that?

Respondent 1: When teaching English, I feel happy and I am confident. My mentors often tell me to keep it up. So I have kept it up found it very useful. I have not been given any useless advice yet.

Respondent 2: In teaching English, peer advice is important or useful to me because we have different mechanisms in teaching. Especially when we teach skills: like reading, writing, speaking and listening /and/ language skills.

Respondent 3: He/she gives me some positive and negative side including volume of my voice and usage of blackboard.

Respondent 4: Yes, as a peer mentor, they have advised me that I can teach students creatively especially, regarding teaching aids "I teach students with locally available resources." As teaching aids whenever I found it difficult to get or prepare teaching aids.

Question 5: Can you tell me if there has ever been a particular session that may have been challenging for you in teaching English? If so, why was it challenging? Tell me about that. Has there ever been anything that you were uncomfortable talking about with your peer mentor? Tell me about that.

Respondent 1: I have not encountered as such challenges yet.

Respondent 2: Yes, teaching pronunciation, word stress and spelling rules are very challenging because English is foreign language.

Respondent 3: For the first time I control the whole activities for myself, then depending on my mentor advice I have simply corrected myself.

Respondent 4: I have not ever found that much challenges in teaching English. However, English as language teacher is not simple to teach. For instance, language is developing that means dynamic especially grammar. Therefore, we have aligned it to solve as possible as it is or adapt it as possible.

Question 6: Are there any other topics of issues that you would feel more comfortable talking with a master teacher about than a peer mentor? What are

they? Why would you prefer to discuss these things with a master teacher more than with a peer mentor? Can you tell me more about that?

Respondent 1: Yes, there is. For instance, I would feel more comfortable talking with a peer mentor than a master teacher. This is, I think because an experienced teacher can tell me more about that than my mentor.

Respondent 2: I do not feel that a master teacher is better than a mentor. But the knowledge level is different that we have at the master level and peer mentor.

Respondent 3: Yes. I have discussed on the preparation of the lesson and usage of times.

Respondent 4: As it appears to me, being a master teacher means exposing oneself to be devoted and get into work harder. Hence, whatever it is my personal belief is discussing or talking to every person and create awareness (impact) or being convinced if he/she can convince me.

Question 7: Do you think working with a peer mentor impacts your own teaching? How? Give me some examples. Are there any other things you think you've learned? If not, why do you feel that way? Can you tell me more about that?

Respondent 1: I have shared rich experiences in teaching English and even developed my subject matter knowledge.

Respondent 2: Working with mentor has its own impacts. For example, the way that I understand the lesson is different from my peer mentor and the same is true for my peer mentor. So if we share with each other, it is helpful for our teaching.

Respondent 3: Yes because you cannot develop what you learn and your style rather than your mentor.

Respondent 4: It depends. When my mentor is clever enough, he/she can create an impact.

Question 8: Is there anything else that you want to tell me about your experiences in Step I with your peer mentor(s) in teaching English?

Respondent 1: I do not have any.

Respondent 2: To teach English the best way is encouraging students before the lesson, especially we must help students to use English in their day to day life.

Respondent 3: Nothing.

Respondent 4: I read good books additionally.

Appendix VI

Mentors' responses regarding their perceptions and practices of School Based English Teachers' Mentoring

Question 1: How long have you been a peer mentor in teaching English?

Respondent 1: One year.

Respondent 2: Once.

Respondent 3: I have been a peer mentor for ten years.

Respondent 4: I have served as a peer mentor in teaching English for five years.

Respondent 5: Eight years.

Respondent 6: I served for three years.

Respondent 7: I was a peer mentor for two years.

Question 2: What sort of training you have received before beginning your work as a peer mentor in teaching English? Was there anything that you found particularly useful in that training? Why was it useful to you? What sorts of resources do you have available to you as you work with Step I mentees? What is most helpful to you?

Respondent 1: I did not get any training. But I used to be a mentor through my experiences.

Respondent 2: No training. CPD materials to improve my teaching profession.

Respondent 3: How to plan the lesson and manage the classroom, techniques of teaching, categories level of students (in three levels). It helps students through make up class and tutorial class. Yes, definitely I found useful through practices. When I guided my mentee, I could improve my career.

Respondent 4: I have received in-staff training how to teach English. It guided me how to support my mentees with English lesson preparation and it was useful for me to develop my strategies for teaching English. The materials which I used with step one mentees were induction course handbooks.

Respondent 5: I have not received any training. However; the books which designed to mentees guide by themselves.

Respondent 6: I had not taken before work. I took in-staff training while I was working. It was useful training.

Respondent 7: I did not take before work. But on work I took for ten days. In addition I took in-staff training. It helped me how to advise mentees.

Question 3: Let's look at the lesson plan from a recent mentoring session that you brought to show me. Walk me through your last mentoring session from beginning to end. Start with what you did first, and when you get to your conversation about the lesson plan, use the lesson plan to help you remember what you talked about with your mentee. Was that a typical session? How was it similar to or different from other sessions you have had with your mentees?

Respondent 1: First we discussed how to prepare the yearly lesson plan and daily lesson with its general and specific objectives at the beginning of the year. It is a typical session because we discussed how to apply it with my mentee.

Respondent 2: The mentee improves his presentation.

Respondent 3: Lesson plan should involve objectives, contents, and the four didactic elements, methods of teaching, students' activities and teaching materials.

Respondent 4: First I told my mentees to plan their English lesson using the format. Then I supported them and assisted them on improving their English teaching plans.

Respondent 5: Just he wrote a plan on a holyday but not compensate the other days. I ask him if there are holy days or no school. He should not write on his plan.

Respondent 6: I guided them to use their time effectively.

Respondent 7: I supported mentees how to prepare lesson plan. What words they write in objectives and so on.

Question 4: Tell me about the best mentoring session you think you have ever led during teaching English. Tell me what helps you know it was a great session. Tell me what happened in that session. Do you think your mentees felt the same way? Why?

Respondent 1: We discussed more about the general outcome of teaching English, especially on the skills that was our best. During the session there is great session of sharing experience. We both felt the same at the session.

Respondent 2: He felt different how to present his lesson.

Respondent 3: The best mentoring modernizes his/her mentees including lesson plan, teaching method, testing and analysis of tests.

Respondent 4: There are two types of mentor sessions. They are post lesson mentoring sessions and pre-lesson mentoring session. Pre-lesson mentoring session was the best because mentor and mentee should cooperate by planning activities ahead and setting up work schedule together.

Respondent 5: The best mentoring session I was experienced when I began discussing about pedagogical issues, methods of teaching, lesson plan preparation. This might be happened because many of the teachers were graduated by applied and never took the methodological courses.

Respondent 6: It was the session in which I led lesson preparation.

Respondent 7: The best session I led was how to manage classroom, using teaching aids, and students' assessment.

Question 5: What do you think Step I mentees are learning from their mentoring sessions with you?

Respondent 1: At the moment he feels better. There was a change.

Respondent 2: They want to learn new methodology.

Respondent 3: Step: 1 Gain his/her career through practice. Exchange their experience through discussion.

Respondent 4: Newly employed teachers have the opportunity to develop further their professional knowledge, skills and attitudes from their mentoring. At the end of two years they will be competent in the knowledge of the values, attributes, ethics and abilities essential to professionalism.

Respondent 5: A lot of things. The mentee learn from the current lesson plan preparation, teaching methods, classroom management, etc.

Respondent 6: The mentees learn how to assess students, and how to manage students.

Respondent 7: In mentees step one session, they learn the methodology in which they teach the language skills.

Question 6: Are there any things that you would like to change in the ways peer mentors mentor mentees in teaching English?

Respondent 1: I do have nothing for a while.

Respondent 2: I do not like to change.

Respondent 3: Of course, we could bring change from our discussion.

Respondent 4: Yes, I would like to use different hand-on materials for teaching English and make them well organized activities during English lesson.

Respondent 5: Yes, the induction course books contained a long portion of mentees' introduction of the school environment etc. This is mainly the mentees could learn by themselves. When the course begins they are not new about the environment.

Respondent 6: I do have nothing.

Respondent 7: Of course. The discussion between mentor and mentee should be confidential. They should not report to school administration.

Question 7: Is there anything that you feel you are learning about teaching by serving as a mentor? Give me some specific examples.

Respondent 1: Yes, I did. Those are sharing experience, developing knowledge and skill and learning from each other.

Respondent 2: Yes, to improve the teachers' methodology and presentation.

Respondent 3: Yes, of course. I felt more politely by serving as a mentor. I organize my daily activities, sequence of planning. I improve technique of teaching.

Respondent 4: Yes, of course. It provided me with sources of information to acquire language skills and successful teaching techniques benefiting from much professional support to me when I served as a mentor.

Respondent 5: I could learn (I learned) about the method of teaching that employ in classroom. It helped me to give emphasis for individual difference among students after I studied a lot of case studies from the given induction course.

Respondent 6: Yes, we share each other the knowledge, skill and methods of teaching.

Respondent 7: Of course, we exchange the experience of classroom management, being tolerance, assessing the students continuously and using students centered teaching methods.

Question 8: Did you have a session that you found particularly challenging? Has a mentee ever asked you a question you couldn't answer? How do you feel we could do things differently to resolve these challenges?

Respondent 1: Application of lesson plan, being busy due to different meetings, budget and time.

Respondent 2: No challenge.

Respondent 3: Not at all.

Respondent 4: When I served as a mentor some newly employed teachers did not take the supported idea as positive attitude. So in order to solve these challenges we would like to discuss any difficulties or issues with them and senior colleagues and give them available training to improve their own skills.

Respondent 5: Yes, there are challenging questions. I sent him to the other teachers for experience sharing and finally resolved by consenting our advice.

Respondent 6: Not as such challenging. But some mentees are reluctant to work with his/ her colleagues.

Respondent 7: No challenging questions are there.

Question 9: When you work with Step I mentees, it is almost always in pairs or groups. How well does that work, in your view? Tell me the ways you think this improves the mentoring sessions. Tell me about the challenges it presents.

Respondent 1: In pair it doesn't work well. It is better to do in group. It saves time.

Respondent 2: It is so good discussion in pair.

Respondent 3: Mentees should take induction course. They discuss in pairs or groups. They exchange their experience.

Respondent 4: working in pair is very interesting because you can share your experience to each other and you get a chance to ask what is not clear for you. This improves your profession. Mentors were caught with different jobs to solve these challenges reducing the job of mentors.

Respondent 5: Since the process went on in groups three or four it gave an opportunity that one learn from another. Experience could be shared easily. The challenge is if one mentee is not volunteers or work properly. It may lag behind the groups' spirit.

Respondent 6: Working in group or pair is useful. It makes to help each other.

Respondent 7: The advantage of working together is better than its disadvantage.

Question 10: Is there anything further that you would like to say about being a peer mentor in teaching English?

Respondent 1: I do not have any time.

Respondent 2: Training is good for mentor.

Respondent 3: Nothing to say.

Respondent 4: A peer mentor in teaching English should observe their mentees in teaching English before providing evaluation, written feedback and soon. They could provide oral feedback on how they teach English.

Respondent 5: If teachers do properly it is very useful that facilitates and empowers teachers. Within a short time the experienced teachers could help; shares their practice to the newly employed teachers.

Respondent 6: It is useful if mentors and mentees help each other properly.

Respondent 7: Being a peer mentor is good. It makes the less experienced teacher to be improved in their profession. When someone is guided practically he/ she could be developed.