

## An investigation into how preservice EFL teachers perceive their mentors' pedagogical knowledge

Elfineh Fantaye <sup>a1</sup>, Haramaya University, Dire Dawa, 110 Ethiopia, [elfineh@yahoo.co.uk](mailto:elfineh@yahoo.co.uk), ORCID: 0000-0003-4134-2229

Jeylan Wolyie Hussen <sup>b</sup>, Haramaya University, Dire Dawa, 110 Ethiopia, [jeylanw@yahoo.com](mailto:jeylanw@yahoo.com)

Adinew Tadesse Degago <sup>c</sup>, Haramaya University, Dire Dawa, 110 Ethiopia, [adinewdegago@g-mail.com](mailto:adinewdegago@g-mail.com)

Abera Admassu Kebede <sup>d</sup>, Haramaya University, Dire Dawa, 110 Ethiopia, [abera\\_admasu@yahoo.com](mailto:abera_admasu@yahoo.com)

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### Abstract

This study aimed to explore pre-service EFL teachers' perceptions and expectations of their mentors' pedagogical knowledge in light of the five-factor mentoring model. Data was collected in two phases during pre-service teacher field studies. The participants were 10 purposively selected pre-service EFL teachers and 5 cooperating teachers, and 107 pre-service teachers were purposively selected from one Teacher Education College. The five mentors also participated in a semi-structured interview. A questionnaire was administered to 107 pre-service teachers. The data gathered was analyzed based on descriptive statistics using SPSS version 16. The finding revealed that effective mentoring practices arm mentees with pedagogical knowledge that enhances their professional expertise. Besides, mentors who demonstrate well-organized pedagogical knowledge give mentees access to a lot of benefits. Nevertheless, some mentees felt uncertain regarding their mentor's pedagogical knowledge. This study proposed implications for pre-service EFL teachers mentoring programs and forwarded recommendations for improving the professional development of mentors' mentoring programs.

**Keywords:** Mentors; pedagogical knowledge; perception; pre-service teachers

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\* ADDRESS FOR CORRESPONDENCE: Elfineh Fantaye, Affiliation, Haramaya University, Dire Dawa, 110 Ethiopia  
E-mail address: [elfineh@yahoo.co.uk](mailto:elfineh@yahoo.co.uk)

## 1. INTRODUCTION

To establish a foundation for all future educational improvements in Ethiopia, a new education policy was implemented in 1994 (JICA, 2010). The Education Sector Development Program (ESDP), a twenty-year plan for the education sector, was launched within the framework of the Educational Training Policy (ETP) in 1997 (World Bank, 2005). As stated by the Ministry of Education (MOE), the new education policy has considerably improved the availability of formal schooling for all people at all educational levels. Nevertheless, improvement in the quality of education has failed to keep up with accessibility achievement. For instance, one of the determining elements of high-quality education is the level of expertise and availability of teachers. Education experts argue that teachers' professional development is considered an essential component and strategy in efforts aimed at improving the quality of schools (Guskey, 2002; Ai et al., 2024; Estaji, 2024).

Despite the general acceptance of professional development as an essential tool to improve education, reviews of professional development research consistently indicate the ineffectiveness of most programs (Cohen et al., 2002). Several variables contribute towards such type of failure. It has been suggested that the majority of the programs fail because they do not take into account two crucial factors: (1) what motivates teachers to engage in professional development, and (2) the process by which change in teachers typically occurs.

When it comes to issues with quality education in general and teacher development in particular, the Ethiopian educational system continues to face significant difficulties. Although there has been a lot of improvement regarding quantitative development, the quality of education is still declining, and student achievement has periodically fallen (Tuli & Tynijala, 2015; Tessema, 2006). Research indicates that teachers mainly depended on traditional teaching methods as a result of the expansion of education and huge class sizes, which led to deteriorating student academic success and low-quality education. As one can see from experience, a significant number of freshly qualified teachers quit the teaching profession as soon as they start working. Others are getting ready to join various organizations by concentrating on business-related subjects like economics, accounting, management, and so on. Due to these issues, MOE was compelled to develop educational guidelines that would place a strong emphasis on improving and modernizing the professional competencies of both pre-service and in-service teachers. As a result, the Ministry introduced programs including the Higher Diploma Program (HDP), English Language Improvement Program / English Language Teachers' Improvement Program (ELIP/ELTIP), School-Based Educational Management (SBEM), Early Grade Reading and Writing (EGRW), Practicum, and Postgraduate Diploma in Teaching (PGDT) for instructors at universities and colleges; for teachers at primary and secondary schools, Continuing Professional Development (CPD), ELIP/ELTIP, SBEM, EGRW, Practicum, and PGDT are offered. Even though the MOE has carried out a wide range of programs of professional growth for teachers, the standard of instruction often declines.

Scholars frequently criticize the way how these initiatives were carried out. They argue that the prime objective of a program like this one is to generate funds from various organizations through projects like quality education for all citizens (Birbirso, 2013). Thus, it is worth giving due attention to these programs and developing preparations to look further to understand the mystery behind teacher professional development initiatives. This study aims to advocate for mentoring as an instrument for improving teachers' professional development.

### 1.1. Conceptual framework

This study uses the mentor's personal characteristics, institutional standards, pedagogical expertise, modeling, and feedback as a framework for mentoring teaching practices related to differentiated

learning among school pupils. The shift from general mentoring to focused mentoring techniques can help pre-service primary school English teachers (mentees) concentrate more on building their subject-specific teaching abilities. When all participants are allowed to actively engage in the learning process, are aware of their responsibility for and ownership over their learning, engage in authentic activities that can test their higher-order thinking skills, and are given enough opportunities to reflect on tasks and the learning process, an effective knowledge construction learning environment is created.

## 1.2. Related research

### 1.2.1. Definition of mentoring

There are numerous definitions of mentorship, but each one is equally important on its own. However, the following definition of mentoring was considered more comprehensive for this study. As defined by Kay and Hinds (2009), mentoring is a relationship between two people (mentor and mentee) who are not part of a line management structure and in which the mentor helps the mentee get through a period of change and toward established objectives or assists them to become accustomed to a new situation.

### 1.2.2. Stages of mentoring

Mentoring passes through four distinct stages (APA, 2006). The initial phase is known as the initiation stage. At this point, the relationship develops between the two parties. Instead of facilitating these relationships to develop naturally, formal mentoring programs manage the matching process. Effective matchmaking techniques take into consideration both social characteristics and shared professional interests. In formal mentoring programs, mentee and mentor pairings might differ substantially. Program administrators may pair mentors and mentees, or mentors may browse mentee profiles and choose their mentees. Regardless of the strategy, a successful formal program requires participation from both sides to look into the relationship and assess the appropriateness of the mentor-mentee connection.

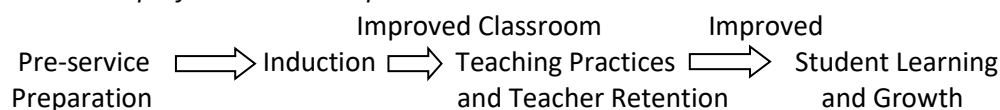
The cultivation stage, which is the first step of learning and development, is the second stage. At this stage, both of the primary mentorship functions are at their peak. The mentor imparts expertise and skills developed through experience and competence. The mentee can also teach the mentor a lot about new methods, fresh perspectives, and critical challenges facing the field. The third step is the separation phase. Typically, this phase indicates the conclusion of the mentoring relationship. The time spent, the relationship they had, and the future professional career development they are planning are all now known to both the mentor and the mentee. The redefinition stage is the last stage in which the nature of their relationship changes at this stage.

### 1.2.3. Mentoring as professional development

According to the induction theory, pre-employment preparation for teachers is hardly adequate to provide them with all of the expertise and skills required to carry out their jobs effectively, and considerable amounts must be learned on the job. As a result, schools have an important part to fulfill in creating an environment where new teachers may develop the skills they need to survive in the profession and be effective (Ingersoll, 2004). These support programs seek to promote and prevent the loss of teachers' expertise, which will eventually improve student learning and development by enhancing the efficacy and retention of new teachers.

**Figure 1**

*Teachers' professional development*



*Source:* Ingersoll & Strong (2011)

As Jackson (2019) points out, the single most important factor in increasing students' achievement is the quality of the teacher. A teacher's career should start with an investment in their quality and should continue for the duration of their career. Regardless of how long they have been working for the district, giving new teachers the greatest beginning to their careers and the resources and support they need to move forward could be beneficial for both the district and the school.

#### **1.2.4. Mentoring in pre-service teacher education**

One of the most essential requirements for prospective teachers to graduate from teacher education institutions is practice teaching. Teaching practices therefore attempt to combine educational theory with practice to provide pre-service teachers an opportunity to teach and take part in several teaching experiences that are important to their professional growth (Orland-Barak & Wang, 2021). Pre-service teachers are exposed to numerous mentorship methods employed by cooperating teachers and supervisors during the field experiences. As stated, mentoring encompasses "being supportive of the mentee's transformation or development and their acceptance into a professional community." However, the supervisor's duty is more concerned with the mentee's professional development than it is with the evaluation and judgment standards set by the organization. Okan and Yidirim (2004) argue that mentorship is an essential concept in the development of pre-service teachers' pedagogical abilities during their field experience.

Mentoring in teacher education is a complex social interaction that mentors and mentees establish and practice for their relationship with various kinds of career development goals and in response to different contextual challenges (Ambrosetti, 2014; Pi et al., 2024). Another way to characterize mentoring is as an effective interpersonal relationship and process. The relationship that mentors and mentees develop during their mentoring activities is the emphasis on the relational component. The developmental aspect deals with how mentors and mentees grow personally and professionally to accomplish their shared objectives. The contextual element, which deals with the cultural and situational features of the school community where they are assigned to work, is the last one. The success of mentoring programs has the greatest impact on these three factors (Lai, 2005).

#### **1.2.5. Benefits of mentoring**

Mentoring has advantages for the mentor, the mentee, and organizations as an educational process (Ingersoll, 2004). Mentoring has advantages for mentors, mentees, schools, and educational organizations. Zey (1984) introduced a Mutual Benefits Model, which depends on social exchange theory. His argument focuses on the idea that people participate in collaborations and engage in relationships to fulfill specific needs, as long as both parties continue to gain from them. He claims that the mentoring methods benefit the organization that accommodates the mentor and mentee as a whole.

#### **1.2.6. Characteristics of effective mentoring**

Formal mentor training is an essential requirement for mentoring in useful mentoring programs. For instance, veteran teachers who fail to take part in an effective training course frequently exhibit a lack of commitment to the profession (Ambrosetti & Dekkers, 2010). A teacher cannot be anticipated to commit to a job that has not been clearly defined, and the greatest mentoring programs establish the duties and obligations of mentor teachers in detail. Furthermore, effective mentoring systems call for mentors to keep straightforward diaries or journals that record conferences and other activities involving the mentor

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and mentee in professional development. However, such record-keeping tools ought to restrict paperwork and guarantee the confidentiality of the mentor-mentee relationship.

The literature review indicated that cooperating teachers frequently assist mentees in five general areas: becoming familiar with the institution, excelling in teaching and research, comprehending tenure and assessment, maintaining a work-life balance, and developing professional networks. A few examples of such activities include peer teaching observations, career objective conversations, research and financing possibilities discovery, networking facilitation, and sharing of experiences regarding how to conduct classroom evaluations.

During mentoring meetings with a pedagogy-focused agenda, communication organization, and presentation skills ought to be covered (Ruan & Toom 2022). Together, you may design presentations and course diagrams to hone these vital abilities. According to Roberts (2000), good mentoring practice should be a process (inductive approach) rather than a product (deductive approach); there should be an active relationship between the mentor and mentee; it should be a helping process rather than doing something for the mentee; it should be a teaching-learning process; it should be a reflective practice; it should be a process for career and personal development; and it should be a formalized process with a role construct.

### **1.2.7. The five factors mentoring model**

This section of the study presents the five factors mentoring model in brief. The first section deals with the pedagogical knowledge. This will be followed by briefly discussing modeling, personal attributes, feedback, and institutional expectations respectively.

#### **1.2.7.1. Pedagogical knowledge**

Effective mentors explain how to plan the mentee's lessons. Understanding concepts in a particular field, teaching methods, curricula, and content implementation that improves student learning are all examples of pedagogical content knowledge (Smith, 2000). Conducting a field experience or practicum is primarily done to advance the mentee's pedagogical understanding (Hudson, 2005a). It is important to talk about teaching preparation, especially about resource usage and location. Teaching tactics are essential to delivering lessons effectively, as can be seen from years of experience, and a successful mentor may offer practical insights. To make sure that the mentee's content knowledge complies with system criteria and is adequate for the grade level, a mentor must assess the mentee's knowledge. The mentor can offer advice on how to handle any unforeseen issues that may come up while the lessons are being delivered. Since the mentor is familiar with the personalities and behavioral tendencies of the different students, it is important to discuss classroom management, particularly managing student behavior, with the mentee.

#### **1.2.7.2. Modeling**

The mentor's role modeling of teaching practice is crucial to the mentee's professional development (Darling-Hammond et al., 2005). Effective mentors are frequently seen as instructional coaches who serve as both role models for the greatest instructional coaches and examples of the most effective teaching techniques. The mentor's zeal for education can demonstrate favorable teaching characteristics. A key aspect of teaching is the interaction between the teacher and the students, and by establishing a good rapport with them, the mentor can show the mentee how certain behaviors can promote learning. The mentor must also provide an example of how to use proper classroom language that is conducive to learning, teaching, successful teaching, classroom management, and practical instruction.

#### **1.2.7.3. Personal Attributes**

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Research findings have indicated that effective mentors prioritize developing their mentees' interpersonal and personal abilities to forge bonds with them (Bird & Hudson, 2015). One of the determinants of mentors' personal qualities is being effective in communication skills, particularly when the mentor is "supportive, and willing to listen." The mentor's interaction with the mentee can be facilitated by this supportiveness, which can take the form of both professional and emotional assistance.

One important role of a mentor's personality is seen to be fostering reflection on practices, and instilling confidence and a good attitude in mentees' professional development. According to research results, inexperienced teachers who did not receive emotional support from their mentors were more likely to experience anxiety, uneasiness, and lack of confidence (Kilburg, 2007; Jiang et al., 2021). According to Glenn (2006), the relationship between mentors and mentees is one of collaboration and mutual benefit when the mentors and mentees have both personal and professional interests in one another. For instance, the basis for cooperation in the direction of personal development is setting an example and offering psychological support.

#### 1.2.7.4. *Feedback*

Research has shown that effective mentors communicate expectations to mentees and offer guidance. They also review lesson plans, watch mentees teach, give oral and written comments, and provide additional input on mentee evaluations of their teaching and the learning environment. Typically, mentors provide their mentees with criticism in writing or verbally, and the communication should be in a simple manner. In other words, the goal of the comments should be to help the mentee develop their pedagogical abilities, confidence, and positive attitudes (Glenn, 2006; Hudson, 2005b). Additionally, a supportive mentor intervention can aid the mentee's transition into the teaching field. By this, Schmidt (2008) makes the case that giving mentees feedback frequently helps them cope with the difficulties of teaching.

#### 1.2.7.5. *Institutional expectation*

One of the most crucial aspects that deals with data based on academic objectives and how they relate to the classroom is institutional expectation. Besides, it addresses issues like student achievement and behavior. Moreover, it is considered to deal with other aspects outside of the teaching and learning processes, such as signing the class book and taking attendance. However, when they begin their fieldwork, student instructors often have little knowledge of the politics and culture of the school environment. He strongly advises that they have access to understanding schools as organizations, both theoretically and practically. They also require assistance getting around the campus and surrounding area. In this situation, mentors are crucial in delivering information about everyday activities, school practices, and cultural standards.

### **1.3. Purpose of the Study**

The purpose of this study was to examine the extent to which mentors' educational subject knowledge helped their mentees develop professionally during their final field studies. The direction of the study was guided by the following research questions:

- What kind of pedagogical subject matter expertise was required for the successful management of English teachers in educational programs?
- What values and roles does mentoring have in your professional growth?
- What methods of teaching were your mentee's demands you employ while mentoring them for this?
- What resources were needed to successfully mentor prospective EFL teachers?

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- What methods of assessment did mentors utilize during their mentoring tasks?

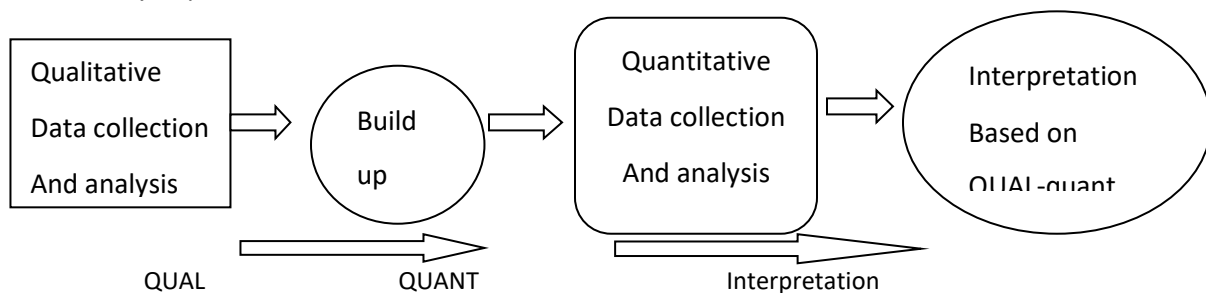
## 2. METHOD AND MATERIALS

This section of the study presents a brief research design is briefly described in. It provides a brief description of the sort of research design used, the sampling method, and the data collection and analysis processes.

### 2.1. Research model

The purpose of this study was to explore pre-service EFL teacher mentoring practices at primary schools. An exploratory sequential method research design was employed to collect data. Creswell (2006) depicts that exploratory sequential design is a two-phase mixed methods design. The overall purpose of this design was that the quantitative data help build and describe the initial qualitative results. Thus, this sequential exploratory study employed the methodology of phenomenological study which was selected by Collaizzi (1978), due to the following reasons. First, it offers the prospect of an authentic account of complex phenomena which is a humanistic style of research; it's suitable for small-scale research, and the respondents' descriptions of their experiences can tell a full story of what they have gone through (Denscombe, 2007). To investigate the effectiveness of mentoring practices in the context of the five-factor mentoring model, however, a survey method of data collection approach was used in phase two of the study (Hudson 2005a).

**Figure 2**  
*Data analysis procedure*



Source: Creswell (2006)

### 2.2. Participants

Purposive sampling was used by the researcher to choose participants for this study. Ten mentors and twenty mentees were purposefully chosen from the samples based on their participation in mentoring activities at their respective linked schools. This is because one of the distinctive characteristics of qualitative research is the limitation of the sample to a limited number (Fischer, 2006). Additionally, the convenience of their placement concerning distance, financial affordability, and time constraints is the primary justification for choosing samples purposefully. Individual information was gathered from people via semi-structured interviews, focus groups, and document analysis. The development of the hypothesis is guided by the conceptual framework, which is connected to the five components mentoring model that has been shown in the literature to be effective in displaying a proactive, positive mentoring relationship (Hudson, 2005a).

There were also two kinds of this design. They are the participants' selection model and the follow-up explanations model. According to Creswell (2006), the follow-up explanations model was used to explain qualitative data or outcomes that were quantitative. This methodology was intended to identify specific

quantitative findings that required further justification, like statistical discrepancies between groups. The participant selection technique was applied when it was necessary to identify and deliberately choose people for a subsequent quantitative investigation. In this methodology, the study's first, qualitative phase is typically where the focus lies.

### **2.3. Data collection tools**

In two successive periods, both qualitative and quantitative methodologies were used in this sequential exploratory research strategy. The methods used to collect qualitative data were the first phase. Data was gathered and analyzed in the first phase utilizing semi-structured interviews, focus groups, and document analysis. Before beginning phase two, the data collected using the qualitative method was coded and examined. Phase two involved the collection of data using a questionnaire that was created in response to the qualitative study's findings. To confirm the accuracy of the data collection techniques for phase two, a pilot study was conducted. The following discussion focused on the methodologies employed and the rationale behind their selection.

### **2.4. Data collection process**

In two successive periods, both qualitative and quantitative methodologies were used in this sequential exploratory research strategy. The methods used to collect qualitative data were the first phase. Data was gathered and analyzed in the first phase utilizing semi-structured interviews, focus groups, and document analysis. Before beginning phase two, the data collected using the qualitative method was coded and examined. Phase two involved the collection of data using a questionnaire that was created in response to the qualitative study's findings.

### **2.5. Data analysis**

Both qualitative and quantitative studies are used in this sequential exploratory mixed-method research, which is a two-part study. Data analysis is one of the challenges that researchers frequently encounter when performing this. Depending on the sort of mixed design the researcher intends to use, the data analysis process differs from one research approach to the next (Creswell & Plano Clark, 2007). The use of both qualitative and quantitative data analysis techniques interchangeably is therefore required of mixed researchers.

### **2.6. Ethics**

All ethical considerations were carefully conducted to make sure that the participants willingly participated in the study. All permissions were sought from the right authorities.

## **3. RESULT**

In this section of the study, the results and discussion are briefly explained. The qualitative findings and discussion are presented first in the explanation. The quantitative information is then tallied and interpreted.

### **3.1. Qualitative results**

#### ***3.1.1. Values and roles of mentoring towards teachers' professional development***

Numerous study findings suggest that mentors have important roles and responsibilities in ensuring the success of mentoring activities. For instance, they can function as an advisor, counselor, peer professional, observer, demonstrators, supporters, planners of educational experiences, and more (Hudson & Nguyen, 2009).



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According to the sample's response, all of the participants agreed that mentoring practices enhanced their professional development. One respondent, for instance, claimed that taking part in mentoring activities had improved his lesson-planning techniques. Another mentee claimed that during the final practicum placement, mentoring techniques gave him opportunities to connect theory with experience. Some survey participants felt that the mentoring program was "an eye opener" that let them realize the reality of what was happening on the school grounds. One mentee noted, for instance, that "mentoring was the first A, B, and C of my longest journey which paves me towards the teaching profession."

The metaphorical expressions described above showed that one of the distinctive qualities of the teaching profession is that it requires teachers to continually refresh their professional abilities. "Mentoring practice opened me a big room in which I learned how to develop self-confidence and competence in the early journey of my professional progress," a different mentee, noted. This phrase underlines how mentoring allows pre-service teachers to enhance their professional abilities by learning from a variety of sources, including their mentors, colleagues, students, and their regular interactions with other school communities.

Others argued that mentoring gave them opportunities to connect theory with practice, improved their teaching methodologies, improved their time management skills, helped them become more familiar with school culture, instilled in them a sense of professionalism and the spirit of teamwork, encouraged them to strive to be reflective teachers, and taught them how to manage their time. Mentoring practice was generally regarded by pre-service teachers as an essential part of their initial professional development.

### **3.1.2. Method of teaching requested by student teachers**

The responses from the participants show that during their mentoring practices, student teachers typically request that their cooperating teachers introduce them to a variety of teaching approaches and strategies. The broad themes of their comments have been reduced to the following list. Pre-service English teachers approach their cooperating teachers for advice on how to improve their lesson-planning skills and techniques for boosting student engagement. In addition, respondents said they would like mentors to advise them on how to enhance the way they check in with students often to see how they are doing. In addition, mentees suggested that they ask their mentors to help them understand the value of preparing properly before imparting any lessons. Another point is that mentees require that their mentors show them how to connect students' prior knowledge with current knowledge, encourage cooperative learning, treat students according to their learning styles, and handle behavioral issues in the classroom.

As reported by some respondents, throughout their field experiences, their mentors frequently favored the teacher-centered approach to instruction over the active learning strategy. They were requested to offer justifications for the cooperating teachers' acts. The participants asserted that despite their requests for their mentors to employ student-centered teaching strategies, they were unable to get what they wanted since there was insufficient proof to support their claims. The techniques relied on by their mentors to develop instructional materials that supported their students' learning styles eventually left pre-service teachers unsatisfied.

The five elements mentoring model were used to assess the responses from the sampled mentees (Hudson, 2005a). For instance, the majority of respondents anticipate receiving a lot of support from their mentors' expertise in pedagogy, particularly about lesson preparation, involving students in classroom activities, developing connections between previous knowledge and current lessons, and implementing active learning in language classes. Similarly, pre-service teachers expect their mentors to act as role

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models for them when it comes to the techniques for doing the necessary research on teaching language skills before delivering English lessons and for being reflective practitioners throughout their entire career development. Furthermore, to improve their professional competence and skills, pre-service teachers require assistance from their mentors in the form of ongoing follow-up and constructive feedback. Education experts promote this notion by stating that feedback is more effective when it focuses on the tasks and the associated learning and confirms for learners that they are doing well on the foundation of suggestions that scaffold students to devote their effort regularly when there are opportunities for the learner to take action, and when it is done in the context of a dialogue about learning (Hattie & Timperley, 2007; Peungcharoenkun & Waluyo 2024).

### **3.1.3. Resources required for effective mentoring**

Effective mentoring methods require mentors to provide oral and visual resources to aid in their teaching and learning processes. Experience has shown that the creation of instructional materials for language classes depends on the student's grade levels and the type of lesson that is intended to be taught. In addition, the stuff being generated shouldn't be overly straightforward or complicated. Some respondents suggested that materials that complement the goals of the mentors' lesson plans be used to facilitate effective mentoring. Likewise, the educational materials should be created by teachers and students using resources that are readily available in the area in a way that facilitates the teaching process. The more students participate in practical tasks, the better, according to the responses.

### **3.1.4. Assessments requested by mentees to their mentors during mentoring**

Research has indicated that the focus placed on teachers' views of assessment for learning was insufficient. According to some academics, professional development for teachers ought to be coordinated with efforts to increase teachers' capacity for teaching based on evaluation of teaching (Phelps & Graham, 2012). The main goals of assessments for learning are to open up possibilities for students to actively engage in assessment procedures like self-based, peer-based, and instructor-based evaluations during the teaching and learning process to support motivated learning, improve metacognitive development, and advance academic achievement. Students benefit greatly from assessment strategies, especially when they are used to improve their learning and engagement through questioning and feedback procedures (Macphail & Halbertt, 2010).

It is clear from the preceding remark that assessments provide numerous advantages for learning. For instance, acquisition for learning enables teachers to track students' progress over time, encourage active participation in the learning process, and offer helpful feedback. Research has shown that students who took part in assessment for learning (AFL) developed greater autonomy and independence in their learning and evaluation processes (Phelps & Graham, 2012). It is crucial to enhance teachers' professional capacity for incorporating AFL into their classroom activities to understand these barriers. According to some research findings, conducting more research on the subjects of curricula intended to improve teachers' professional knowledge for both pre-service and in-service teachers is an important step in promoting AFL's effectiveness.

## **3.2. Quantitative results**

The calculated percentage of pre-service teachers' responses for each factor, including modeling, personal attributes, feedback, and institutional expectations, are summarized as follows (see Table 1). The pedagogical content knowledge (mean scale score = 2.82; SD = 1.02; variance = 1.5).

**Table 1**

*Summary of the statistics of pedagogical content knowledge mean scale statistics*

Mean	Var.	SD	Cronbach Alpha	Number of Items
2.90	1.05	1.02	.84	10

The responses from the samples chosen for each statement on the cooperating teachers' pedagogical content knowledge that mentors shared with their mentees during the final field study are shown in the above table. 2.9 is the mean score, 1.1 is the variance, 1.02 is the standard deviation, and .84 is the internal item reliability (Cronbach alpha), which is .04 above the standard, according to the statistical analysis. Based on the previously mentioned research questions, the findings were discussed. With the help of SPSS version 16, the statistical analysis of the quantitative data was completed. Table 2 shows the calculated response rate of the pre-service English instructors who participated. The information obtained from participant replies can be seen by the percentages (%) of student instructors who chose each choice.

**Table 2**

*Percentage of respondents selecting each alternative related to pedagogical Knowledge (N- Items: 10)*

S. No.	During my mentoring practices my mentor:	SDA (%)	DA (%)	U (%)	A (%)	SA (%)
1.	guided me with lesson preparation.	3.5	5.3	20.1	41.7	29.3
2.	guided me with strategies for teaching English language skills.	1.8	8.1	18.0	42.4	29.7
3.	observed my method of teaching before providing me with feedback.	1.8	10.6	22.3	36.7	28.6
4.	assisted me with time tabling (scheduling my lessons).	2.1	6.7	19.1	35.0	37.1
5.	discussed the evaluation techniques of my teaching methodology	5.7	12.4	21.6	38.2	22.3
6.	assisted me in the development of my teaching strategies.	6.4	11.7	21.6	30.7	29.3
7.	was effective in teaching language skills.	1.8	9.2	24.4	33.2	31.4
8.	showed me how to assess students' learning.	2.1	12.0	20.5	39.2	26.1
9.	assisted me how to solve challenges during teaching language skills.	2.5	10.6	21.2	23.7	42.0
10.	discussed with me the content knowledge I needed for teaching.	2.5	7.8	21.9	36.7	31.1

**4. DISCUSSION**

The majority of pre-service teachers did not agree or strongly disagree with the advice given to them regarding how to prepare lessons for language classes, according to the analysis of pre-service English teachers' responses about the pedagogical content knowledge of their cooperating teachers. As an illustration, the majority of mentees (71%) agreed or strongly agreed that their mentors helped them develop lesson-planning skills. However, a small percentage of the participants (20%) are unsure about whether they received advice from their mentors regarding how to plan lessons for language classes during their fieldwork. However, only a small percentage of the sample (8.8%) bravely stated that they did not receive any assistance regarding the methods of lesson planning.

According to the participants' responses, more than half of the sample (65.3%) of participants acknowledged that their mentors observed them as they instructed students in language skills before providing feedback. However, nearly a quarter of the sample (22.3%) was unclear as to whether they would receive any kind of feedback from their mentors before teaching English courses. The remaining 12.4% of respondents were opposed to the idea of having mentors provide input before beginning any

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training. The participants reported in their assessment of lesson scheduling strategies based on the guidance provided by their mentors. The majority of participants (72.1%) indicated that their mentors had supported them in developing strategies for scheduling language lessons. However, 19.1% of respondents said they would rather hold off on making a decision. Additionally, the remaining participants (8.8%) noted that they received no support from their mentors regarding how to schedule their classes while they were conducting fieldwork.

The participants' responses revealed that the majority of them (60.5%) agreed that their cooperating teachers were willing to explain how to evaluate their way of teaching language skills. However, several respondents (21.6%) remained silent when asked whether they had the opportunity to talk with their mentors about how to evaluate their teaching methods during the final practicum placement. Additionally, the remaining samples (18.1%) disagree that they had the chance to talk with their mentors about their teaching assessment approach.

## 5. CONCLUSION

The study concluded that mentors' pedagogical knowledge has a great impact on mentees' professional development. In doing so faced a variety of challenges as they learned actual professional skills. The obstacles they encountered were looked at in the five-factor mentorship models. According to the results of the study described earlier, it was found that pre-service teachers' main sources of difficulties were related to their mentors' pedagogical knowledge, such as lesson planning, classroom management, measuring students' development, and other areas; modeling skills like time management, exemplifying a sample teaching technique, creating an example lesson plan, and demonstrating a sample instructional material, conflict resolution, building strong relationships with students, and feedback like follow-up and expectations from institutions like workload, assessment, and producing visual aids are just a few. Furthermore, the study found that mentorship has a beneficial impact on mentors as well as mentees' career growth.

The implications for mentees include fostering a sense of teamwork, enhancing time management, improving lesson planning, and promoting conflict resolution. The benefits for mentors include better time management abilities, professional development, encouraging teamwork, and raising students' academic accomplishment. Pre-service teachers generally believe that competent mentors' pedagogical expertise plays an essential role in their professional development.

Based on the findings obtained and the study and the conclusion drawn, the following recommendations were forwarded to enhance mentors' pedagogical knowledge in such a way that satisfies pre-service teachers' professional development. Accordingly, the researcher recommends that mentors should be provided with access to training to develop their overall pedagogical knowledge.

The following suggestions were made to improve mentors' pedagogical expertise in a way that fulfills pre-service teachers' professional development based on the findings from the study and the conclusion reached. The researcher advises that mentors be given access to training to increase their general pedagogical knowledge.

**Conflict of interest:** The authors declare that there is no conflict of interest.

**Ethical Approval:** The study adheres to the ethical guidelines for conducting research.

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