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Implementation of a Mentor Training Programme for English Language Teachers:
Perceptions of Stakeholders in the Mentoring Programme

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(Doctoral Thesis)

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Declaration

   I hereby declare and confirm on my honour that the report entitled "Implementation of a Mentor Training Programme for English Language Teachers: Perceptions of Stakeholders in the Mentoring Programme", which I have presented as a doctoral thesis, was written by myself without resorting to any assistance contrary to ethical scientific conduct or values, and that all sources which I have used and cited are those contained in the References.

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Certification

We hereby certify that the report prepared by Meryem ALTAY and presented to the committee in the thesis defence examination held on 27th March 2015 was found to be satisfactory and has been accepted as a thesis for the degree of Doctor of Philosophy.

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Foreword

The impetus for this study was provided by the realisation, following several years of tutoring pre-service teachers during their teaching practice, and the reading undertaken once I started courses for this doctoral programme, that the experiences of trainees during their practicum frequently left a lot to be desired, and that some of the key players, the mentors, often did not seem to be as involved as they should be. I strongly believe that, if we are to train teachers of English who will be fully equipped to benefit learners for the "globalised" future, the issues connected with teaching practice must be addressed and I hope that this study will make at least a small contribution to spurring both myself and others to further efforts in this regard.

I would like to thank all those who have encouraged and assisted me while carrying out this study. First of all, I am grateful to Prof. Dr. Dinçay KÖKSAL for accepting me onto the PhD programme in the first place and for the support he has given me as my supervisor while I have been researching and writing this thesis. I would also like to thank Assoc. Prof. Dr. Ece ZEHİR TOPKAYA and Assoc. Prof. Dr. Aysun YAVUZ for agreeing enthusiastically to be instructors in the mentor training programme, and for their willingness and that of other colleagues to answer questions; check data collection instruments, data and sections of the text; make useful comments; help with or check translations; give advice; recommend resources and generally be encouraging about this undertaking.

I am also very grateful to those who participated in the study as respondents, the faculty tutors and pre-service teachers, but especially the school teachers who took part in the mentor training programme and gave up some of their free time in order to attend. It was very encouraging to meet them and see that some of them are also keen to be active in addressing

problems, contribute to improving the cooperation between the faculty and schools and be of benefit to trainees.

Finally, I would like to thank my family and friends who have lived with this thesis for as long as I have and have supported and encouraged me in various ways, helping me to believe I could finish it, even at times when I doubted I would.

<div align="right">Meryem Altay</div>

Abstract

Implementation of a Mentor Training Programme for English Language Teachers:

Perceptions of Stakeholders in the Mentoring Programme

Teaching practice plays an important role in the professional development of pre-service teachers, and mentor teachers are key figures in this process; however, many observers report an ineffective level of mentor support, possibly as the result of low awareness of mentoring requirements. In Turkey, especially, mentor training is rare and little research has been conducted into its outcomes, despite being frequently recommended in studies related to teaching practice.

The purpose of this study was to conduct a needs analysis informing the design of a mentor training programme, and to investigate the effects of the programme following its implementation. A mixed research design was employed, and both qualitative and quantitative data were collected to determine the perceptions of various actors in the faculty-school partnership programme.

In the first phase of the study, the needs analysis included an opinionnaire completed by 78 pre-service teachers, analysed using the SPSS programme, and a questionnaire for 14 faculty tutors, which underwent content analysis. The results indicated the distribution of high quality mentoring was limited and haphazard, with no apparent minimum level of competence. Subsequently, 11 mentor teachers attended a training seminar at the beginning of the teaching practice semester, which aimed to inform participants about official requirements, and both theoretical and practical aspects of mentoring.

In the second phase of the study, data was collected from mentor training participants before and after training, using an opinionnaire and open-ended questions. Furthermore, two training instructors were interviewed, 85 pre-service teachers completed an opinionnaire, and two mentors were interviewed. The opinionnaires were analysed using the SPSS programme

to obtain descriptive statistics. The non-parametric Wilcoxon test was applied to the two mentors' opinionnaires, but yielded no statistically significant differences. The pre-service teachers' opinionnaire underwent an independent samples t-test for attendees and non-attendees of mentor training, which also revealed no significant differences.

Content analysis of the qualitative data revealed very positive attitudes towards mentor training, especially as an aid to strengthening communication. Mentors exhibited some changes in perceptions of certain aspects of mentoring and the practicum, including mentor requirements, faculty-school cooperation and expectations of other participants. However, they displayed a less heightened awareness of other aspects of mentoring than was desirable. The implications are that the training, although limited in its scope due to time restrictions, was effective, but that further research and training are necessary to fully equip teachers to be effective mentors.

Özet

İngilizce Öğretmenlerine Yönelik bir Mentor Eğitimi Programının Gerçekleştirilmesi: Mentorluk Programı Paydaşlarının Algıları

Öğretmenlik uygulaması, hizmet öncesi öğretmen adaylarının mesleki gelişiminde önemli bir rol oynamaktadır ve bu süreçte mentor rolündeki uygulama öğretmenleri kilit isimler/figürler olmaktadırlar; ancak, birçok gözlemci, mentorluk gereksinimleri hakkında farkındalık seviyesi düşük olan ve muhtemelen yetersiz bilgi veya eğitimden kaynaklanan ve etkisi az olan bir mentor desteğinden bahsetmektedir. Türkiye'de özellikle, öğretmenlik uygulamasıyla ilgili çalışmalarda önerilmesine rağmen, mentor eğitimi yaygın değildir ve çıktılarıyla ilgili az araştırma yapılmış bir alandır.

Bu çalışmanın amacı, bir mentor eğitimi programının tasarımına yönelik ihtiyaç analizi yürütüp, eğitimin uygulamasından sonra programın etkilerini incelemektir. Çalışma da karışık (karma) bir araştırma tasarımı kullanılmıştır ve fakülte-okul işbirliği programında faal olan çeşitli katılımcıların algılarını belirtmek amacıyla, hem nitel hem nicel verileri toplanılmıştır.

Çalışmanın ilk aşamasında, ihtiyaç analizi, 78 hizmet öncesi öğretmen adayı tarafından doldurulan, betimleyici istatistik elde etmek amacıyla SPSS bilgisayar programıyla analiz edilen bir ölçeği ve içerik analizinden geçen 14 fakülte öğretim elemanı tarafından tamamlayan bir anketi kapsar. Bulgular, yüksek nitelikli mentorluğun sınırlı sayıda olduğunu ve gelişigüzel dağıtıldığını, görünebilecek asgari yeterlilik seviyesinin yeterli olmadığını göstermekteydiler. Daha sonra, öğretmenlik uygulamasının yapılacağı yarıyılın başlangıcında, 11 mentor uygulama öğretmeni, mentorluğun hem teorik, hem pratik yönleri hakkında resmi gereksinimleri ile ilgili bilgi aktarmayı amaçlayan bir mentor eğitim seminerine katıldılar.

Çalışmanın ikinci aşamasında, hem mentor eğitiminden önce hem eğitimden sonra, bir ölçek ve açık uçlu sorularla eğitim katılımcılarından veri toplandı. Ayrıca, iki tane mentor

eğitimci ile görüşme yapıldı ve yarıyılın sonunda 85 hizmet öncesi öğretmen adayı ölçek doldurdular ve iki tane mentor öğretmenle görüşme yapıldı. Ölçekler, SPSS programı kullanılarak analiz edildiler. Parametre dışı Wilcoxon testi, eğitimden önce ve eğitimden sonra mentorlar tarafından doldurulan ölçeğe uygulandı, fakat herhangi istatistiksel anlamı taşıyan fark ortaya çıkmadı. Betimleyici istatistikler ve bağımsız örneklemle t-test, mentor eğitimine katılan ve katılmayan uygulama öğretmenle çalışan hizmet önce öğretmen adayların ölçeği analiz etmek için kullanıldı; bu bağlamda da herhangi istatistiksel anlamlı bir fark görünmedi.

Nitel verilere uygulanan içerik analizi, özellikle iletişimi güçlendirmeye yardımcı olan mentor eğitimine karşı çok olumlu tutumlar ortaya çıkardı. Mentorların algılarında ve mentor gereksinimlerinde, fakülte-okul ortaklığı ile sürece katılan diğer kişilerin beklentileri gibi, mentorluk ile stajın bazı yönleriyle ilgili farkındalıkta değişiklikler olduğunu görünmekteydi. Ancak, beklenenin aksine, mentorların diğer yönlerle ilgili farkındalıklarda daha düşük bir artışı sergilediler. Bulgular, mentor eğitiminin belli bir oranda etkili olduğunu izlenimini veriyor, ancak uygulama öğretmenlerine tam etkili mentorlar olarak gerekli donanımı sağlamak için daha fazla araştırma ve eğitim gerekli olduğunu gösteriyor.

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Abbrieviations

ELT – English language teaching

FT – faculty tutor

HEC – Higher Education Council (Yüksek Öğretim Kurulu)

L1 – first language

L2 – foreign or second language

M – mentor interviewee

MNE – Ministry of National Education (Milli Eğitim Bakanlığı)

MST – mentor school teacher

MTP – mentor training programme

MTI – mentor training instructor

PST – pre-service teacher

SPSS – Statistical Package for Social Sciences

Chapter 1: Introduction

This chapter introduces the study described in this thesis, beginning with a statement of the problem under consideration, followed by a discussion of the aims and significance of the investigation. Subsequent sections outline the limitations, assumptions and terminology associated with the study.

Problem Statement

Teaching and classroom learning, and also learning to teach, the context of this study, are social activities (Johnson, 2009), which cannot be carried out in isolation. The participants in these activities must engage in interaction and will thus naturally affect each other's behaviours and reactions. Interactions are a result of assumptions and principles pertaining to the envisaged outcomes of the teaching and learning process and, in the case of teacher training, the principles upon which such teaching and learning are based will determine the model selected for the teacher training programme in any particular context. Several models for learning to teach have been proposed (Wallace, 1991; Roberts, 1998): for example, the craft model, the competence or knowledge-based model and the reflective model. In each model, the roles and duties of the participants, such as instructor, mentor and trainee, are naturally determined by the learning theory informing the model.

The model of teacher training under consideration in the context of this study is biased towards the competence model, although it also contains elements of the other two models mentioned above. This model was introduced in Turkey following the reform of initial teacher training in 1998, which placed greater emphasis on the element of teaching practice in schools than had previously been the case (Kavak, Aydın & Akbaba Altun, 2007). Pre-service teachers (PSTs) attending the final year School Experience and Teaching Practice courses, which are compulsory components of teacher training programmes in Turkey, are presented

with the opportunity of gaining professional experience and putting into practice the skills, competencies and theoretical knowledge they have acquired during their university training (YÖK, 2008). These courses are organised through a partnership between the Faculty of Education, or training institution, and the schools in which the pre-service teachers engage in teaching practice (YÖK, 1998). In the process, it is necessary for practice school cooperating teachers, who are actually acting as mentors, albeit unlabelled and without special preparation, to assume various roles and responsibilities in order to carry out the extremely important task of assisting the PSTs to develop their teaching skills (Yirci & Kocabaş, 2012).

In order to understand what mentoring encompasses and its significance for PSTs, awareness of the roles and responsibilities of mentors is necessary (Hobson, Ashby, Malderez, & Tomlinson, 2009). Mentor school teachers (MSTs) need to be more than mere supervisors during the practicum; they should share their knowledge with the trainees, develop a personal relationship and offer support and advice, with professional development of the trainee as the goal (Malderez, 2009). Brooks and Sikes (1997) mention three of the roles of mentoring which can be equated with three basic models of teacher education; namely, skilled craftsperson, instructor and reflective practitioner. Mentors' roles will also change according to the stage of development of the PST and the support necessary in a particular context, and may also overlap each other (Maynard & Furlong, 1993).

It is clear that successful mentoring involves putting into practice a variety of skills and competencies. In the Turkish context, the guidelines laid down by the Higher Education Council (HEC), regarding faculty-school cooperation during the teaching practicum, require the MST to assume a number of roles, including as a model for pre-service teachers (during classroom observation), as an instructor (of teaching methods and techniques), as a coach and guide (helping the trainees to reflect) and also as a supervisor and evaluator of performance (YÖK, 1998). These requirements presuppose both a number of pre-existing qualities on the

part of participating school teachers as well as close collaboration between the partners in order to determine the roles and responsibilities of mentors, relevant to the teaching context.

Many research studies have found, however, that, in a large proportion of cases, the school-based practice does not function as well as desired and PSTs sometimes fail to receive adequate support from the MSTs (e.g. Argon & Kösterelioğlu, 2010; Yavuz, 2011). Investigations attempting to determine the factors which affect the quality of the mentoring programme have pinpointed various issues resulting in inadequate mentoring, including the questions of mentor qualifications and training. In Turkey, it appears that very few school teachers who are called upon to be mentors report having received adequate training or orientation before the onset of the mentoring process (Cincioğlu, 2011; Güzel, Cerit Berber & Oral, 2010; Seçer, Çeliköz & Kayalı, 2010). If mentors have not been given appropriate, or indeed any, training in mentoring practices, they may not be fully aware of their responsibilities and how they should best carry out their mentoring duties (Azar, 2003; Gökçe and Demirhan, 2005). PSTs will consequently be affected by this situation and fail to receive the support necessary to develop their professional knowledge and skills to a desirable extent (Baştürk, 2009; Menegat, 2010), resulting in graduates being less qualified than was originally intended.

To help remedy the problem and render the teaching practice more effective, it seems appropriate to provide the mentor teachers with in-service training (Kocabaş & Yirci, 2011), which will enable them to develop the necessary expertise. Mentor training serves both to strengthen collaboration between the school and faculty and also to provide a basis to develop the competencies required in a successful mentor. The training should provide mentors with information on the administrative aspects of the mentoring programme but, most importantly, should assist them to fully understand what kind of a relationship mentors are expected to establish with their mentees and which skills and competencies a mentor may need to exhibit

to conduct the mentoring process successfully (Yalın Uçar, 2008). Such training is relevant to the needs of pre-service teachers and will directly contribute to improving the quality of the teaching experience (Anderson, 2009; Hennissen, Crasborn, Brouwer, Korthagen & Bergen, 2011) at all levels and in all fields of school education, including that of English Language Teaching (ELT), the area of interest in this research. A review of the literature, however, revealed no accounts of an appropriate mentor training programme having been conducted in the field of ELT, which could be adopted for the context in question. The decision was thus made to design and implement a suitable training seminar for mentors and to research the effects of such a programme, as perceived by the MSTs, the mentor training instructors (MTIs) and the PSTs participating in the teaching practice course.

Aim of the Research

The aim of this research was to collect data from various stakeholders in the faculty-school partnership and investigate the effects of in-service mentor training offered to schoolteachers with mentoring responsibilities during a teaching practice programme, with the assumption that mentor training would contribute to an improvement in the quality of the teaching practice, thus helping to accelerate PSTs' professional development and produce better-qualified graduates.

The study described in this report sought to answer the following research questions:

1. What are the perceptions of faculty tutors and pre-service teachers with regard to significant features of the mentoring process?

2. What effect does the English Language Teacher Mentor Training Programme have on the behaviour and attitudes of participating mentors, as perceived by mentors and pre-service teachers?

3. How do mentor training instructors evaluate the English Language Teacher Mentor Training Programme and its participants?

Significance of the Research

In the Turkish context, despite a quantity of research into various aspects and problems of school-based teaching practice, very few investigations have been conducted into the issue of mentor training. This study is, as far as is known, one of the few enquiries into mentor training for school teachers participating in the teaching practicum, especially in the area of English language teaching. The reason for this is not that researchers believe the mentoring process and mentor training to be insignificant; on the contrary, a very large number of studies recommend that mentor training should be introduced or implemented in order to improve the quality of mentoring and the teaching practicum (e.g. Azar, 2003; Aytaçlı, 2012; Cincioğlu, 2011; Delaney, 2012; Dickson, 2008; Ekiz, 2006; Gareis & Grant, 2014; Giebelhaus & Bowman, 2002; Gökçe and Demirhan, 2005; Güzel et al., 2010; Hennissen et al., 2011; Hudson, 2013; Hudson, Uşak & Savran-Gencer, 2010; Hughes, 2002; Ilın, 2014; Inal, Kaçar & Büyükyavuz, 2014; Keçik & Aydın, 2011; Koç, 2008; Long, 1997; Menegat, 2010; Sağlam, 2007; Sarıçoban, 2008; Seçer et al., 2010; Stidder and Hayes, 1998; Ulvik & Sunde, 2013; Yalın Uçar, 2008; Yavuz, 2011; Yeşilyurt & Semirci, 2013; Yirci, 2009; Yördem & Akyol, 2014). This study is thus significant for giving prominence and drawing attention to this issue, for attempting to shed more light on the problem and for going a step further by carrying out a training programme and demonstrating its effects on the perceptions of MSTs and PSTs during the consequent practicum.

As this research may be regarded as a pilot study in the issue of mentor training, the findings of this investigation may possibly be used as the basis for developing further MTPs in similar contexts or for stimulating research and subsequently implementing training

programmes in differing contexts. The findings may also indicate in which areas and to what extent mentor training could be modified in order to further increase the effectiveness of teaching practice and the mentoring programme. It is to be hoped that such training will eventually be available or compulsory for all potential mentor teachers in schools. If mentor training is to become widespread, a relevant body of research, of which this study will be an example, will provide support for those who wish to introduce such training and be of assistance in the planning and development of training programmes and further research into the topic.

Another significant aspect of the research is that the perceptions of MSTs are investigated. Although some studies have considered the views of mentors, a large number seem to have concentrated on collecting data from PSTs, at least in the Turkish context. Other participants in the teaching practicum, such as FTs, and faculty and school coordinators, also seem to be underrepresented. This study will thus make available more data from some of the important groups of participants in the teaching practice course.

Limitations

- The study was carried out in the context of a single university department (ELT) at one medium-sized university in a small city in western Turkey.

- Data for the needs analysis was collected from 78 final year PSTs from one university and 14 FTs from the ELT departments of the same university and two other universities in the summer of 2012.

- Data for the mentors' perceptions was collected from 11 MSTs participating in the MTP in February 2013.

- As participation was not compulsory, only 11, and not all, appointed MSTs for the semester of teaching practice in question took part in the MTP. Some attended

voluntarily and some were required to attend by their superiors. There was no opportunity to select or randomly appoint mentors to participate in the training programme.

- Data for the PSTs' perceptions of mentor performance was gathered from 85 respondents in the final year of the ELT programme at the end of teaching practice in the spring semester of the 2012-2013 academic year.

- Interview data for the MTIs' perceptions of the training programme was collected from two respondents within a short period of the end of the MTP.

- Interview data for the MSTs' perceptions of the mentoring process during the semester of teaching practice was collected from two respondents at the end of the spring semester in June 2013.

- The MTP consisted of a total of 8 hours (4 x 2) spread over 4 evening sessions in the first week of the spring semester, before the commencement of teaching practice, as it was necessary to hold the sessions outside of school hours.

- The data was collected using the following instruments: 'Questionnaire for Pre-service Teachers: the Mentoring Experience'; 'Questionnaire for Faculty Tutors: Mentors and Mentoring during Teaching Practice'; 'Questionnaire for Mentors: the Mentoring Process'; 'Semi-structured Interview for Mentor Trainers'; and 'Semi-structured Interview for Mentors'.

Assumptions

The following assumptions were made during the study:

- Responses in the data collection instruments reflect respondents' real views and beliefs.

- The group of mentors participating in the training programme, which did not consist of all of the mentor teachers for that semester, constitutes an average group of MSTs for this department. They represent neither all the most nor all the least experienced, competent, skilled or enthusiastic mentors for the semester.

- FTs and PSTs perceive that there are deficiencies in the mentoring process and a need for mentor training.

- Mentor training has a beneficial effect on the mentoring competencies and skills of MSTs.

- Participating mentors perceive that the English Language Teaching MTP leads to an improvement in their mentoring competencies and skills.

- PSTs perceive the mentoring competencies and skills of mentors who have participated in an English Language Teaching MTP to be satisfactory.

- MTIs perceive the necessity for a MTP and benefits for the participants.

Terminology

Faculty Tutor: member of academic staff at the institution for teacher training, who is responsible for the theoretical component and also supervision of a group of trainees during school experience and teaching practice.

Faculty-School Cooperation: System established in Turkey to provide teaching practice for pre-service teachers.

Higher Education Council: Administrative body responsible for universities and all aspects of higher education in Turkey.

Mentor: practising school teacher who supervises and guides trainees at a school during the school experience and teaching practice components of teacher training.

Mentoring: the activities, roles and responsibilities undertaken as a whole by a mentor in connection with the teaching practice of pre-service teachers.

Mentor training programme: in-service training for potential mentors, to increase awareness of goals of trainees' teaching experience and roles and responsibilities of mentors.

Ministry of National Education: government department responsible for schools and primary and secondary education in Turkey.

Pre-service teacher/trainee: undergraduate student in a teacher training programme.

School experience: a compulsory course in the penultimate semester of teacher training programmes in Turkey, in which pre-service teachers observe experienced teachers in the classroom.

Teaching practice/practicum: a compulsory component of the final semester of teacher training in Turkey, in which pre-service teachers practice teaching in real classrooms, under the guidance of mentors.

In this chapter, the issue under consideration in this study, mentoring during teaching practice and training of the mentors, has been described and the scope of the investigation has been outlined. The following chapter considers the question of mentoring in greater detail and provides an overview of some of the work which has been conducted in this area to date.

Chapter 2: Theoretical Framework and Literature Review

Theoretical Framework

This research is based on the interactions between participants in the teaching practice programme, namely, MSTs and PSTs, with the focus being on the mentors. Both the MTP and teaching practice represent social contexts to which all the participating individuals contribute to a greater or lesser extent. In both these contexts, the assumptions underlying the research reflect a social constructivist approach, with data for the investigation emanating from the participants rather than being independently observed by the researcher (Johnson, 2009), as would be the case in a positivist paradigm. Both contexts are social; in the case of teaching practice, the actors in the social interaction are MSTs and PSTs, with both groups providing data, whereas the MTP involves mentors and mentor trainers, with data once again obtained from both groups. In fact, it is the connection between these two social contexts, or the effect of one upon the other, which is being studied.

In addition to the social context, the nature of the interaction also reflects the social constructivist approach. The participants in both contexts must explore and reflect, select or reject information or concepts to reach an understanding of the subject matter, or construct meaning, in each case in collaboration with one or more other participants, in line with descriptions of this approach by Williams & Burden (1997). During the MTP, the mentor interacted with mentor trainers and peers to mutually construct meaning regarding the roles and responsibilities of mentors. It was not intended that the training should consist merely of instruction. In turn, following the training, the mentor was to assist the PSTs to construct their own meaning for professional development during the teaching practice, providing scaffolding, or mediating for the trainees between them and the classroom context.

In this investigation, the intention is to attempt to gauge the effects of one social context on another social context; in other words, to study a qualitative phenomenon. However, the research design includes both qualitative and quantitative elements, the latter owing to some data being collected from a large number of respondents, which would be difficult if not impossible to both collect and evaluate qualitatively. The design is therefore mixed and considers the issue from several different perspectives using a variety of data collection tools.

Mentoring

Introduction

This section discusses the concept of mentoring and seeks to establish what is understood by the term mentor, the characteristics required of a mentor and the roles which are undertaken during the mentoring process. First of all, the difficulty of specifically defining the term mentor is considered. Secondly, two models of mentoring are presented, including the roles which may be adopted by a mentor. Following this, the three main models of teacher education are discussed with reference to the mentoring roles relevant to each. The final segment considers the skills and other characteristics required for the effective implementation of mentoring activities.

Defining the Term 'Mentor'

Before it is possible to consider the roles and responsibilities of mentors, an attempt should be made to understand the exact meaning of the term "mentor", since the understanding will naturally affect expectations of mentoring activities. As with much terminology, there is no universally accepted definition (Ekiz, 2006; Stidder and Hayes, 1998)

which can be applied in all cases to determine whether a particular individual conducts mentoring activities satisfactorily, or indeed whether that individual is a mentor at all.

One dictionary definition, offered by the Concise Oxford Dictionary (1964), is that a mentor is an experienced and trusted advisor. However, in the literature, the term is generally taken to have a wider meaning than this and different authors emphasise different aspects of mentoring. Thus, Eisenman and Thornton (1999) state that mentoring involves a knowledgeable person aiding a less knowledgeable person, whereas Malderez (2009) points out that a mentor should also support the transformation or development of the mentee and their acceptance into the professional community through a process of "support for the *person* during their professional acclimatization (or integration), learning, growth, and development" (Malderez, 2009:260). Moreover, the mentor must find a balance between both supporting and challenging mentees, in order to promote professional growth (Brookes and Sikes, 1997). Wright (2010) emphasises the collaborative and partnership aspects of the relationship between mentor and mentee, which should be integral to the mentoring process. Mentoring can be seen to consist of three main dimensions: structural, supportive and professional, each of which incorporates several elements, or roles, to be undertaken by the mentor (Bullough, 2012; Sampson and Yeomans, 2002).

A more precise definition is offered by Bozeman & Feeney (2007), who point out that such a definition is necessary before any discussion of mentoring commences and bemoan the fact that scholars often ignore this requirement:

> "Mentoring: a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have

greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)."   (Bozeman & Feeney, 2007:731)

Despite the variety of interpretations, there are elements which seem to be common to all conceptions of the term and it may therefore be possible to summarise the general characteristics of a mentor as follows:

- A mentor is an experienced professional who shares his/her knowledge with the mentee as appropriate.

- S/he develops a personal relationship with the mentee, offering support and advice.

- The goal of this relationship is the professional development of the mentee.

As the definition of a mentor is by no means straightforward, it follows that a description of the tasks and duties to be undertaken is also unlikely to be easily established. Some authors have devised models of mentoring which attempt to explain the important aspects. Two of these models will now be considered.

Models of Mentoring

Amongst the different models of mentoring which have been proposed, two are offered by Anderson & Shannon (1988) and Furlong & Maynard (1995). The first of these takes a theoretical approach and includes various aspects of the relationship between mentor and mentee, and the functions and activities of mentoring. Furlong & Maynard's model, on the other hand, is based on empirical evidence and presents the learning of teaching as a series of overlapping stages in each of which the mentor takes on a different role, corresponding to the developmental requirements of the trainee; namely, as model, reflective coach, critical friend or co-enquirer.

Anderson and Shannon's model. Anderson and Shannon (1988) first of all point out that Mentor, a character from Greek mythology, from whose name the term is taken,

undertook to be a role model and that the process he engaged in was intentional, nurturing, insightful, supportive and protective. Modern notions of mentoring are generally based on these characteristics, which are, however, by themselves inadequate guidance for mentors – they do not specify the functions and manner in which mentoring is to be carried out. A conceptual framework on which mentoring programmes can be based is essential for the complex mentoring process and Anderson and Shannon propose a model. The authors provide their own definition of mentoring as:

> "a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé." (p 40)

> According to Anderson and Shannon, mentoring encompasses five essential attributes:

> 1. a process of nurturing

> 2. serving as a role model

> 3. five mentoring functions, namely, teaching (adult education), sponsoring (support), encouraging (challenging), counselling (problem solving), and befriending

> 4. a focus on professional/personal development of the mentee and

> 5. an ongoing caring relationship.

All of these attributes may need to be exhibited by a mentor, on occasion simultaneously, at other times individually, in response to the circumstances and requirements of the specific context.

Anderson and Shannon state that, if a conceptual framework is to be useful, it is necessary to translate concepts into meaningful activities or functions when designing a mentoring programme. What functions can illustrate the attributes outlined above? Although

functions may be many and varied, the authors mention a few which can be considered as basic to mentoring in an educational setting: demonstrating teaching techniques; observing mentee's teaching and giving feedback; and holding support meetings.

In addition, dispositions (attributed characteristics) deemed to be necessary for successful mentors are also listed: mentors opening themselves to mentees; leading mentees incrementally over time; and expressing care and concern for the mentee.

The model proposed by Anderson and Shannon is summarised in their diagram, shown in Figure 1, which includes all of the features mentioned above. From their framework, it is obvious that mentoring is a complex process requiring mentors to possess certain attributes, that mentoring programme design should be informed by a conceptual basis and that such a design should specify the functions and activities required for the programme to be successful.
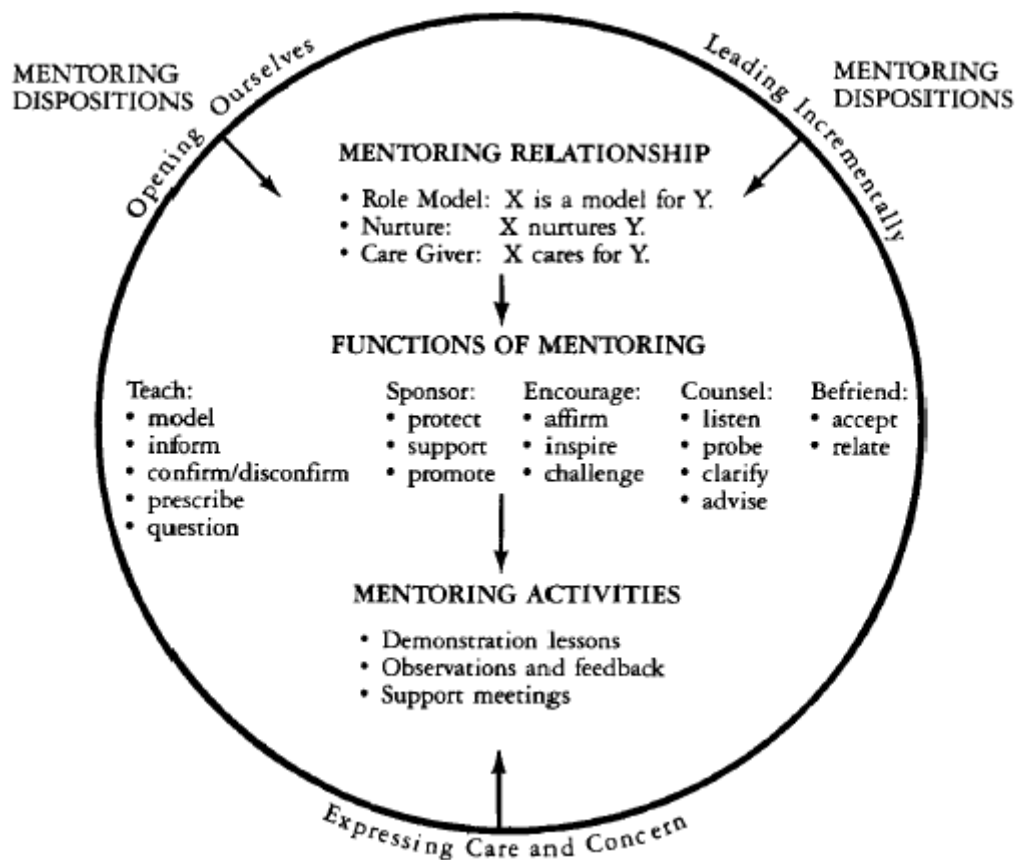
Figure 1: Anderson and Shannon's (1988) mentoring model.

Furlong and Maynard's model. The second model under consideration here is that expounded by Furlong and Maynard (1995), which is based on empirical evidence and considers the mentoring process from the perspective of the roles undertaken by the mentor. Furlong and Maynard maintain that the process of learning to teach is a series of overlapping phases requiring mentoring strategies to be matched to the trainees' development needs during particular phases. The stages of mentoring must therefore be flexible and not mutually exclusive, sometimes occurring simultaneously, and at other times alternating.

Furlong and Maynard perceive that there are four roles which need to be assumed by mentors for a successful mentoring relationship with the mentee: model, reflective coach, critical friend and co-enquirer. Each of these roles is briefly discussed below.

Teacher role model. In the beginning teaching phase, the mentor is a role model for the mentee, demonstrating teaching skills and techniques for the mentee to observe and thus increase his knowledge of the teaching process. The mentee is learning about teaching from a skilled practitioner.

Reflective coach. During this phase of learning to teach, the mentee undertakes supervised teaching. As well as providing a model, the mentor coaches the trainee teacher in reflective practice by assisting him to use reflection as a tool for self-development. The trainee's own experiences constitute the basic material for learning about teaching. By analysing his teaching practices, he can develop his knowledge of teaching. Tomlinson (1995) maintains that reflection is important from the outset of training and it is thus important for the trainee to work with reflective practitioners. In the role of reflective coach, the mentor engages in an active process of planned and systematic interventions into the trainee's reflections in order to increase their meaningfulness. Through this guided analysis of the trainee's own experience, the mentor can demonstrate how teaching is or can be undertaken. Furlong and Maynard also state that language is a significant aspect of the mentoring process

during this stage. By articulating his experiences either in speech or in writing, the trainee can gain deeper insights and enrich his understanding of the teaching process.

The form of learning guided by the mentor as reflective coach is cyclical in character. It consists of: planning – implementation – reflection/evaluation – planning, and consequently has a structure similar to reflective teaching. Each cycle forms the basis for the next stage of learning, with the mentor coach being actively involved in helping the trainee to think things through.

Critical friend. During this stage of the mentoring process, the focus of the trainee moves from teaching to learning, with the role of the mentor as a critical friend who challenges the trainee while providing encouragement. The challenge is to consider the requirements of the learners in the classroom and the encouragement is to incorporate those requirements into planning and teaching.

The mentor must assist the mentee to shift from being a performance-orientated trainee teacher to becoming a facilitator of learning for the pupils. The critical friend should challenge the mentee to re-examine his teaching practices, while still providing encouragement and support for appropriate practices. The mentee must focus on how and what the learners are learning in the classroom, rather than on how teachers should be teaching, and on planning lessons based on the results of these observations. He must be guided to concentrate on the content of the lessons and the needs of the learners rather than on his own performance while teaching.

Co-enquirer. The final role mentioned by Furlong and Maynard is that of co-enquirer, in which the mentor collaborates with the trainee. In this phase, the mentee has already started to develop knowledge and expertise and the relationship between mentor and mentee is on a more equal footing than in earlier phases.

Two key techniques at this stage are observation and collaborative teaching. The mentor observes areas of practice determined by the trainee and together they then consider the results of the observation and determine on any action to be taken. It is a process of collaborative enquiry, carried out by equals, and may be thought of as similar to parnership teaching. This process also obviously includes elements of the previous two stages, such as reflection and focusing on learners' needs; however, the roles of the participants are altered. Furlong and Maynard declare that this stage represents the most advanced form of mentoring, carried out once the trainee has gained basic competence and is in a position to critically examine both teaching and learning in the classroom. It can be particularly useful in the later stages of a training course and helps trainees accept responsibility for their own professional development.

From the foregoing, it is clear that, whichever model or perspective is taken into consideration, mentoring is a highly sophisticated, multi-faceted, complex activity, requiring a number of different professional and personal strategies, skills and attributes on the part of the mentor. As such, it should be undertaken as part of a well-designed programme based on firmly established concepts, by individuals in possession of the characteristics required, if successful outcomes are desired.

Roles of mentors and teacher education programmes. As already mentioned, the mentor may need to assume different roles depending on the stage of development of the trainee or the context of the mentoring situation. This principle also naturally applies to pre-service teacher education programmes. The theory of teacher education on which the teacher training programme is based will necessarily determine the role of the mentor, which will reflect the principles underlying the programme. Brooks and Sikes (1997) describe three models of teacher training, parallel to three main theories of teacher education. These are the apprenticeship model, in which the mentor is the skilled craftsperson who models the

behaviours to be learnt by the trainee; the competency-based model, in which the mentor is the instructor who imparts knowledge to the mentee; and the reflective practitioner model, in which the mentor guides and supports the trainee in reflecting on his/her own teaching. In this section, these three models of teacher education will be considered, and the roles of mentors involved in such programmes will be discussed.

Mentor as skilled craftsperson. The first model to be considered is the apprenticeship or craft model, based on behaviourist principles, in which a skilled craftsperson, in this case the experienced teacher, demonstrates and gives instruction in the desired teaching skills to be learnt by the trainee (Wallace, 1991; Roberts, 1998). The trainee is required to observe the expert teacher and try to reproduce the behaviours. In the past, this model was made much use of and apprenticeship is still appreciated as a useful strategy for trainees, who can make observations of professionals practicing (Brookes and Sikes, 1997).

However, although modelling teaching behaviour can be of benefit in certain circumstances and for certain purposes, this model of teacher education is very limited. The role of the teacher does not involve any active mentoring of the trainee, and may not really be considered to involve mentoring at all. Another limitation is that the trainee is exposed only to those behaviours demonstrated by the mentor and is expected to acquire the same set of skills. Wallace (1991) states that in the dynamic society of today, in which developments in the field of education occur continually, such a static system is inadequate. There is no encouragement to learn about or develop other skills and there is no standard which can be applied to all trainees, as each practitioner will exhibit different behaviours.

Mentor as instructor. The second model of teacher education under consideration is the competence-based model, in which trainees receive instruction in subjects connected with teaching and learning (Brookes and Sikes, 1997): the trainee acquires a knowledge base and competencies and there tends to be an assumption that once the trainee has acquired the

relevant competencies, and had a chance to practice, he will be able to apply them in the classroom. The competence-based model of teacher education is based on scientific research and theoretical concepts (Wallace, 1991) and emphasises the acquisition of skills and knowledge, or a set of pre-determined professional competencies. Success is measured by determining whether the trainee possesses the competencies deemed necessary for a teacher. Systematic instruction comprises an indispensible part of the training and the mentor is perceived as a trainer assisting trainees to implement competencies in the classroom. In addition, elements of the apprenticeship model may also feature as a component of instruction.

The relationship between the mentor and mentee is that of instructor and student, with the mentor supervising the training, providing instruction, correcting undesirable teaching behaviours and assessing whether the trainee has acquired the desired competencies. In many countries, including Turkey, demonstrating a minimum level of proficiency in certain competencies is an official requirement for trainees before they can become practicing teachers. As such, this model and its details cannot be ignored. Mentors need to be appraised of the requirements and implement these in their mentoring. The mentor can assist the trainee by helping to determine which competences should be used, giving instruction in techniques, methods and classroom management and helping the trainee to construct his teaching practice, through planning and feedback.

One major benefit of the competence-based model is that it provides standards which trainees can aim to achieve and which mentors and other tutors can consult to assess the trainees' performances. For the individual trainee, it can provide a framework to inform them which skills, knowledge and practices are considered necessary for teaching and thus in which areas it may be necessary to increase competence. The drawbacks to this model are that it tends to focus on theoretical aspects of teaching and presents teaching practice as a finite set

of competencies. The trainee may believe that, once the desired competencies have been acquired, no further development is required for satisfactory teaching outcomes. Such a model does not always prepare the trainees for the gap between theory and practice which is often experienced by the novice teacher. In such situations, the mentor may need to be much more than a craft demonstrator and instructor.

Mentor as reflective practitioner. The third model of teacher education addressed by Brookes and Sikes (1997) is that of reflective teaching, in which the mentor takes on the role of reflective practitioner. Reflection can be considered vital for learning and individual professional growth (Barnett, 2001). The relationship between the mentor and mentee is that of senior and junior practitioner and is presented as less hierarchical than in the previous models. There is a focus on collaboration and cooperation. In the reflective model, the mentor is not considered to be an infallible expert, and teaching is learned and shaped through reflective experience on the part of the trainee, with the mentor guiding and coaching the trainee in reflective practice in order to develop teaching skills. Reflective practice is experiential and cyclical, referring to analysing and reflecting on classroom experiences and then applying the insights gained to further teaching practices (Wallace, 1991). Although a knowledge base and skills may be necessary for the trainee, and can be imparted through instruction, it is reflective practice which will lead to professional development. As such, reflective practice is an ongoing, infinite phenomenon, and the mentor, in addition to practicing reflective teaching himself, should assist trainees to become reflective practitioners rather than just demonstrating or telling them what to do and how to do it.

In this model, it is possible for the mentor to assume a number of roles which will both support and challenge the trainee in order to promote professional growth. The balance between the roles will alter over time as the trainee increases in proficiency. Thus, especially in the first stages, when the trainees have little or no expertise, the mentor may need to

undertake the roles mentioned in the previous two models, namely, those of modelling teaching and giving instruction (Tomlinson, 1995). However, at later stages, as trainees become more proficient, the mentor may need to guide, coach, advise or collaborate with the trainees rather than offer specific solutions. In the reflective practitioner model, the trainee is guided by the mentor to reflect on classroom practice, and it thus represents a social constructivist approach in which the mentor provides scaffolding for the trainee to construct his own meaning with reference to the social construct of classroom practice.

It is obvious that, as reflective practice is cyclical and stages can overlap, the roles undertaken by the mentor as a reflective practitioner will not necessarily be discrete or sequential. The mentor must respond to the trainee's needs as dictated by the stage of development and the particular teaching situation arising. Thus, the mentor's roles will overlap and alternate and during a course should be cumulative. Kram (1983), investigating a business setting, identified four different phases of mentoring, namely, initiation, cultivation, separation and redefinition, which describe the developing relationship between the participants. Different phases of the relationship require the mentor to assume a variety of roles corresponding to the mentee's developing professionalism.

There is generally much overlapping of roles in the different models of mentoring, as they are not mutually exclusive, with strategies employed in one model also being appropriate or necessary in another model, especially with reference to the mentor as reflective practitioner (Brookes and Sikes, 1997). As a consequence, mentoring programmes generally contain elements of all these roles, but with a shift of emphasis depending on the model of teacher education which is favoured. Whichever model is focused on, however, it is clear that mentors will be required to exercise a range of skills, competencies and responsibilities.

Skills, Competencies and Responsibilities of Mentors

Just as it seems difficult to adequately define the term "mentor", so it seems unlikely that an exhaustive list of skills, competencies and responsibilities, or indeed qualities and personality traits, could be drawn up for all mentors in all contexts. Due to the complexity of the mentoring process, and the diversity of contexts for mentoring, each individual case of mentoring will require a different combination of these factors. However, it is possible to pinpoint certain categories of features which contribute to the mentoring process.

Long (1997) declares that mentors must adopt roles to deal with issues in a number of areas: issues connected to the practicum partnership with the university, the classroom, school management and the teaching context, the wider school and community, and professional development. This is in line with the various approaches and models mentioned above, which advocate a variety of roles for the mentor. In order to perform these roles, the mentor needs to develop skills in a number of areas, which Long lists as follows:

1. communication skills

2. conferencing skills

3. skills of reflection

4. role modelling

5. observation skills

6. skills to provide positive, structured feedback

7. assessment skills

8. conflict resolution skills

9. skills of sensitive lesson intervention

10. team leadership skills

11. skills in formative and summative evaluation

12. skills in self-reflection.

Furthermore, in addition to the teaching competences and wide range of skills which an ideal mentor should be able to demonstrate, including organisational, interpersonal and leadership skills, Delaney (2012) suggests that a good mentor should also possess certain personality traits and sound professional knowledge of the subject area. Experience and competence as a teacher are not enough to enable a mentor to observe and evaluate pre-service teachers, offer effective feedback, assist with lesson planning or be knowledgeable about different styles of mentoring.

In order to develop their teaching skills, PSTs also perceive the need for mentors to offer emotional support and assistance with tasks in a variety of ways (Hennissen et al., 2011). Unfortunately, mentors are not always able to conduct mentoring activities successfully enough to ensure an adequate combination of support and assistance, which can be frustrating for both the mentors and the PSTs; indeed, mentors can be unaware that their role is to contribute towards professional development of the trainees, rather than just ensuring that they 'survive' in the classroom (Moyles, Suschitzky & Chapman, 2002). This lack of success can often be attributed to the mentor's insufficient knowledge and skills with regard to the mentoring process (Delaney, 2012; Hennissen et al., 2011). However, it is possible to teach the skills required for mentoring behaviours (Janas, 1996). This indicates the necessity of developing MTPs enabling mentors to acquire the necessary skills (Malderez, 2009; Moyles et al., 2002) and put them into practice to benefit PSTs. In addition, training can raise awareness of the benefits which accrue to mentors, in terms of their own professional development (Delaney, 2012). Mentors should then possess a more positive attitude towards mentoring rather than just seeing the process as an added burden, and be more willing to shoulder responsibility for the trainees. In cases where the mentors have received skills training, PSTs also seem to perceive a positive impact on the support and assistance provided

(Hennissen et al., 2011). Delaney (2012) concludes that mentor skills training is a very significant variable in the effectiveness of mentoring programmes.

The foregoing indicates the complexity and wide-ranging nature of the skills, knowledge, traits and duties of a mentor. It seems desirable to foster skills and knowledge of mentoring through MTPs to both ensure effective mentoring of PSTs and stimulate motivating professional development for mentors. Such programmes can provide instruction or training in discrete skills in addition to information concerning the particular mentoring programme to be undertaken by the mentor teacher in the school.

This section has attempted to explain the meaning of mentoring and the roles which can or should be undertaken by mentors, by relating them to different models of mentoring and teacher education. The discussion of the skills and other characteristics required of a mentor concludes that mentor training is beneficial for the acquisition of both skills and knowledge. Before considering the question of mentoring in the context under investigation in this study, it is necessary to understand the details of that context. Consequently, the following section will present an account of teacher training, the teaching practicum and the mentoring programme in Turkey.

Teacher Training and the Teaching Practicum in Turkey

Teacher Training Worldwide

Before considering local teacher training in Turkey, it may be useful to provide a context by briefly describing the worldwide situation. Teacher training is generally agreed to be a very important factor in ensuring high quality teachers and teaching (European Commission, 2007), and in many countries around the world, reforms to teacher training have

been instituted in recent years. These reforms are connected with a number of aspects, such as the length of training, the situational context, and the content of teacher education.

Although teacher training is considered to be significant, there are a wide range of systems in place in different countries (Pungur, 2007); indeed, a range of models frequently appear to exist within a single country, for example, the USA, if there is no centralised coordination of training. One overview of different systems in various countries is provided by Özcan (2013) in a report for TÜSİAD, (Turkish Industry and Business Association). He informs us that, while some training programmes are at undergraduate level, others are provided for post-graduates; while some are based in training institutions, others have a much stronger school-based component. In the UK, for example, one model, known as SCITT (school-based initial teacher training), is based entirely in schools. The length of time required for training to be a teacher also varies widely throughout the world.

Despite there being such a variety of training models, it is generally agreed that the quality of the training can be improved through effective mentoring by an experienced colleague (European Commission, 2010; Hobson et al., 2009). Mentors are also used in many models, but, as will become apparent later, there is no consensus on the roles and competencies required of mentors, and the quality of mentoring offered thus fluctuates considerably. However, mentors are considered to be pivotal actors in teacher training (Wright, 2010) and the training of mentors to play an extremely important role in ensuring adequate professional development of pre-service teachers (OECD, 2005).

Teacher Training Programme in Turkey

This section will introduce the teacher training system in Turkey and consider the situation and functions of mentors within that system. Of special interest for this study is the nationwide mentorship programme, designed by central authorities and intended to be

implemented by all teacher training institutions. The rationale for such a programme, details of its implementation, challenges it poses and its significance for PSTs as learners will also be discussed.

In the 1980s and 1990s, the concepts of teaching and teacher training were reappraised in many countries worldwide and reforms to teacher education systems were introduced (Baskan, 2001). Many of these reforms laid increased emphasis on the practical component of training (Yavuz, 2011). The system of teacher training in Turkey was also re-examined at this time and, as a consequence of a joint project undertaken by the Turkish Higher Education Council (HEC) and the World Bank, known as the National Education Development Project, the purpose of which was to restructure the system of teacher training in Turkey, in recent years more emphasis has been placed on practical experience for PSTs, in the form of school-based experience and teaching practice. Although the nationwide teacher training programme that was developed is heavily biased towards the competence model of teacher education, with an emphasis on acquiring a body of theoretical knowledge as well as a high level of field knowledge, a stronger practical component than was previously the case was nonetheless perceived to be a necessity (Kavak et al, 2007), for it would enable PSTs to make effective use of the theoretical knowledge they had acquired from the faculty-based courses of the programme, and to try and translate that knowledge into practice.

Since 1998, the new curriculum which was introduced by the HEC into faculties of education, where teacher training is carried out in Turkey, has included courses in which PSTs first of all observe practitioners and the school environment (School Experience) and later are required to plan and teach lessons or observe their peers doing so (Teaching Practice). Some adjustments to the curriculum were made in 2006 (Yavuz & Zehir Topkaya, 2013), but these two elements remained as part of teacher training programmes.

For the purpose of organising these two practical courses, one of the outcomes of the HEC/World Bank development project was the preparation of a framework, known as the Faculty-School Cooperation (YÖK, 1998), which outlines the intended structure and elements of the cooperation and the roles, duties and responsibilities of all participants. The guide for this cooperation states:

> "The purpose of this cooperation is to ensure that the faculty of education and cooperating school share duties and responsibilities so that pre-service teachers can effectively, productively and securely apply and develop the field knowledge, vocational knowledge and skills which they have acquired." (YÖK, 1998:3)

A number of participants are involved in the Faculty-School Cooperation. First and foremost are the PSTs, as well as university tutors, university and school programme coordinators, and school teachers, known as "practice teachers" in Turkish, but here called mentors or school mentors, which is a more appropriate designation in English, when the roles and responsibilities assigned to them in this programme are considered. These roles and responsibilities will be discussed more fully below.

At present, following adjustments made to the teacher training curriculum by the HEC in 2006, PSTs in the ELT department undertake school practice courses in their final year of studies. The School Experience course is in the 7th semester, and Teaching Practice is in the 8th. In both cases, for the greater part of the semester, trainees spend a number of hours at school each week (4 and 6 respectively) and also meet once a week with their FT for planning and preparation, debriefing and feedback. The visits of the tutor to the practice school are generally limited to one at the beginning of each semester to introduce the PSTs to the school and then twice per trainee in the 8th semester to observe trainees teaching (barring, of course, any other issues which may necessitate a visit).

The chief responsibility for guiding and following PSTs during their school-based practical experience thus falls on the shoulders of the MSTs, practicing teachers in the field in which the trainees are studying. From the nature of the courses, it can be seen that their roles will vary in the two semesters. During School Experience they act mainly as teaching models for the PSTs, though discussions with mentors outside of lessons, as well as the observation and other tasks which trainees are required to carry out each week, also assist the PSTs to understand other aspects of school life and the education system in Turkey. However, during the Teaching Practice course, MSTs must assume a wider variety of roles, for instance some of those mentioned in the previous section, such as coach, instructor or counsellor, as the context and specific circumstances require, in order to be of assistance to the PSTs while they are making their first attempts at teaching.

Details of the teaching practice and the roles of mentors and others are described in the documents which provide the legal framework for the programme and are discussed in the next section. The two main sources which will be drawn upon are the Faculty-School Cooperation Guide (YÖK, 1998) and the Directive of the Ministry of National Education [MNE] (MEB, 1998).

Statutory Requirements and Guidelines for the Teaching Practicum

The Directive of the MNE for the Teaching Practicum in Schools (MEB, 1998) [hereafter referred to as the Directive] gives information on various aspects of the teaching practice to be undertaken in state schools, from definitions of terms, to principles on which the practice is based and practical details of the process and activities to be conducted. The Faculty-School Cooperation Guide (YÖK, 1998) [hereafter referred to as the Guide] focuses on the administration of the partnership between faculty and school, roles and responsibilities

of participants and the implementation of procedures for observing lessons and assessing PSTs.

If consideration is given to the principles listed in the Directive, upon which the teaching practicum is based, it can be seen that a strong element of cooperation and collaboration is intended, with a leading role for MSTs. In the second section of the Directive, the basic principles are stated as follows:

a) Principle of cooperation and coordination between institutions

b) Principle of implementation in a school context

c) Principle of active participation

d) Principle of spreading the practicum over an extended period of time

e) Principle of joint assessment

f) Principle of scope and variety

g) Principle of continuous development of practicum process and personnel

h) Principle of appropriate implementation and monitoring of the practicum

(MEB, 1998: Section 2)

With reference to understanding the scope of the mentoring that will be required, a closer scrutiny of principles c) and f), outlining the participation expected of the pre-service teachers, will be informative.

"c) *Principle of active participation:* It is essential for teacher candidates to effectively participate in the educational and communication processes. For this purpose, during the teaching practicum, each teacher candidate is required to personally undertake a series of activities. It will be ensured that the teacher candidates conduct these in stages and continuously, with a gradual increase in responsibility.

Teacher candidates will undertake activities connected with preparation for the practicum, observations in the practice school, participation in the school mentor's

duties, participation in educational, administrative and extra-curricular activities and evaluation of the practicum tasks performed.

f) *Principle of scope and variety:* The teaching profession encompasses a wide variety of activities, including lesson planning, presentation of lessons, classroom management, workroom and laboratory management, counselling pupils in topics connected to school and family issues, evaluating pupils' success, administrative procedures and other educational tasks. In addition, teachers perform their duties in various regions in a variety of contexts, each with differing conditions, such as general or vocational schools, day or boarding schools, schools with pupils in lodgings, town and village schools and one- or multi-level classes. Consequently, the teaching practicum should be planned and conducted in such a way as to include all the variety of the range of duties and responsibilities required for the teaching profession."

(MEB, 1998: Section 2)

These clauses in the Directive demonstrate that the PSTs should experience a teaching practicum introducing them to as wide a variety of teacher functions and duties as possible, with a view to making them familiar with the classroom and thus preparing them for their professional life. Obviously, professional guidance during this period will increase their understanding and professional development, and enable them to reap the greatest benefit from this experience.

In addition to the professional development of PSTs, it is anticipated that the process itself will develop and other practitioners (i.e. mentors) will increase their competence by participating in the teaching practicum, as is illustrated by another principle of the Directive:

"g) *Principle of continuous development of practicum process and personnel:* According to results obtained from studies of the teaching practicum, the teaching

practice process and, parallel to this, the competences of personnel participating in the practice are continuously developing." (MEB, 1998: Section 2)

This illustrates that teaching practice is of wider significance than merely providing the PSTs with an opportunity to try out their hand at teaching. It is a process which should be continually evolving and lead to professional development for all parties, which then, presumably, will be reflected in an improved teaching context. Lopez-Real and Kwan (2005), for example, found that mentors perceived themselves to have developed professionally in a number of ways. Hudson (2013) also discovered that mentoring led to benefits for both mentors and mentees.

This desirable state of affairs is to be achieved through all participants assuming specific duties and responsibilities to ensure a successful outcome of the teaching practice. The third section of the Directive continues by describing these duties and responsibilities, beginning with those of the MST:

i) *"Duties and responsibilities of the school mentor:*

1. Prepares activities for the pre-service teachers' teaching practice, in cooperation with the faculty tutor and practice school coordinator.

2. Ensures the implementation of the required activities during the teaching practice programme, provides guidance for the pre-service teacher so that practice activities are carried out successfully, supervises and monitors these activities.

3. At the conclusion of the teaching practice, evaluates the practice activities of the pre-service teacher and submits the results to the practice school coordinator." (MEB, 1998: Section 3)

Although this description is not very detailed, it indicates that the mentor is closely involved at all stages of the teaching practice, should both supervise and provide guidance for

the PST, and try and ensure successful outcomes. The mentor will therefore need to employ a variety of skills and competencies to perform the functions required to carry out these responsibilities.

The HEC Guide provides a somewhat more detailed list of duties and responsibilities that should be undertaken by the MST. Nevertheless, if the roles and responsibilities of participants were identified even more clearly, teaching practice could be further enhanced, and provide a basis for strengthening faculty-school cooperation (Alptekin & Tatar, 2011). In general terms, the mentor should teach in the field of the PST, give guidance and counselling, evaluate the PST's performance and collaborate with the subject tutor from the faculty. The duties to be carried out are summarised in the HEC Guide as follows:

- The mentor plans the programme to be undertaken by the pre-service teacher in the practice school, in conjunction with the faculty tutor,

- assists with professional development, classroom observation, use of various teaching methods and approaches,

- obtains equipment and resources, introduces the pre-service teacher to the school,

- helps the pre-service teacher with lesson and activity planning,

- observes and evaluates the pre-service teacher,

- does not leave the pre-service teacher alone in the classroom if possible,

- maintains the pre-service teacher's file,

- gives the pre-service teacher a copy of the observation form with feedback,

- discusses the pre-service teacher's file with the subject tutor, follows his/her development and makes positive contributions to this development,

- gives the pre-service teacher guidance on out-of-class activities and

- evaluates the pre-service teacher in collaboration with the subject tutor at the end of the training period. (YÖK, 1998: 10)

This description of the mentor's duties gives the mentor more guidance on the perceived content of the mentoring process. The mentor must assume supervisory, supportive, assisting, guiding, collaborative and evaluative roles and should be closely involved in all aspects of the teaching practice, from planning to the concluding assessment.

In both descriptions of the mentor's responsibilities, mentors are not merely expected to provide an opportunity for the PST to practice, or relinquish their classroom at certain times, or observe the trainee practicing; they are to actively guide the PSTs, help to shape the teaching practice and to be involved in the training of the new teacher. It would seem, therefore, appropriate for mentors to possess suitable skills, competencies and characteristics if they are to be successful in this context.

However, neither the Directive nor the Guide indicates exactly which skills and competencies may be deemed desirable in mentors, nor includes details on how the mentoring process is to be conducted. They do not specify any particular personal characteristics as criteria for identifying the teachers to be selected as mentors. The HEC Guide states that responsibility and experience are required but provides only some general guidelines for the selection of mentors, as listed below:

- The teachers must be willing to contribute to the training of teachers and to develop themselves professionally

- They must have studied in their own field

- They must have a minimum of 3 years professional experience

- They must be successful at implementing teaching methods and techniques

- Their attitude and behaviour must be a good example for students

The Guide also states that the MSTs, who are to be selected by the faculty coordinator collaborating with the school coordinator, are to attend a seminar before the start of the mentoring period. The purpose of this seminar is to provide information for the mentors about the Faculty-School Cooperation Project, the teaching practicum and the mentoring process and an opportunity for discussion and feedback regarding topics such as expected competences of the PSTs and their evaluation. In practice, such seminars appear to be organised very rarely in Turkey, if at all (Cincioğlu, 2011; Yalın Ucar, 2008). However, research has indicated that such training can increase the efficacy of mentors and the resulting quality of teaching practice (Gareis & Grant, 2014; Keçik & Aydın, 2011).

Although the same centrally developed teacher training scheme is implemented throughout the whole of Turkey, the information given in this section appears to be all that is available in official documents which relate to the roles, skills and responsibilities deemed necessary for MSTs. Further details are presumably to be determined by the participants in a particular context, within the framework of the faculty-school partnership.

Pre-Service Teachers as Learners

The above-mentioned clauses of the Directive include actions and procedures which will require mentors to assume a variety of responsibilities. If they are to adequately support the PSTs, so that all elements of the practicum can be completed successfully, mentors may need to demonstrate, teach, inform, guide, counsel, advise, encourage, coach, collaborate, observe, provide feedback, or perform a number of other roles or activities. They will probably be called upon at some point to undertake each of the three main roles of mentoring mentioned by Brookes and Sykes (1997), namely, as skilled craftsperson, instructor and reflective practitioner. For the purposes of this investigation, one of the mentor roles of particular significance, and which may also need to be considered in a little more detail, is

that of instructor. In the mentoring context, the PSTs are not only novice teachers but also learners who are learning to teach.

The fact that mentors must undertake a role as instructor to the PSTs may be a challenging aspect of the mentoring process (Menegat, 2010). It is a challenge, because this context of teaching and learning will probably be quite different from what the mentors are used to as school teachers (Ambrosetti, 2014), namely teaching young learners or adolescents. The PSTs, on the other hand, are adult learners and will both learn and need to be instructed in ways that may be unfamiliar to the mentors. If MSTs are informed about and understand the characteristics of adult learners, they will be better placed to assist in the instruction of the PSTs.

Although mentoring can be considered as adult teaching and learning, little mention is made of this important fact in the literature (Bullough, 2012). Sherman, Voight, Tibbetts, Dobbins, Evans & Weidler (2000) state that mentoring is suitable for adult learners, since adults are more goal-and relevancy-oriented, tend to learn experientially, and approach learning as a problem-solving exercise. Roberts (1998) also mentions that adults are more problem-focused, as well as tending to have self-direction (they can more easily identify learning needs and resist impositions) and prior knowledge, upon which new learning can be built, in addition to understanding whether new learning is relevant or irrelevant. However, helping these adults learn complex tasks can be challenging, and the learners may also need to abandon old habits and adjust their beliefs in circumstances which may appear threatening (Bullough, 2012).

An understanding of how learning occurs will have relevance for the way in which MSTs approach their mentoring duties. From a sociocultural perspective, in order to be able to say that learning has taken place, learners must undergo a transformative process, in which the knowledge is not merely transferred, but also internalised as the result of mediation through tools or a human agent, for example, the mentor (Johnson, 2009). The mediator can use scaffolding and collaborate

with the learner, sharing the load, to construct meaning in a social context, gradually decreasing the role of mediation as the learner develops and has less need of assistance (Bailey, 2006). According to this point of view, there is a relationship between the context and mental processes, and although aspects of other learning theories may also be included, for example, cognition, they are not adequate in themselves for learning to occur. Without the social interaction in the contexts of learning, teaching, and learning to teach, there can be no development of the individual (Johnson, 2009). Thus, the mentor plays a crucial role as the mediator for PSTs learning to teach during the practicum.

Presenting a social constructivist perspective, Williams and Burden (1997) state that world views and self-perceptions are major factors in learning through social interaction. Personal constructs, such as self-concept (view of self), locus of control (perception of who is in charge) and theories of attribution (perceived reasons for success and failure) are significant in the learning process. In order to be able to contribute to PSTs' development, mentors need to understand these and other beliefs and attitudes of the trainees (Bailey, 2006), including beliefs about teaching and learning, as these will affect the mentees' approach to the content to be learnt (Roberts, 1998) and whether they consider the issues to be of relevance. Mentors must be aware that the PSTs are not simply accruing new knowledge and skills, but rather adjusting and developing their existing ones to accommodate new, altered or expanded views of the four constituents of teaching, namely, attitudes, awareness, knowledge and skills (Bailey, 2006). Mentors can be resources to develop such knowledge or skills and can also motivate or assist mentees in determining which areas should or could be developed. Thus, the mentor as instructor to adult learners needs to assume a role akin to a guide or coach, rather than chiefly as a provider of information.

This section has outlined the teacher training system in Turkey, and the position of MSTs in the teacher training programme. It can be seen that school teachers are expected to

play a significant mentoring role during teaching practice, one of the most important aspects of training, and they must undertake a variety of responsibilities. Mentors are expected to exhibit certain qualities and characteristics, both as teachers and as mentors, and will need to employ a number of skills and activities in order to successfully complete the mentoring process. It will be necessary for them to be knowledgeable in a number of areas, including an understanding of how adults learn, and it is envisioned that they will receive some training to equip them for their roles as mentors.

Following this description of the current statutory requirements of teacher training and mentoring programmes in Turkey, it is relevant to examine the literature to ascertain the actual situation with regard to these issues and identify shortcomings of the implementation of the programmes in practice.

Mentoring Research Worldwide and in Turkey

Since the widespread adoption of mentoring programmes in educational contexts, a large number of studies into mentoring during teacher training have been conducted worldwide over the past two decades, including an increasing number in Turkey over the last few years. This research covers many aspects of mentoring and mentoring programmes and reveals several problematic areas, which will be considered here, such as needs analysis and planning of mentoring programmes, cooperation between training institutions and practice schools, inadequate support of trainees by mentors, and selection and training of mentors. The final section focuses on mentoring research in the field of ELT in the Turkish context.

Scope of Research Studies

Following increased interest in using mentoring for professional development, especially from the late 1980s onwards, and the wider introduction of mentoring processes

into business and educational contexts, a large number of research studies have been conducted into a variety of aspects of mentoring and mentor programmes during the last twenty years or so, both in Turkey and in other contexts. A general picture of the scope of such research includes theoretical and empirical studies into such topics as the efficacy of mentoring (e.g. Gareis & Grant, 2014; Garvey & Alred, 2000; Özkılıç, Bilgin & Kartal, 2008; Saratlı, 2007; Yavuz, 2011), the content of mentoring (e.g. Menegat, 2010; Özçelik, 2012; Sempowicz, 2011), mentor competencies and roles (e.g. Hall, Draper, Smith & Bullough, 2008; Ismail, 1999; Kwan & Lopez-Real, 2005; Long, 1997; Sağlam, 2007), professional development of mentors (e.g. Ambrosetti, 2014; Hudson, 2013; Lopez-Real & Kwan, 2005; Ulvik & Sunde, 2013) expectations of the mentoring process by various stakeholders (e.g. Argon & Kösterelioğlu, 2010; Cincioğlu, 2011; Ekiz, 2006; Ilın, 2014; Koç, 2008), factors affecting the mentoring process (e.g. Delaney, 2012; Gökçe & Demirhan, 2005; Göktürk & Arslan, 2010; Yalın Uçar, 2008), the mentoring relationship (e.g. Borko and Mayfield, 1995; Mertz, 2004; Pekkanlı, 2011; Pungur, 2007), design and implementation of mentoring programmes (e.g. Azar, 2003; Hudson et al., 2010; Hughes, 2002; Keçik & Aydın, 2011; Yeşilyurt & Semirci, 2013) and the effect of mentoring programmes on the wider business or teaching context (e.g. Bullough, 2012; Dickson, 2008; Giebelhaus & Bowman, 2002).

One overview of research is provided in a paper by Ehrich, Tennent & Hansford (2000), analysing a cross-section of the investigations into mentoring carried out in the preceeding decade. A large number of studies in the fields of business and education were analysed, with the purpose of identifying significant outcomes and problematic issues resulting from mentoring practices. The authors conclude that, although the mentoring process is generally perceived to be a positive influence leading to beneficial outcomes for the parties involved, it is also the case that there are problematic aspects to mentoring.

In their analysis, Ehrich et al. included 159 studies from the field of education. The majority of these studies were carried out in the USA and UK; however, the authors surmise that this does not indicate that mentoring has not been investigated in other contexts. Rather, it is probable that many other studies exist which were not included in the data bases trawled for the analysis. This seems also to be the case for Turkey, as many of the studies referred to in the current report were found to have been published in domestic journals or in Turkish rather than English, and would thus not be included in analyses such as the one undertaken by Ehrich et al. (2000).

It can be concluded, therefore, that there is a considerable body of research on the subject of mentoring. However, Bozeman and Feeney (2007) maintain that the research is too fragmented, there has been too little attention to core concepts and that no comprehensive theory of mentoring is offered which can underpin research and mentoring programmes. Non-standardisation of features found in teacher training and mentoring (Hudson et al., 2010) indicated the inability of mentoring theory and research to resolve certain fundamental issues distinguishing mentoring from related activities such as training, coaching or socialization (Bozeman and Feeney, 2007). In their meta-analysis, Ehrich et al. (2000) also found that there was no dominant theoretical perspective and that research studies in the field of education were seldom linked to theory. Standards need to be established (Yeşilyurt & Semerci, 2013), since a useful concept of mentoring with boundaries would result in more powerful research (Bozeman and Feeney, 2007). The lack of standards or benchmarks in the Turkish context, for example, results in an uneven distribution of mentoring across programmes, which do not always meet the needs of the pre-service teachers (Hudson et al., 2010).

Nonetheless, some significant conclusions can be drawn from the findings of the research undertaken (Ehrich et al., 2000). Although mentoring is a highly complex process, the authors report that a large proportion of studies indicated that there were beneficial

outcomes for both mentors and mentees. At the same time, the success of a mentoring programme can be impaired by a range of problems which were also identified in the literature, including a lack of time for mentoring, mismatching of mentor and mentee, and unsupportive or critical mentors. A further significant finding was ineffectiveness as a result of mentors being untrained. It seems that mentors should have sufficient training, time, energy and resources in order to carry out their mentoring duties satisfactorily.

Issues Identified in the Mentoring Process

A survey of the research literature reveals that a number of issues have been identified as being of hindrance to the effectiveness of the mentoring process. These include deficient programme planning, a lack of cooperation between participating institutions, insufficient support provided by mentors for the trainees, inappropriate mentor selection, and haphazard or non-existent mentor training. On the other hand, some research has also pointed to the benefits for both mentors and mentees of mentor training. Fuller consideration is given in the following sections to the issues mentioned here.

Needs analysis and programme planning. Before any mentoring programme is planned or established, it is first of all necessary to determine the objectives and desired outcomes, otherwise it is difficult if not impossible to ensure that the mentoring process will be tailored to the needs of participants. Hughes (2002) surveyed mentor teacher programmes and found inconsistencies between objectives and programme effectiveness, and also between the mentors' training and duties assigned. This finding suggests that great care must be taken when planning and developing programmes, so that both legal and institutional requirements can be met and the contents of the MTP match the needs of mentor teachers with regard to mentoring responsibilities. Hudson et al. (2010) also maintain that mentoring needs must be identified and programmes established which meet those needs. They pointed out that standards and benchmarks are necessary for PSTs to receive appropriate and sufficient

mentoring and ensure an even distribution of mentoring. These findings indicate the importance of needs analyses before any mentoring programme is designed or implemented.

A further result of inadequate planning and preparation of a mentoring programme may be seen in the lack of shared expectations or mutual understanding of participants or other stakeholders. If participants have diverse expectations, then it is obvious that clear guidance was not provided on the goals and expected outcomes of the programme and it is almost inevitable that some expectations will not be met. In two studies, Koç (2008), investigating MSTs for distance learning ELT trainees, and Ekiz (2006), conducting research with primary school PSTs and their mentors, both concluded that such a situation possibly led to the perceptions of PSTs not coinciding with those of the mentors, resulting in a lack of effectiveness of the mentoring programme. Akyel and Demirkol (2009) also found that the three main groups of participants, namely, FTs, MSTs and PSTs, revealed differing expectations of their own and each other's roles, as well as variations in expectations attributable to the different teacher training contexts. Sarıçoban (2008), studying the efficacy of the mentoring process as perceived by both mentors and trainees, also stresses the need for careful planning and implementation of programmes in order to increase effectiveness. The findings mentioned here all point to the necessity for a needs analysis and comprehensive preparation for the context in which the mentoring programme is to be conducted.

University-school cooperation. A further issue concerns the relationship between the institutions involved in a mentoring programme. Many authors (e.g. Argon & Kösterelioğlu, 2010; Azar, 2003; Ismail, 1999; Pungur, 2007; Seçer et al., 2010; Yavuz, 2011) stress the significance of strong cooperation between the teacher training institution and the practice school. This is necessary both at the planning stage and during the mentoring process itself (Hall et al., 2008; Hughes, 2002). In the Turkish context, the HEC has provided a framework for cooperation between the education faculty and practice school (YÖK, 1998); however,

even this framework does not seem to be implemented satisfactorily, and there seems to be little further input apart from a minimum of essential administrative requirements, resulting in a lack of coordination and other inadequacies in mentoring programmes (Azar, 2003; Ogan Bekiroğlu, Kahveci, İrez, Şeker & Çakır, 2010; Seçer et al., 2010; Yavuz, 2011).

Researchers in a variety of countries have addressed this issue. In a survey of mentor programmes implemented in different school districts of a single state in the USA, Hughes (2002) concluded that a closer school-faculty cooperative relationship contributes to the elimination of inconsistencies and to ensuring the appropriateness of a teacher training programme. Hall et al. (2008) studied the perceptions of mentors with regard to PSTs in the Western United States and discovered that respondents often interpreted the complex construct of mentoring from the perspective of personal experience, rather than holding a normative view. The authors conclude that closer collaboration between MSTs and the training institution is essential, both for preparation and also for supporting mentors during the mentoring process. Ismail (1999) reached a similar conclusion in a study carried out in Malaysia, indicating that cooperation and training for mentors should result in a more standardised mentoring process. Pungur (2007) conducted a comparative investigation of mentoring during teaching practice in several countries and also found that a strong school - training institution association led to effective mentor - mentee relationships, resulting in a successful practicum.

The Turkish context has been investigated in a number of studies in recent years and researchers have generally found inadequate cooperation in the faculty - school partnership. Seçer et al. (2010) carried out a study in departments of pre-school education and found that teaching practice was rendered ineffective by several negative features, including a lack of cooperation and insufficient knowledge of the programme by school mentors. Research into the views of pre-service physical education teachers also indicated that mentors displayed

deficiencies which could probably be overcome by working in partnership with the faculty (Argon & Kösterelioğlu, 2010). Researchers in other disciplines, such as primary education (Azar, 2003; Ekiz, 2006), science teaching (Ogan Bekiroğlu et al., 2010) and English language teaching (Yavuz, 2011) reached similar conclusions, noting that strengthening the faculty - school cooperation partnership should lead to increased mentoring knowledge and effectiveness, and consequently a higher level of satisfaction and professional development for the PSTs. It is noteworthy that nearly all the researchers in Turkey seem to indicate that if the faculty - school partnership were to be fully implemented as originally intended, then an increase in mentoring effectiveness would probably be immediately observable. Additional measures are also recommended for increasing this effectiveness still further.

Support provided by mentors. Many studies have focused on another issue affecting the success of mentoring programmes, namely, the inadequate support provided by mentors. An appropriate balance of support and challenge is necessary for professional development of the mentees (Ogan Bekiroğlu et al., 2010), which necessitates the close involvement of MSTs with PSTs and the provision of both emotional and practical support (Hennissen et al, 2010). In a study of pre-service mathematics teachers and their mentors and university tutors, Borko and Mayfield (1995) found that the small number of mentors who offered more active support had a more positive influence on trainees learning to teach than those who were not highly active. The researchers suggest that cooperating teachers in general need to play a more significant role in guiding trainees, and thus contribute to the process of teacher education.

In a review focusing on mentor programmes for novice teachers in several states of the USA, Bullough (2012) emphasised the essential role of mentoring and a supportive relationship for the development of highly effective teachers. He found that supportive mentoring resulted in increased professional development and retention of teachers. In Turkey, Hudson et al. (2010) investigated pre-service science teachers and found that there

was a perceived lack of mentoring practices by the mentees, especially in certain areas. The mentees thus felt they had received inadequate support from their mentors. Similar results were obtained in studies by Saraltı (2007), also with trainee science teachers, who determined that the mentoring practices offered were useful but insufficient, and Koç (2008), who ascertained that, although MSTs carried out mentoring duties, they were lacking in some areas. Eraslan (2008), studying the reflections of prospective mathematics teachers, discovered that many MSTs did not display the requisite level of responsibility or commitment necessary for effective support of PSTs. In contrast, very positive experiences were reported by those few trainees who were able to work with trained and experienced mentors, and thus received a high level of support. In another study involving PSTs from several departments and a number of universities, Yeşilyurt and Semerci (2012) also found that insufficient mentor practices and lack of support by MSTs resulted in problematic teaching practice experiences for the PSTs. In all these studies, it was found that adequate support for mentees on the part of MSTs is essential for ensuring successful outcomes in mentoring programmes.

One way in which mentors can support PSTs is by providing sufficient and appropriate feedback. Pekkanlı (2011) declared that providing constructive feedback should be a major constituent of the collaboration process between mentors and PSTs, leading to increased professionalism of the mentees. However, it seems that in many cases in the Turkish context feedback is grossly inadequate or even non-existent. Sağlam (2007), for example, maintains that giving feedback to mentees is one of the main challenges faced by MSTs, since it was found in her study that they are not well-informed about feedback requirements and lack training and skills for carrying out this aspect of mentoring. Argon and Kösterelioğlu (2010) also stated that pre-service physical education teacher respondents especially mentioned the deficiency of feedback as being an issue during their teaching

practicum, resulting in reduced benefits from MSTs. In another study, Yavuz (2011) cited pre-service ELT teachers who, amongst other problems, complained of the difficulty of receiving any feedback from their MST, especially critical feedback which would assist them in improving their teaching practices. Özçelik (2012) also conducted research with pre-service foreign language teachers and found that, although they were generally satisfied with their teaching practice, more consultation with MSTs in certain areas, such as the questions of lesson planning and testing practices, would definitely increase the benefits of the mentoring process.

Another facet of support for pre-service teachers mentioned by a number of researchers refers to the provision of a wide variety of practice activities to prepare the trainees more thoroughly for their future roles as teachers. In many cases, PSTs do not have enough opportunities to engage in different aspects of teaching; they are often restricted to lesson observation and presenting lessons, which, although unquestionably of considerable value to the mentees, by no means comprise the whole spectrum of competencies required of a teacher (Argon & Kösterelioğlu, 2010; Koç, 2008; Özçelik, 2012; Sağlam, 2007; Yavuz, 2011). Yeşilyurt & Semerci (2012) found that MSTs seemed to disregard some aspects of the teaching practice curriculum, which resulted in the PSTs not gaining enough experience in some areas. The failure of some MSTs to involve trainees in different aspects of teaching can often be attributed to the mentors' lack of awareness of the contents of the practicum and a negative attitude (Seçer et al., 2010). This will furthermore result in other deficiencies, such as a lack of feedback.

Mentor selection. A further point made by several researchers concerns the selection of mentors. Since mentoring calls for skills and knowledge beyond the scope of classroom teaching, merely being an experienced and effective teacher is not a sufficient prerequisite for good mentoring (Bullough, 2012); however, this fact is often ignored. Experienced, trained

mentors provide a more beneficial teaching practice experience for mentees (Eraslan, 2008), with consequent implications for mentor selection. Yavuz (2011) states, that mentors in Turkey are not usually selected according to any particular criteria regarding skills or attitudes, but are rather nominated by their superiors. She advocates a more rigorous selection process, which would contribute to eliminating some of the deficiencies already mentioned. In addition to the careful selection of mentors per se, it is also important to remember that PSTs will not automatically receive mentoring when they are assigned a supervising teacher at school (Hobson, Harris, Buckner-Manley & Smith, 2012). For satisfactory mentoring to occur, the mentor and mentee must be well matched, since they should develop a relationship which will lead to professional development. Göktürk & Arslan (2010) found that without the initial establishment of good relations between a well-suited MST and PST, the mentoring process was almost doomed to terminate unsatisfactorily with consequently little or no benefit for the trainee. Thus, in addition to mentoring skills, the attitudes, expectations and values of both mentor and mentee are of significance for a successful mentoring relationship.

It can be seen that there are a multitude of challenges for mentoring and mentor programme implementation. Lack of planning and preparation, the selection of unsuitable individuals as mentors, and inadequate cooperation between the participating institutions, for example, can all result in negative effects for the mentoring process. If PSTs are to benefit fully from mentoring programmes, it seems to be imperative that all participants, especially mentors, should be well prepared before they assume their duties.

Mentor training. A further issue which many researchers focus on is the question of orientation or training for mentors (Delaney, 2012), both as a result of an increase in cooperation between individuals and institutions and also as a contributing factor to this cooperation (Ogan Bekiroğlu et al., 2010). Janas (1996), for example, concludes that it is possible to teach behaviour for successful mentoring, such as communication, relationship

and coaching skills. Grammatikopolou (2004) states that the training of MSTs is an essential aspect of school – university cooperation. It is generally expected that such training will lead a to more effective mentoring (Hobson et al., 2012) and consequently assist PSTs to attain a higher level of professional development (Hennissen et al., 2011) and satisfaction with their teaching practice and the teaching profession (Yavuz, 2011), which are the goals of teaching practice. Some research has also investigated the further effect of such teaching on learner performance, following a period of mentoring (Dickson, 2008).

Although there appears to be very little research into the effects of mentor training (Bullough, 2012), many researchers conclude from their findings that training is necessary so that mentors function more effectively and are fully aware of the roles they must play (Ilın, 2014; Yirci, 2009). At the very least, MSTs should be informed about the contents of the teaching practice course, about which they often seem to be uninformed (Seçer et al., 2010). In some studies, it is reported that the MSTs themselves request such orientation or other training (Güzel et al., 2010; Inal et al., 2014; Stidder and Hayes, 1998). Even experienced and effective teachers who are appointed as mentors are often unaware of the skills and competencies required, beyond mere supervision of the trainees; this situation can be remedied by offering training (Azar, 2003; Gökçe and Demirhan, 2005; Long, 1997).

Cincioğlu (2011) investigated the availability of preparation or training amongst mentors for pre-service ELT teachers in Istanbul. The vast majority (over 70%) reported they had received no training before undertaking mentoring duties; however, a large proportion of those surveyed considered that mentorship training was necessary. In addition to prepatory training, some of the MSTs also thought that ongoing professional support during the teaching practice would be useful.

Another research study was conducted by Aytaçlı (2012) with pre-service primary maths teachers undertaking teaching practice. The researcher concluded that it was not only

necessary to provide training for MSTs, but also for FTs and school managers, in order to ensure cooperation and common goals for the practicum.

Benefits of mentor training. A number of researchers have studied the effects of mentor training programmes. Gareis and Grant (2014) found that mentors who had received training developed a greater sense of efficacy and more effective evaluation of teaching practice, which can result in benefits for PSTs. Menegat (2010) noted that mentors were highly influenced by the content of their training programme and this was reflected in their relationship with their trainees and their efficacy as mentors. Through training, their awareness of the difference between teaching and mentoring was heightened, for example, guiding trainees to find their own solutions rather than telling them the answers, and the mentors were able to develop mentoring skills. These findings highlight the importance of mentor training, for both professional development and acquisition of the new skills required. In Menegat's study, formal mentoring programme participants (i.e. those whose mentors had received training) viewed their experiences more positively than novice teachers supported by a colleague assigned in an informal buddy system. The researcher states that an unintended consequence of relying on untrained teacher colleagues is the potential reinforcement of undesirable instructional behaviours and practices.

In the Turkish context, Yalın Uçar (2008) reported on the results of a study in which primary school MSTs were provided with mentor training, resulting in increased competence as mentors and a more positive attitude towards the teaching practicum. These findings were also reflected in the perceptions of trainees.

Another study conducted by Dickson (2008) involved research with mentors for novice teachers, only some of whom had received mentor training, and found that the pupils of novice teachers with trained mentors scored higher on reading tests than those in classes

where the teachers were not supported by a trained mentor. This finding illustrates a knock-on effect with mentor training, benefitting not only mentees, but also their learners.

Mentoring in the field of ELT. The mentoring research literature in the field of Foreign Language Teaching is not extensive (Delaney, 2012), although many of the issues featured in mentoring studies for other fields, and also proposed solutions, may be applicable to ELT. Delaney's review of mentoring in Foreign Language Teaching concluded that a number of variables have been studied by mentoring researchers. These include

(1) linguistic features of mentoring discourse

(2) interaction between participants with different L2 cultural backgrounds

(3) expectations that participants bring to the relationship

(4) mentor training.   (Delaney, 2012: 194-5)

Delaney notes that mentor training, therefore, can be seen as a significant variable influencing the mentoring process. She states that, in order to provide effective support for trainee teachers, mentors should be trained in observation and feedback skills. In addition, competence in different mentoring styles, interpersonal skills, lesson planning and assessment are also required.

In Turkey, in addition to the above-mentioned study conducted by Cincioğlu (2011), which ascertained that most ELT mentors had no training but perceived some kind of preparation as necessary, only a few other investigations have been carried out specifically concerning the field of ELT mentoring. Only one study was encountered which addressed the issue of mentor training. Keçik and Aydın (2011) investigated a system of in-service training for MSTs in a distance learning ELT programme, in which instruction was first given to heads of departments in cooperating schools, who then in turn instructed the cooperating teachers. The authors conclude that a certain degree of success was observed with this system; however, they perceived the need for ongoing cooperation and training to further increase

both individual professional development and the pool of competent mentors. Apart from this, no other studies were discovered by the researcher to have investigated the effects of mentor training.

Yavuz's (2011) study, investigating the perceptions and experiences of trainees in an ELT mentoring programme, found that there were many inadequacies which could probably be attributed to the lack of selection criteria and training. In the faculty – school partnership framework provided by the HEC, the issue of mentoring for specific school subjects is totally ignored, in addition to the lack of general guidelines for mentor qualifications and duties. Yavuz states that MSTs are selected without reference to their teaching or mentoring skills, their attitudes towards mentoring or whether they are otherwise suitable. The PST participants in the study perceived these factors as detrimental to their teaching practice experience and relationship with the mentor.

In a further study, Sağlam (2007) investigated the perceived roles and responsibilities of MSTs and showed that ELT mentors face many challenges, particularly with regard to giving feedback, an important element of mentoring and vital if PSTs are to develop their teaching practice. The researcher concluded that this situation was due to a lack of mentor preparation in connection with many aspects of their responsibilities, and advocated training for MSTs to overcome this problem.

Koç (2008) conducted research into the roles of MSTs for distance learning ELT trainees, and concluded that although the teachers carried out their mentoring duties, they were lacking in some areas. Their perceptions did not always coincide with those of the trainees, indicating possible differences in expectations of the mentoring process. Such a situation could obviously be avoided with increased cooperation and thorough preparation of both MSTs and PSTs, including mentor training, thus resulting in more effective mentoring.

Another investigation by Sarıçoban (2008) considered the views of mentors and PSTs regarding the teaching practice courses. This study also found differences between the two groups in their perceptions of mentor efficacy. Once again, the author recommends that the teaching practice and mentoring process should be planned and implemented with great care and attention to detail, including appropriate preparation of all participants.

In this section, it can be understood that the mentoring programme must be seen as more than just the mentoring process. The issue of cooperation between schools and teacher training institutions is of great significance, as effective collaboration will ensure appropriate selection and training of mentors as well as ongoing support for mentors and mentees during teaching practice. The mentoring programme must be more inclusive, with good planning, preparation and implementation, reducing deficiencies to a minimum and increasing the likelihood of effective teaching practice.

Despite a large quantity of research into the subject of mentoring having been conducted by researchers, no study or findings have been encountered dealing with the effects of an MTP on mentors for ELT in Turkey. The research which has been carried out is either concerned with other branches of teaching or with other aspects of ELT training and mentoring. However, the findings of the studies mentioned above point to the current inadequacy of mentoring and emphasise the need for mentor training to improve the effectiveness of teaching practice and, thus, the quality of teacher education for English language teachers in Turkey. This realisation provided the impetus to design a study with the aim of investigating the effects of mentor training on the mentoring process, as viewed from the perspectives of MSTs and their mentees, pre-service ELT teachers undertaking teaching practice.

Chapter 3: Methodology

This chapter outlines the methodology of the study, including a description of the research model and the rationale for its design. Further sections deal with the population and setting of the study and the data collection instruments, the data collection process and analysis procedures.

Research Model

The aim of this investigation was to study the effects of one social context on another social context, namely, of mentor training on the mentoring process; in other words, to study a qualitative phenomenon. The outline of the research model is presented in Table 1, giving the aims of the study and the research methods employed to achieve those aims.

Table 1

Research Model

Research Aims	Research Methods
-Investigate perceptions of current situation regarding mentors' behaviour and knowledge, prior to planning mentor training programme	a) Quantitative data from pre-service teachers: closed-item opinionnaire b) Qualitative data from faculty tutors: open-ended written questions
-Investigate participating mentor teachers' perceptions pre- and post-training to determine effects of training	a) Demographic data collection b) Qualitative data: open-ended written questions c) Quantitative data: closed-item opinionnaire (Same instruments applied pre- and post-training)
-Investigate pre-service teachers' perceptions of mentoring at end of semester following mentor training programme	Quantitative data: closed-item opinionnaire
-Investigate mentor teachers' perceptions at end of semester following mentor training programme	Qualitative data: semi-structured interviews
-Investigate mentor training instructors' perceptions regarding training programme	Qualitative data: semi-structured interviews

During the study, an intervention in the form of mentor training was envisaged, data was to be collected both before and after this intervention from various participants organised

into different sized groups, with the aim of investigating a variety of perceptions of the topic under consideration, as indicated in Table 1, and the data collected was to yield both information which could be categorised and also more detailed insights into some aspects of the process. A mixed research design was thus conceived to be the most appropriate model (Nunan & Bailey, 2009); the quantitative elements of the research were useful for categorising data items and ordering these categories, whereas the analysis of the qualitative elements would serve to provide the researcher with a deeper and wider understanding of the perceptions of the respondents (Dörnyei, 2007). A further reason for gathering data from a number of sources was the intention of providing supporting data for increased validity and reliability of the results (Mackey & Gass, 2005).

Table 2

Research Design for the Study

| Research Question | Technique | Data Collection | | | | Analysis |
		Dates	Tools	Data Sources	N	
RQ 1	Survey	May 2012	Closed item opinionnaire	Trainees (cohort 1)		Descriptive statistics
				pilot study	24	
				main study	78	
RQ 1	Survey	Summer 2012	Open-ended questionnaire	Faculty tutors (total)	14	
				University 1	*4*	Content analysis
				University 2	*5*	
				University 3	*5*	
RQ 2	Survey	Feb 2013	Questionnaire *(Section A: Demographic data; Section B: Open-ended questions; Section C: Closed item opinionnaire)*	Mentor teachers:		Section A: Descriptive statistics
				pilot study	4	
				training participants (pre-training)	11	Section B: Content analysis
				training participants (post-training)	7	Section C: Descriptive statistics
RQ 2	Survey	May 2013	Closed item opinionnaire	Trainees (cohort 2)	85	Descriptive statistics
RQ 2	Interview	May 2013	Semi-structured interview	Mentor teachers, (training participants)	2	Content analysis
RQ 3	Interview	Feb 2013	Semi-structured interview	Mentor trainers	2	Content analysis

The research design for the study is presented in Table 2. The training programme and research study were planned to harmonize with the academic calendars of the teacher training institution and the schools where the mentoring took place. It was necessary to collect data both towards the end of one academic year during the spring semester, in order to obtain information which was used to develop the training programme, and again both at the beginning and at the end of the spring semester of the following academic year, before and after the implementation of the training programme, as indicated by the dates given above in Table 2.

The research was divided into two phases; the first phase involved the collection of data from FTs and final year practicum students, to assist in determining the elements necessary for the mentor training. One set of data was qualitative (a questionnaire with open-ended questions) and the other set was in the form of an opinionnaire of closed items containing possible mentor behaviours, which were measured quantitatively. When planning the mentor training programme (MTP), the results from these two data collections were considered together with data from the relevant documents outlining statutory and other requirements during the mentoring process.

The second phase of the research formed the main part of the study, namely, the implementation of the MTP and the perceptions of its effectiveness by mentors, PSTs and mentor training instructors. Data needed to be collected at three points: the onset of the mentor training; the conclusion of the mentor training; and on completion of the teaching practice at the end of the semester. The MTP represented an intervention in the teacher training process, and data was collected pre- and post-training, using the same instrument, from the same group of respondents, to compare their perceptions before and after the training. This data was partly qualitative and partly quantitative, as the instrument contained both open-ended questions and an opinionnaire. The data collected from PSTs at the end of

the semester following the MTP was gathered from a larger group of respondents who completed an opinionnaire which underwent statistical analysis. In addition, two of the mentor trainers and two of the MSTs were interviewed on completion of the segment of the study in which they were involved, to provide further qualitative insights into the process under investigation (McKay, 2006).

The research design for the second phase of the study could possibly be termed a pre-experiment (Best & Kahn, 2006), considering the intervention of an MTP in the teacher training process; a treatment was applied to a single group of participants, selected on the principle of convenience sampling (Dörnyei, 2007). It was not possible to identify respondents in any other way, due to institutional constraints. As the group was relatively small, it was possible to collect qualitative data as well as quantitative data, in the form of a questionnaire with both open-ended questions and an opinionnaire. This instrument was used to give respondents the opportunity to mention topics or features of concern to them in as much detail as they wished, and could include issues or points which the researcher may not otherwise have mentioned, but which were relevant to the participants (Best & Kahn, 2006). The purpose of using an opinionnaire was to ensure responses concerning details that the researcher wished to investigate but which the respondents might otherwise have failed to mention (Mackey & Gass, 2005). In the case of the PSTs from whom data was collected following mentor training, respondents were administered the same opinionnaire which had been used the previous year when collecting data to design the mentor training programme. As the numbers of respondents involved in these two cases were much larger, it would have been impractical in either case to collect and analyse qualitative data (Nunan & Bailey, 2009).

Setting and Population

The study was conducted in the ELT department of a medium-sized university in northwest Turkey, and involved students (i.e. PSTs) from this department, academic staff from the same department plus two other ELT departments at other universities in the region, and school teachers of English from local schools, who acted as mentors for the PSTs.

The investigation involved two cohorts of PSTs in two consecutive years, each studying in their final year of an undergraduate programme, in which they were required to undertake a teaching practice course in their final semester. Respondents were identified through convenience sampling, as the aim was to collect data from as many of the trainees as possible. Such sampling can generate larger data sets with relative ease, although findings may be less generalizable to other contexts (Dörnyei, 2007). In the first phase, data was collected from 24 respondents in the pilot study, a crucial step in the data collection procedure (Robson, 2007) and 78 respondents in the main study. They had all participated in teaching practice for one day (6 lesson hours) per week for a whole semester and had all been under the supervision of an MST in a state primary or secondary school.

In addition to the data collected from PSTs, a questionnaire was also administered to FTs to gather further information for the needs' analysis prior to planning the mentor training programme. The FTs were members of the ELT departments of three universities. Respondents from other universities were sought for two reasons. Firstly, it was thought that a larger number would provide a more complete picture of the issues than could be obtained from the few respondents available at a single institution (Dörnyei, 2007). Secondly, it would also be possible to discover whether issues at different institutions which implemented the same teacher training programme were similar, or whether problems seemed to be peculiar to a particular context. At the universities in question, purposive sampling was conducted through personal contacts (Best & Kahn, 2006), who identified the tutors involved in the

supervision of teaching practice. A total of 14 respondents participated in the study, 4 from university 1 and 5 each from universities 2 and 3. 9 of them were male and 5 female. Ten of the respondents were aged between 30-39, and the other four between 40-49. They reported having between 2 and 15 years of experience tutoring trainee teachers during teaching practice.

It was intended that all MSTs for pre-service ELT teachers doing teaching practice in this particular context in that semester should be invited to attend the training programme; however, due to various administrative, time and other constraints beyond the control of the researcher, only about half of the mentors could take part in the training programme, some attending voluntarily and some being required to attend by their superiors, although some of these may have elected to participate voluntarily as well. Those that attended were not assigned to the group by the researcher or according to any particular criteria, so although it may be possible to consider those who did not attend as a control group (which received no treatment), it was not possible to collect any data from or about this group, and there was nothing to indicate the level of equivalence between the two groups (i.e. attendees and non-attendees of the training programme), which would be necessary information for any form of experiment (Nunan & Bailey, 2009). There were 11 participants in the seminar, 7 female and 4 male, teaching at both primary and secondary schools, and all except one had previous experience of mentoring PSTs. None of them, however, reported having received any form of training concerning their mentoring duties.

The second cohort of PSTs was administered an opinionnaire at the end of the semester of teaching practice. Once again, all were in the final semester of initial teacher training and had spent one day a week, or 6 lesson hours, in the teaching practice school with an MST. A total of 85 trainees responded to the opinionnaire, 37 of whom had been mentored by a teacher who had participated in the MTP at the beginning of the semester.

At the end of the same semester, interviews were also conducted with two of the MSTs who had taken part in the training programme. Both were female and teaching at two different high schools. Both had voluntarily reacted to a general request by the researcher to all the training participants for an interview. One of the teachers was mentoring for the first time, whereas the other had a number of years' experience as a mentor.

For a further perspective and to gain a more comprehensive overview of the MTP and their impressions of its effects on the MSTs, interviews were also conducted with two other mentor trainers, following the mentor training programme. The trainers were both long-standing members of the faculty, with expertise in initial teacher education and in-service training. They had plenty of experience tutoring PSTs during the teaching practicum and cooperating with mentors and partnership schools, and had conducted research in the area of teaching practice and mentoring, and were therefore deemed by the researcher to be in a position to provide valuable insights.

Mentor training programme. It would seem appropriate to describe the mentor training programme at this point, as it was the central feature of the study, without which the research could not have been conducted, and which was both the product of the first phase of data collection and analysis and also provided the setting for the collection of some of the most significant data in the second phase.

The needs analysis which was carried out by considering the results of the first phase of the study, and which is described in more detail in another section of this report, indicated that the situation with regard to mentoring and the mentoring process during teaching practice was often far from satisfactory, although there were also positive aspects which emerged.

Many of the MSTs seemed to establish good relationships with the trainees and have positive attitudes, and were willing to act as mentors, although this attitude was not universal. This raised the question of mentor selection, which was, however, beyond the scope of this

study. Despite the frequently friendly relationships and interaction between the MSTs and PSTs, communication often seemed to be less than effective from a mentoring perspective. In addition, the cooperation between the faculty and school was often weak, although this could possibly be traced to other factors, such as heavy workloads.

In general, MSTs were perceived as dealing with the administrative aspects of the teaching practice successfully, despite the fact that no MSTs appeared to have had any kind of mentor or other training for their role; however, many mentoring behaviours, such as planning a programme and lessons with PSTs, giving timely and appropriate feedback, and evaluating the trainees, were either unsatisfactory or absent. School teachers did not generally seem to be fully, or sometimes even partly, aware of the roles and behaviours expected of mentors, either according to the statutory regulations or according to the literature.

Following discussions with the MTIs, it was thus thought necessary to include general information on the statutory and other requirements of the faculty-school partnership programme, as well as introducing both the theoretical and practical aspects of mentoring and their application in the mentoring context under consideration here. The training programme was designed as a workshop, to encourage active participation in discussions on the part of the MSTs, with some lecturing by the instructors to provide the background knowledge necessary for the basis of discussions. It was decided that the training should concentrate on some of the most basic but significant aspects of the programme, since no prior knowledge or training could be assumed, and the four sessions were organised as shown in Table 3.

The original intention was, if possible, to conduct the mentor training as an in-service training programme during the daytime when the teachers were not required to be teaching, as the schoolchildren were on holiday. In this case, two or three sessions per day, over four or five days, were envisaged, which would provide plenty of opportunity to explore the issues in depth. Permission was sought from the faculty and local education authorities, and although

permission for the training was given, the timing had to be revised, due to the fact that the selection of MSTs for that semester was not completed early enough to carry out the original plan. The mentor training therefore had to be conducted after the beginning of the school term, and teachers were only able to attend after school hours. The programme thus took place in the late afternoon over four days in the same week, in order to be completed before teaching practice began, and was limited to two hours for each of the four sessions. Consequently, it was necessary to curtail the original intended content of the programme quite considerably, due to the lack of time available to focus sufficiently on all the topics it was felt desirable to include in any mentor training.

Table 3

Mentor Training Programme

DAY	DURATION	TOPICS
1	2 hours	Faculty-School Cooperation Programme • Introduction to the programme • Faculty-School relationship: Expectations of faculty tutors and school mentors • Pre-service teachers: Teacher training before teaching practice and expected professional development during teaching practice
2	2 hours	Mentoring • Adult education (with reference to pre-service teachers) • What is mentoring? Why is it important? • Mentor roles and implementation during teaching practice
3	2 hours	Implementing the programme • Mentor – pre-service teacher relationship • Planning the teaching practice programme • Meetings between mentors and pre-service teachers (frequency, duration, content etc) • Conducting observations of practice teaching • Giving feedback (written/oral)
4	2 hours	Evaluating the pre-service teachers • Desired competencies to be acquired • Evaluation forms • Realistic evaluation • Feedback from participants and close of workshop

As can be seen in Table 3, the participants were first of all introduced to the faculty-school partnership programme and its requirements, and given information regarding the training received by PSTs before the practicum. The discussions centred on the practical problems resulting from the official requirements and expectations of the programme, and the professional development of the PSTs that should occur during the teaching practice.

The second session focused on understanding the concept of mentoring and the roles and activities which might be undertaken by mentors, with consideration of their application in the MSTs' own context. The third and fourth sessions concentrated on mentor behaviour and other practical topics, and made use of the relevant documents for observations, feedback and evaluation during the teaching practicum. In all these sessions, active participation by the school teachers was encouraged, especially with a view to getting them to contribute their own interpretations of what their mentoring should encompass, conducting a critical examination of the forms to be completed during teaching practice, and eliciting suggestions and opinions regarding appropriate mentor behaviour in the particular contexts of the training participants. Despite the necessity of modifying the programme due to time constraints, and being unable to focus on some topics to a desirable extent, it was nevertheless possible to give a general overview of important aspects of the mentoring programme and procedures.

Data Collection Tools

During the study, a total of five data collection tools were administered to the various participants: a questionnaire for PSTs; a questionnaire for FTs; a questionnaire for mentor training participants; an interview for MSTs; and an interview for MTIs. These tools are all to be found in the Appendix.

Questionnaire for pre-service teachers: the mentoring experience. In order to gather data from PSTs regarding their perceptions of the mentoring experience, a

questionnaire consisting of demographic information and a 30-item Likert-type opinionnaire was developed by the researcher, and can be found in Appendix A. The opinionnaire was devised to include mentoring characteristics which were expected of the MSTs in this context. Items were determined with reference to the relevant literature and documents concerning the faculty-school cooperation programme (e.g. Brooks & Sikes, 1997; Kocabaş & Yirci, 2011; Köksal, 2008; Milli Eğitim Bakanlığı, 1998; Tomlinson, 1995; Yalın Uçar, 2008; YÖK, 1998; YÖK, 2008) and following consultations with colleagues involved in the teaching practice programme. The items in the opinionnaire can be divided into three categories covering three main aspects of the mentoring process, namely:

- the relationship between the mentor and mentee (10 items)

- lesson planning and teaching (11 items)

- communication between the mentor and mentee (8 items).

The remaining final item concerned general satisfaction with the teaching practicum. In addition, opportunity was also provided for PSTs to make further comments if they wished to. In the second phase of data collection, respondents were also asked to indicate the identity of their mentor, for the purpose of comparing attendees and non-attendees of the mentor training programme.

Before being administered in the main study, the opinionnaire was piloted with one of the four classes undertaking teaching practice, to check for comprehensibility (Dörnyei, 2007). 24 respondents completed the scale. As a result, some minor adjustments were made to the wording for the sake of clarity.

Questionnaire for faculty tutors: mentors and mentoring during teaching practice. Data was collected from FTs with experience of tutoring PSTs during the practicum for the needs analysis conducted to inform the design of the MTP. A questionnaire with 12 open-ended questions was used for this purpose, in order not to limit the tutors to certain

topics, but to give them the opportunity to express their views on all and any issues they perceived to be relevant to the subject (Best & Kahn, 2006), whether positive or negative. The questions were concerned with the tutors' perceptions of tutoring, appropriate mentor characteristics, their relationship with mentors, mentors' performance during the teaching practice, and recommendations for mentoring procedures and the faculty-school partnership. The questionnaire for faculty tutors can be found in Appendix B.

Questionnaire for mentors: the mentoring process. The questionnaire for MSTs (Appendix C), which was administered before and after the MTP, consisted of three sections: demographic information, fourteen open-ended questions and a 25-item opinionnaire of mentor behaviours. The purpose of including open-ended questions as well as an itemised section was to be able to collect data which allowed respondents to express themselves freely and reveal deeper and more varied perceptions and insights than is possible with an opinionnaire. The opinionnaire was included to discover the MSTs' self-perceptions of specific mentoring behaviours and attitudes, which they might not have mentioned in their responses to the other questions, but which the researcher wished to include in the data. In the section with open-ended questions, two questions concerning mentor selection were added to the pre-training questionnaire and two questions concerning future mentoring and the training programme were added to the post-training questionnaire. The other twelve questions were the same in both questionnaires.

The questionnaire was developed by the researcher and the questions were devised based on the data previously gathered in the responses to the first application of the questionnaires for PSTs and FTs, consultations with expert colleagues, and relevant literature and official publications pertaining to mentoring and the faculty-school partnership programme (e.g. Kocabaş & Yirci, 2011; Köksal, 2008; Milli Eğitim Bakanlığı, 1998; Sağlam, 2007; Sampson & Yeomans, 2002; Stern, 1995; Tomlinson, 1995; Yalın Uçar, 2008;

Yavuz, 2011; YÖK, 1998; Zehir Topkaya & Yalın, 2005). A colleague translated the questionnaire into Turkish, as it was anticipated that respondents would probably be more forthcoming in their L1, and it was then re-translated into English to check for inconsistencies of meaning. The first version of the questionnaire, containing 16 open-ended questions, was piloted with four school teachers who had previously acted as MSTs; as a result, two of the open-ended questions were removed, as they were thought to be superfluous, and minor changes to the wording of a few of the other open-ended questions and opinionnaire items were incorporated, to increase the clarity of meaning.

Semi-structured interview for mentors. At the end of the semester following the mentor training programme, interviews were conducted with two MSTs, to gain a further and longer-term perspective (Dörnyei, 2007) regarding the effectiveness of the MTP. The interviews were structured around twelve guidance questions (Appendix D), and covered the MST's impressions of the mentoring experience, her expectations of all parties and whether they were met, the effects and usefulness of mentor training, and recommendations for teaching practice and the faculty-school cooperation. It was thought that face-to-face interviews were more appropriate than a written questionnaire, to provide the opportunity for supplementary questions and the expansion of a topic (Best & Kahn, 2006), if it seemed that the interviewee was able or inclined to explore it further, and thus provide richer data.

Semi-structured interview for mentor trainers. In order to provide a further point of view with regard to the mentor training, it was decided to interview two faculty staff who had acted as instructors during the training. A semi-structured interview was deemed appropriate, as it would ensure that certain topics were covered while giving the interviewees the opportunity to explore particular topics as little or as much as they wished. It would also be possible to digress, if other interesting or relevant comments and issues occurred to the

participants, which they thought were not adequately covered by the researcher's questions (Nunan & Bailey, 2009).

Twelve guidance questions were prepared by the researcher for the interview, designed to elicit responses regarding the interviewees' perceptions, beliefs and attitudes regarding various aspects of the MTP, including pre-training expectations and planning, and impressions gained during the training period. The MTIs were also asked about any recommendations they may have for the future. The interview questions are presented in Appendix E.

Data Collection

Pre-service teachers. In order to determine PSTs' perceptions of their mentors' behaviour, data was collected from two successive cohorts of PSTs at the same university, in two consecutive years, before and after the MTP, by administering a questionnaire concerning the mentoring experience (Appendix A). In the first instance, the data served as one of the elements to plan the MTP. In the second, responses were analysed to determine PSTs' perceptions of MSTs' behaviour following training.

In May 2012, at the end of the academic year preceding the year during which the main part of the study was conducted, all pre-service ELT teachers who had undertaken teaching practice were invited to complete the questionnaire for PSTs. The questionnaire was first piloted with one of the four groups which made up this cohort (24 respondents); following analysis of the pilot implementation and minor adjustments to the wording, the questionnaire was administered to the remaining three groups, resulting in data for the needs analysis being collected from 78 pre-service teachers.

One year later, in May 2013, again at the end of the semester following the teaching practicum, data regarding the PSTs' perceptions of mentor performance following the training programme was gathered from 85 respondents in their final year of the ELT programme.

Faculty tutors. In the summer of 2012, FTs were asked to complete an open-ended questionnaire at their own convenience, to allow them as much time as necessary to respond. Contact was made either in person, by e-mail, or via another colleague at the same university. Responses were received from a total of 14 FTs with experience tutoring PSTs and interacting with MSTs during the practicum. Respondents either completed the questionnaire by hand or returned it as an e-mail attachment. All the tutors were teaching in the ELT departments of three universities in the same region of Turkey, including the university where the study was conducted, and two others. Not all tutors who were approached responded to the questionnaire, for unknown reasons, and it is possible that a higher response rate may have yielded different results. However, the data collected was considered sufficient to inform the needs analysis for the training programme, as the aim was to determine what kind of training was necessary and in which areas MSTs seemed to need support.

Mentors. The questionnaire for MSTs attending the mentor training programme was administered both pre- and post-mentor training to all participants, with the purpose of discovering whether the MSTs' perceptions appeared to have been affected by the MTP. The mentors were given as much time as they wanted to complete the open-ended questions and the opinionnaire. Although there was a total of eleven participants during the MTP, only eight sets of complete data for the pre-training and seven sets of data for the post-training questionnaire were obtained. One teacher was absent from the first session and another teacher could not complete all of the pre-training responses, as she had forgotten her glasses. A third teacher dropped out of the training, as she discovered she was not to be a mentor after all, and two teachers who acted as MSTs were absent on the final day and thus completed only the pre-training questionnaire. Another teacher responded to all the questions in neither the pre- nor the post-training questionnaire.

Interview data for the MSTs' perceptions of the mentoring process during the semester of teaching practice was collected individually from two respondents at the end of the spring semester in June 2013. The interviews were conducted in Turkish, to encourage a more relaxed atmosphere and avoid the possibility of inhibitions on the part of the teachers when talking in English, especially as the conversations were voice recorded, although the researcher also took notes. The interviews lasted about half an hour each, and were later transcribed (see Appendix G) and translated into English.

Mentor trainers. The interviews with the MTIs were held on two different days a few weeks after the training had finished. Although an earlier date may have been preferable, enabling the interviewees to talk about the training while it was still very fresh in their memory, busy schedules and time restrictions prevented this. However, it was found that the interviewees did not seem to have any problems recalling the process, and were easily able to make full responses to the questions.

Each interview lasted for approximately half an hour. The interviews were recorded, but the researcher also took notes, in case of any difficulties with the recordings. This was fortunate in the case of MTI 1, as the device failed to record properly. The researcher transcribed her notes immediately while the interview was still fresh in her memory, and submitted them to the interviewee for confirmation that the responses were correct. In the case of MTI 2, the recording device was efficient and the researcher transcribed the interview verbatim. The transcripts of these interviews are presented in Appendix H.

Data Analysis

As the research design for this study was mixed and different kinds of instruments had been used to gather data from different groups of respondents, it was necessary to conduct different parts of the data analysis using either appropriate qualitative or quantitative methods

(Dörnyei, 2007). The opinionnaires were analysed statistically, whereas the open-ended questionnaires and interviews underwent content analysis.

Questionnaire for pre-service teachers. The data gathered from the PSTs were analysed using the SPSS statistical programme. Following coding of the responses, the data were entered into the programme, with the values for 2 items (numbers 9 and 20) being reversed for consistency; the behaviours mentioned in these two statements were thought to be undesirable for mentors in this context, whereas all the other items expressed desirable behaviours. Analysis was then carried out using descriptive statistics.

Cohort 1. The SPSS programme was used to calculate the mean and standard deviation for each item in the opinionnaire. In addition, the items were grouped into the three categories of mentor behaviour covered in the opinionnaire – namely, relationship with the mentees, planning and teaching lessons, and communication with the mentees – and the means for these groups of items were also calculated. The means for the items were then ranked from the highest to the lowest, to discover which individual behaviours occurred most or least frequently and the relative means of the three categories of behaviour were also ranked.

Cohort 2. The data obtained from the second cohort of PSTs at the end of the semester following the MTP were treated, entered and analysed in the same way as that for the first cohort, using the SPSS programme to compute descriptive statistics of items in the opinionnaire. However, in this case the data were divided into two groups, with one group representing PSTs who were mentored by attendees of the MTP and the other group mentored by non-attendees. Additionally, an independent samples t-test was conducted comparing these two groups, to ascertain whether there was any significant difference between them; the results of this test are displayed in the table in Appendix F. It can be seen that no significant differences were discovered between the two groups according to the statistical analysis.

Questionnaire for faculty tutors. The open-ended questionnaire for FTs was analysed qualitatively using a content analysis approach. A part of the analysis was repeated at a later date, to ensure intra-rater reliability. After assembling the data and organising them on a spreadsheet in such a way that an overview was possible, first of all a general perusal of the data was carried out to gain a general impression of the responses. The data were then studied in more detail to establish whether there were any common themes or patterns, mainly by comparing all the responses to each question in turn and noting important or recurring features. The notes were then analysed and it was found that the data could be grouped into four main categories concerning

- the faculty tutors' perceptions of roles and relationships

- the qualities and performance of mentors

- contact with mentors, and the faculty-school partnership and

- recommendations and other comments.

Questionnaire for mentors. The questionnaire for MSTs, which was administered twice, before and after the training programme, was divided into different sections for the analysis, as it contained both qualitative and quantitative elements. The qualitative section was represented by a set of open-ended questions, and the quantitative by the demographic information and an opinionnaire of mentor behaviours. These sections required different analytical procedures.

Demographic information. The items related to the demographic information which was collected from participants concerned gender, age group, type of school at which they taught, number of teaching hours, and years of experience as a teacher and a mentor. The data were entered into the SPSS programme and analysed with descriptive statistics, to determine frequencies for the first three items and range, mean and standard deviation for the final three items.

Open-ended questions. The section with open-ended questions was subject to a content analysis similar to that of the FTs' questionnaire, and a part of the analysis was repeated at a later date to check for reliability. There were 14 questions both pre- and post-training. 12 of these were the same in both cases, and there were two extra questions in each case which did not appear in the other questionnaire. These extra questions were concerned with mentor selection and previous training, and recommendations and impressions of the training programme.

The open-ended questions were first of all translated into English and then the responses for each individual question and questionnaire (i.e. pre- or post-training) were collected together for ease of comparison. The contents of the responses were then coded and the main ideas gathered in a table with the themes of the responses for comparable questions close together. Re-reading and further analysis revealed the similarities and differences between responses in the two questionnaires, and changes in the perceptions of the mentor training participants could thus be identified. Following reiterated perusal and grouping of the emerging themes for the content analysis, five main categories for grouping the responses were identified, as follows:

- Mentor requirements

- Faculty-school cooperation

- Expectations

- Mentor-mentee relationship

- Self-evaluation

Opinionnaire. The responses from the opinionnaire of mentor behaviours were coded, entered into the SPSS programme, and transformed as necessary. Once again, the scores, which represented the desired frequency with which mentors perceived mentor behaviours should occur, were reversed for consistency in the case of two items (numbers 9 and 10), as

these represented undesirable mentor behaviours. Descriptive statistical analysis procedures were used to calculate the mean and standard deviation for all items. In order to compare the results of the pre- and post-training opinionnaires and establish whether there were any significant differences between the two, which would indicate a possible effect of the training programme, a further test was necessary. As the number of participants was very low, the distribution of the scores was first of all calculated, using the Kolmogorov-Smirnov procedure, to determine whether a parametric or non-parametric statistical test would be more suitable (Pallant, 2001). Nearly all of the Kolmogorov-Smirnov scores for both opinionnaires were found to have low values for significance ($p \leq .05$), indicating that the distribution could probably not be considered normal (Dörnyei, 2007). In this case, a non-parametric measure, the Wilcoxon signed ranks test, seemed to be suitable for a comparison of the two scales, equivalent to the parametric paired samples t-test (Kerr, Hall and Kozub, 2002). The scores for this test, however, yielded no significant differences in the pre- and post-training results.

Interview for mentors. Following the transcription and translation of the voice recordings of the interviews with MSTs, the responses of the interviewees were collected and organised in a table for ease of comparison. The data were read and coded and then scanned for the purpose of identifying important ideas, themes or patterns. The first feature which was striking was that the two interviewees had quite different attitudes; however it was still possible to find themes that were common to both. The analysis of the responses revealed that they could be grouped into two main categories, the first dealing with the perceptions of the mentors regarding the teaching practice which had taken place that semester and the second concerned with mentor training.

In the first category, there were two main subcategories, dealing with positive and negative aspects of the teaching practice, and with the question of whether MSTs' expectations of all those involved in the practicum had been met. The second category

included perceptions of the effectiveness of the MTP, and beliefs about mentor training from a more general perspective. Finally, the interviewees made suggestions and recommendations regarding future programmes.

Interview for mentor trainers. During the content analysis of the interviews with MTIs, certain categories and subcategories emerged from the data, providing a framework for presenting the results. These categories were not pre-determined by the researcher, although the main categories could be considered a natural outcome of the interview questions.

The interviews were first of all transcribed and the answers for both interviewees collected in a single table for ease of comparison. The data was then read and coded and certain main themes were identified. Following a further perusal of the data at a later date, in which the researcher checked the coding and it was noticed that some statements could be assigned to more than one subcategory, it was then possible to place the identified themes into three main categories, of which the themes became the sub-categories. The data could be categorised as perceptions of MTIs pertaining to (1) the pre-training period, (2) the training period and (3) the post-training period. The subcategories identified included experience, beliefs and expectations, participants, implementation of training, outcomes of training, implications for the mentoring programme, implications for future training, and recommendations or suggestions.

This chapter has presented the research model of the study and the methodology employed in its implementation. Following an explanation of the rationale for employing a mixed methods research design for the investigation, the setting, participants and mentor training programme were described. Subsequently, the data collection tools and process were outlined and, finally, a description of the data analysis procedures was provided. A detailed account of the findings obtained from this analysis is presented in the next chapter.

Chapter 4: Findings and Interpretation

In this chapter, the results of the data analyses will be presented and discussed, with reference to the research questions mentioned earlier. Thus, the chapter consists of three main sections, in each of which an answer to one research question will be sought.

Research Question 1: Needs Analysis

The findings from the first phase of the research, in which data relating to the perceptions of PSTs and faculty tutors was collected, informed the needs analysis conducted when planning the mentor training programme. These findings sought to answer the first research question, as follows:

RQ1: What are the perceptions of faculty tutors and pre-service teachers with regard to significant features of the mentoring process?

The data was collected using two instruments, one quantitative and one qualitative, in the belief that "a mixed methods approach can offer additional benefits for the understanding of the phenomenon in question" (Dörnyei, 2007:47). The findings from the two different groups investigated in this study thus provided more than one point of view and dealt with a variety of aspects of the mentoring programme.

Each group of participants was asked to complete a questionnaire; however, whereas PSTs responded to closed items on an opinionnaire, faculty tutors answered open-ended questions. Both instruments included various aspects of the mentoring programme and process. The items on the opinionnaire could be grouped into three categories, concerning i) the relationship between the mentor and mentees - 10 items; ii) planning and teaching during teaching practice (mentor behaviours) - 11 items; and iii) communication between the mentor and mentees – 8 items. The individual items were grouped as shown in Table 4. Item 30 was a

general question concerning overall satisfaction with the teaching practice, and therefore stands alone.

Table 4

Pre-service Teachers' Opinionnaire Items Grouped into Categories

Category	Items
Relationship between mentor and mentees	1, 2, 3, 4, 6, 7, 13, 14, 24, 25
Planning and teaching	5, 8, 9, 10, 11, 12, 15, 16, 17, 20, 26
Communication between mentor and mentees	18, 19, 21, 22, 23, 27, 28, 29

The responses to the open-ended questions of the faculty tutors could also be grouped into categories; in this case, four categories were identified, as follows:

- perceptions of roles and relationships

- qualities and performance of mentors

- communication with mentors, and the faculty-school partnership

- recommendations and comments

The first three categories encompass topics similar to the three categories of PST perceptions, although, of course, the details are varied, as tutors view the context from a different perspective. The final category is not included in the PST findings; very few of these respondents made any further comments beyond completing the opinionnaire, despite being provided with an opportunity to do so on the questionnaire.

Results of pre-service teachers' opinionnaire statistical analysis. Data from the responses to the opinionnaire items given by the PSTs were coded, entered into the SPSS software programme and analysed using descriptive statistics. The means and standard deviations for all items were calculated and are presented in Table 5. Out of a possible score of 4 (4-point Likert-type responses), the items with the highest (M=3.3205, values reversed) and lowest (M=2.1429) mean values are item 20, (*The mentor sometimes or always left the room when I was teaching*) and item 10 (*The mentor checked/discussed my lesson plans*

before the class started) respectively. As the values for item 20 have been reversed, we can understand that the teachers generally stayed in the room when the PSTs were teaching. The low value for item 10 suggests that mentors did not often intervene in or discuss the lesson plans which mentees prepared. The stand-alone item 30, concerning general satisfaction, has a mean value of M=3.2051, indicating that PSTs were on the whole satisfied with the teaching practicum, although not to an extreme extent.

Table 5

Descriptive Statistics for All Items on Pre-service Teachers' Opinionnaire (Cohort 1)

Scale Item	Category	N	Mean	S. D.
1	Relationship	77	3.3117	.78237
2	Relationship	78	3.0641	.84269
3	Relationship	78	3.0000	.92582
4	Relationship	75	2.5067	.99150
6	Relationship	78	3.0897	.85563
7	Relationship	78	2.7564	.92842
13	Relationship	78	3.0000	.89733
14	Relationship	78	3.0513	.93832
24	Relationship	78	3.2051	.81159
25	Relationship	78	3.0897	.82471
5	Planning and teaching	77	2.1558	.88948
8	Planning and teaching	77	2.2987	.93281
9	Planning and teaching	77	2.6364	.93061
10	Planning and teaching	77	2.1429	1.00935
11	Planning and teaching	78	2.2308	.97931
12	Planning and teaching	78	2.6154	1.02223
15	Planning and teaching	78	2.5256	1.01578
16	Planning and teaching	78	3.1667	.82834
17	Planning and teaching	78	3.2051	.87325
20	Planning and teaching	78	3.3205	.87525
26	Planning and teaching	78	2.5128	.93619
18	Communication	78	2.8333	.98583
19	Communication	78	2.6795	1.03815
21	Communication	78	2.6923	1.20935
22	Communication	78	2.7436	.88912
23	Communication	78	2.8333	.95912
27	Communication	78	3.0385	.87449
28	Communication	76	2.9737	.92338
29	Communication	77	2.4935	.99503
30	(General satisfaction)	78	3.2051	.87325

When the figures for standard deviation are considered, the highest value (SD=1.20935) occurs with item 21 (*After my lessons, the mentor gave me a copy of the observation form with comments written on it*) and the lowest (SD=0.78237) with item 1 (*The mentor had a good relationship with the trainees*). These indicate that feedback given to PSTs following their practice teaching was the most varied feature of the practicum; however, the low value for item 1 indicates that mentor relationships with mentees were comparatively uniform, when contrasted with other aspects of the mentoring process.

To gain a more general idea of PST perceptions regarding the relative values attached to the three aforementioned categories, the items with the five highest and the five lowest mean scores were considered, and the means of all the items in each category were calculated. In the case of the five highest-scoring items, the results were as shown in Table 6.

Table 6

Pre-service Teachers' Opinionnaire (Cohort 1): Items with Highest Mean Values

No	Category	Item	Mean
20	P	The mentor sometimes or always left the room when I was teaching (*values reversed*)	3.3205
1	R	The mentor had a good relationship with the trainees	3.3117
24	R	I was able to contact or be contacted by my mentor when necessary	3.2051
17	P	The mentor always observed me while I was teaching	3.2051
16	P	The mentor provided/obtained the necessary equipment (eg OHP, computer, cassette recorder) and resources for my lessons	3.1667

Three of the items are in the category of planning and teaching behaviours, and the other two fall into the relationship category. None of the highest-scoring items belongs to the category of communication with mentees.

The five items with the lowest mean scores are presented in Table 7. In this case, four items were concerned with planning and teaching, and one with communication between mentors and mentees. None of the lowest scoring items is connected with the relationship category. Thus, the perceptions of PSTs seem to be most diverse on the topic of mentor

teachers' behaviour in the areas of planning and teaching by PSTs, as this category both includes items with some of the highest mean values, as well as items with some of the lowest.

Table 7

Pre-service Teachers' Opinionnaire (Cohort 1): Items with Lowest Mean Values

No	Category	Item	Mean
10	P	The mentor checked/discussed my lesson plans before the class started	2.1429
5	P	At the beginning of the semester, the mentor planned a programme with me for the whole semester	2.1558
11	P	The mentor helped me to plan activities for the lessons	2.2308
8	P	The mentor helped me to plan my lessons	2.2987
29	C	The mentor (or another person) always told us in advance about changes in the programme	2.4935

A closer scrutiny of the items involved reveals that, while mentors appeared to be aware of their responsibility to supervise PSTs and provide the necessary equipment for their practice lessons, they seem to have been less effective in assisting or guiding their mentees in planning their teaching.

Table 8

Pre-service Teachers' Opinionnaire (Cohort 1): Overall Mean Values for Grouped Items

Category	Overall mean (all items)	Range of means (min)	Range of means (max)	Difference in range of means
Relationship	3.0074	2.5067	3.3117	.8050
Planning and teaching	2.6192	2.1429	3.3205	1.1776
Communication	2.7859	2.4935	3.0385	.5450

A further perspective is provided by considering the overall mean values for each of the three categories under consideration and the difference between the highest and lowest means in each group (Table 8). The highest score was for all items concerning the relationship between mentors and mentees (M=3.0074) and the lowest for planning and teaching

(M=2.6192). The overall value for communication with PSTs was calculated as M=2.7859. The means for communication-related items are the most closely clustered together, with a difference of only .5450 between the lowest and highest, indicating a high level of consistency for items in this category. The scores for planning and teaching, on the other hand, show a difference of 1.1776, indicating a much greater distribution of the values of items in this category. The difference for items connected with relationships falls between these two, with a value of .8050, a value approximately mid-way between the scores for the other two categories.

Results of tutors' questionnaire content analysis. Before discussing the implications of the opinionnaire findings for the needs analysis, it is necessary to briefly consider the results of the open-ended questionnaire completed by faculty tutors. The first striking feature of the findings is that there appear to be no obvious differences between the concerns and responses for tutors from the three different universities in different cities. This indicates that neither the mentoring programme nor the participants or process vary greatly in different contexts, at least in this region of Turkey, corroborating the findings of İnal et al. (2014), who also investigated universities in different regions. The tutors in the current study provided many details in their responses and Table 9 summaries the results of the data analysis, organised according to the four categories mentioned above.

The first category concerns the roles and responsibilities of tutors and mentors. In their responses, tutors perceived that both have a variety of functions, and consequently require a variety of qualities and skills. They seem to regard tutors as the main faculty representative and pivotal actor in the faculty-school partnership, as responsible for not only closely monitoring PSTs, but also informing mentor teachers. In addition, the tutors mention a number of mentor qualities, skills, knowledge and roles necessary for effective mentoring, including being fully involved in the mentoring process and acting as a teacher trainer.

Table 9

Summary of Faculty Tutors' Perceptions: Mentors and the Mentoring Process

Tutors' perceptions of roles and relationships	
Tutor's responsibilities	*Mentor's responsibilities and qualities*
- organise teaching practice	- mentors should be fully involved
- collaborate and cooperate with school mentors	- experienced teachers with certain skills and good pedagogical knowledge
- inform mentors and instruct about the practicum	- positive and open-minded
- foster relationship between mentor and mentees	- act as a teacher trainer
- guide, counsel and share experience with trainees	- good knowledge of English
- observe and assess trainees while teaching	- know all about the curriculum and other things connected with the school

Tutors' perceptions of qualities and performance of mentors	
Satisfactory mentor performance	*Unsatisfactory mentor performance*
-mentors well prepared, willing and helpful	- mentors unprepared and unknowledgeable
- mentors are positive	- mentors have negative attitudes
	- mentors lack competence
	- lack of feedback and problematic evaluation
Strengths observed in some mentors	*Weaknesses observed in some mentors*
- good classroom management	- resistance and non-understanding of mentoring
- positive attitudes and personal qualities	- resistance to trainees
- experienced teachers and good role models	- resistance to the teaching practicum
- cooperative and helpful	- negative mentoring behaviours
- well-organised	- lack of collaboration
- good communication with trainees	- resistance to innovative teaching techniques
	- unsuitable/outmoded teaching methodology or classroom management (unsuitable role model)
	- use of Turkish in the classroom
	- concern only for financial rewards

Tutors' perceptions of communication with mentors, and the faculty-school partnership
- most considered contact unsatisfactory or insufficient, only enough to organise the practicum
- reasons: lack of time or space, negative attitude of mentors
- a few tutors satisfied with contact; more frequent meetings and discussion of trainees' performance
- introduce the trainees to the mentor
- generally no contact with other mentors, except maybe those at same school
- results: not enough discussion, not enough feedback

Tutors' recommendations and comments
- no formal preparation offered, mentor training essential; practice manual for all parties
- establishment of mentor selection criteria (schools and mentors currently selected by faculty, not department) and earlier start to official procedures
- reconsider and redesign mentoring system; give value to mentoring process and motivate mentors
- improve conditions for mentors and tutors eg time should be scheduled for meetings during practicum (recognition of workload); - there should be more general meetings and IST
- smaller groups of trainees per tutor and mentor and longer teaching practice
- address mentors' inappropriate teaching skills or behaviours, to provide good models for trainees

Some of these features appear to be neglected or non-existent in the case of some mentors, resulting in problems conducting the practicum. Some typical tutor responses in the context of mentor suitability are as follows:

FT1	"The second group of mentors see the tutoring as a procedure to be accomplished. They do not provide sufficient help"
FT8	"Mentors should be experienced teachers. They should be able to teach new teaching strategies to trainees and should know the MEB's system."
FT13	*They should be* "ready to share knowledge, experiences and materials, endowed with field knowledge so they can transfer positive energy and encourage trainees, self-confident and communicative, ready to help in any difficulties trainees face."

Although it is not possible to list all the details of responses here, it is clear that tutors seem to have high expectations of mentors, that they be more than merely supervisors for the trainees and guide and encourage them in their professional development. Tutors expect mentor teachers to be fully integrated into the process of mentoring, and to collaborate and cooperate with them.

The second category deals with the perceptions of tutors regarding the qualities and performance of mentors which they have experienced during their tutoring of PSTs in the practicum period. Although in some cases the mentoring carried out by mentor teachers is perceived to be satisfactory, in the majority of cases it is thought to be inadequate. If the mentors are well-prepared and have a positive attitude, then mentoring seems to be effective. The strengths of mentors include sufficient teaching experience, being a good role model and well organised and effective communication, as this response shows:

FT13	"…experience and self-confidence, classroom management, good communication…"

However, according to the perceptions of respondent tutors, it seems more probable that an unsatisfactory mentor performance will be encountered and that mentors exhibit more

mentoring weaknesses than strengths. This is not always perceived to be a consequence of negative attitudes, however:

FT6	"…despite they had goodwill, I do not think that the trainees pedagogically got much from them."
FT4	"My observation was that they were very little prepared or not prepared at all."

In a larger number of cases, tutors perceive that an unsatisfactory practicum experience appears to be due to some mentors having negative attitudes towards mentoring and teaching practice, and a lack of information or understanding with regard to school practice and the mentoring process:

FT2	"Unwillingness for mentoring experience. Not believing in the benefit of school practice"
FT8	"They don't know what to do. They are reluctant to do mentoring. Some of them don't want to take care of trainees."

When asked about the strengths and weaknesses exhibited by the mentors they had collaborated with, tutors responded by listing a greater number and variety of negative characteristics than positive ones, for example:

FT1	"they prefer grammar translation method and are not open to new ideas"
FT2	"Not providing feedback after trainees' sessions"
FT3	"They sometimes tended to go out when my trainees were teaching."
FT7	"seemed to be out of energy and desire to teach; considered everything a burden"
FT10	"Some did not want trainees to observe their lessons and some did not want to fill in the observation sheet after trainees' teaching"

It is notable that tutors criticisms of mentor weaknesses were not restricted to mentoring behaviours, but frequently included comments on the mentor teachers' own teaching practice. Tutors generally felt that the methods and techniques employed in the classroom were outmoded, ineffective or unimaginative, with the consequence that these mentors did not provide good role models for the PSTs.

The third category of responses by tutors concerns the question of communication between the faculty and school, or between tutors and mentor teachers, who are the actors putting the faculty-school cooperation programme into practice. In virtually all cases, communication appears to take place; however, it often seems to be far from satisfactory or sufficient for the requirements of an effective mentoring programme. A minimum of contact is necessary for the practical organisation of the practicum, but beyond this, communication between tutor and mentor seems to vary a lot from context to context. The reason is not necessarily negligence on the part of participants. Frequently, practical considerations intervene, such as the heavy workload of the mentor and/or faculty tutor, allowing little opportunity for meetings. In some instances, however, mentors do not seem to be very interested in discussing programmes or trainees' performances with tutors.

FT1	"We talked about the performances of the trainees in brief. (not in detail)."
FT5	"I did not have much contact with them. As I said before they are not eager to share the opinions with you. I talked to them twice or three times during the process."

For all these reasons, the contact in many cases appears to be limited to an introductory meeting at the beginning of the semester and brief exchanges following visits by the tutor to observe PSTs teaching, although one tutor seems to have had more frequent communication and cooperation with the mentor:

FT11	"I always had contact with the mentors. The mentor and I observed the trainee while teaching, but beforehand, the mentor and I discussed the trainee's performance"

Overall, communication is perceived as being limited and inadequate for the teaching practice period. Consequently, the faculty-school cooperation programme cannot be implemented as effectively as it was intended to be.

In the final category of responses by tutors, recommendations and other comments are presented. Almost without exception, the respondents suggest the provision of some sort of

preparation for mentors, such as in-service training, seminars, meetings at the faculty, or a handbook.

FT5	"the mentors should receive in-service training every six month and the instructors in the faculties of education should give that training."
FT10	"Mentors should be informed about the system. (Maybe) tutors should give seminars about mentoring system."
FT13	"there should be a kind of practice manual that directs every step both for the mentor and trainee"

Another frequently mentioned topic is establishing stricter criteria for the selection of mentors and practice schools – the departments should be involved in the selection process.

FT2	"We (the department) should have the opportunity of choosing schools. We should have the opportunity of choosing mentors."
FT8	"There must be some criteria for mentors. Every teacher can't be a mentor."

It was also suggested that groups of trainees should be smaller, official procedures should begin earlier, and the teaching practice should be longer. In addition, recognising the value of mentoring was recommended for motivating mentors:

FT3	"Mentors should be given points for being mentors. I think we should do something more to motivate mentors"

In general, tutors believe that many aspects of the mentoring programme need to be changed and that the process should be taken more seriously by all who are involved.

Findings from first phase of study. The analyses of the responses given by tutors and pre-service teachers needed to be considered together when planning the mentor training. By grouping the results into three categories, namely, i) relationships, ii) mentor qualities and behaviours, and iii) communication, findings from both groups of participants can be usefully combined to give an overall picture.

Relationships. Mentors will of necessity form some kind of a relationship with the other participants with whom they come into contact during the mentoring programme. The findings from the PST questionnaire suggest that their relationships with trainees seem on the

whole to be positive, although sometimes they appear not to develop a very strong relationship, possibly as a result of a negative attitude towards mentoring rather than any personal antipathy towards the individual trainees. From the tutors' perspective, the relationships between mentor and mentees seem to be more varied, sometimes being rather negative or virtually non-existent. One or two tutors mentioned that some mentors had previously had negative experiences with the teaching practice or other trainees, which would probably prejudice them against further groups of PSTs. However, the responses of PSTs indicated that mentor relationships with mentees were quite good and relatively consistent, and they seemed generally to be satisfied with their situation; therefore, it does not seem necessary to especially emphasise the nature of the expected relationship during mentor training, although it may be useful to remind mentors that their mentees are pre-service teachers rather than students, and expect to be treated as such.

In contrast, tutors and mentors tend to have weaker relationships, mainly as a result of infrequent contact and the consequent lack of opportunity to develop stronger ones. The reasons for the low level of contact may need to be addressed during training and elsewhere. During mentor training, stress could be placed on the fact that the tutor and mentor are partners in a cooperative undertaking, sharing responsibility for training and assessing the PSTs. Measures could include motivating mentors to consider themselves as teacher trainers and to encourage them to fully participate in the partnership. One way of doing this seems to be by raising awareness through training, and ensuring that mentors realise the significance of mentoring and the roles and skills involved. Other motivating factors may also be considered, but they are beyond the scope of a mentor training programme. The training could emphasise, however, the need for a strong and equal cooperative partnership between mentor and tutor, to increase the likelihood of an effective mentoring process and teaching practice.

Mentor qualities and behaviours. Both pre-service teachers and tutors agree that mentors seem to be most effective with regard to administrative and technical aspects of the teaching practice; these aspects seem to cause few problems. In fact, it may be that some mentors regard these features as their main duties during the practicum, especially if they are not fully aware of their role as a teacher trainer, and therefore conscientiously ensure they carry out these duties satisfactorily.

In other areas, however, mentors do not seem to display effective or even sufficient qualities and behaviours. According to the results of the PST questionnaire, some of the most problematic features are those connected with planning and teaching. There are large variations in the effectiveness of mentors with regard to programme and lesson planning. Some aspects of the mentoring programme which are requirements of the statutory partnership, for example, preparing a plan for the whole semester, are often lacking. Furthermore, mentors do not always stay with mentees in the classroom when they should, or complete the observation forms and return them as feedback to the PSTs. In addition, other features which could reasonably be expected of an effective mentor were lacking. These include, for example, failure to assist mentees in planning lessons or activities, very little time given to meetings and discussion with the mentees, and a low level of feedback, whether verbal or written. Many of the tutors also commented on similar aspects of the mentoring process, such as the low level of guidance provided for mentees, as well as other qualities expected of an effective mentor, for instance, being a good role model, or being apprised of recent developments in the field and applying some of these during their own teaching, or at least being aware of new techniques and other developments. While acknowledging the heavy workload that many mentors are labouring under, tutors also frequently mentioned the lack of enthusiasm or engagement of some mentor teachers, and the consequent negative effect on

their mentoring. This situation points again to the question of mentor selection and choosing only those teachers who are willing and voluntarily become mentors.

Communication. The findings indicated that, although mentors generally seemed able to establish quite good relationships, at least with mentees, their communication with the PSTs was less effective than could be expected. According to the data collected from PST respondents, scores for effective communication were lower than scores for good relationships between trainees and mentors. The items dealing with communication are mostly concerned with providing guidance or feedback for trainees, through meetings and discussions or observation forms. Communication was also the category with the least variation in the range of means of items in this category, suggesting that mentors behave in a more similar fashion to each other and ineffectual communication is a more general feature amongst mentors than the problems associated with planning and teaching, in which category there is a much larger discrepancy in the scores.

The data collected from tutors confirm these findings, as communication between tutors and mentors is also perceived to be at a low level; some tutors especially mentioned the difficulty of discussing PSTs' performance with the mentors and feedback being unavailable, either to themselves or to their trainees. This situation suggests that mentors might not be aware they are intended to provide feedback in this way, or may not feel they are adequately equipped to do so. The notion that they regard themselves more as supervisors of the organisational aspects of the practicum, and not as teacher trainers, is reinforced by this behaviour.

If the three categories of mentoring described here are considered as a whole, it can be said that, while some teachers are perceived to be willing and effective mentors, providing useful guidance for PSTs, the distribution of high quality mentoring seems to be very haphazard, with no minimum level of required or apparent competence. This is the situation

which needs to be rectified. The findings suggest that mentors therefore require training in several areas. First of all, if they are unaware of statutory and other official requirements, they need to be informed about them. Secondly, some theoretical aspects of mentoring, and the skills, knowledge and competencies involved, may need to be addressed, to raise awareness of what constitutes mentoring. Thirdly, practical aspects of the faculty-school partnership and their application during the teaching practicum need to be covered, so that mentors will be aware of expectations and in which ways they need to develop as mentors. These were the main conclusions from the first phase of the study which were borne in mind during the planning stages for the mentor training programme.

Research Question 2: Effects of Mentor Training Programme

The second phase of the study was designed to collect data from various participants which would throw light on the perceived effects of a mentor training programme. Central to this phase, of course, was the implementation of the training programme which was described in the previous chapter. Two research questions were formulated relating to this stage, the first of which is expressed as Research Question 2:

RQ2: What effect does the English Language Teacher Mentor Training Programme have on the views and behaviours of participating mentors, as perceived by mentors and pre-service teachers?

In order to answer this question, data was gathered with a questionnaire and interview from mentor teachers who took part in the training programme and an opinionnaire from PSTs who undertook a practicum in the semester following the training. The findings from the three instruments used for this purpose will be discussed first of all.

Results of mentors' questionnaire. The findings for the pre- and post-training questionnaire administered to the participants of the mentor training can be divided into three

sections, one for demographic information, one for the open-ended questions, and one for the opinionnaire of specific mentor behaviours.

Demographic data. In this section, respondents gave information about their gender and age group, the kind of school they taught at, the number of lessons they taught each week, and the number of years they had been teaching and had acted as a mentor. The results of the analysis are presented in Table 10.

Of the eleven teachers who participated in the training, 4 were male and seven female. No mentor was under 30 years of age, five were aged between 30-39, five were between 40-49 and one was in the 50+ age group. Two of them were teaching at middle schools (5th – 8th years) and nine at high schools (9th – 12th years); no primary schools were represented.

Table 10

Demographic Data for Mentor Training Participants

Gender (N = 11)	Age	Type of school	Lessons/week	Years/teacher	Years/mentor
Male: 4	30-39: 5	Middle school: 2	Min. 20	Min. 9	Min. 0
Female: 7	40-49: 5	High School: 9	Max. 25	Max. 27	Max. 17
	50+: 1		Mean 21.55	Mean 17.00	Mean 7.90
			SD 1.63	SD 6.56	SD 5.36

The teaching load of the MSTs was quite heavy, as all were teaching at least 20 hours per week, with a maximum of 25 hours, and a mean of 21.55 hours (SD=1.63). The number of years they had been teaching ranged from 9 to 27 years, with a mean of 17 years (SD=6.56), so all were experienced teachers. All except one reported previously acting as mentors, with a maximum of 17 years, and a mean of 7.90 years (SD=5.36), so most of them had spent a considerable amount of time involved in teaching practice and the faculty-school programme.

Open-ended questions. The second section of the mentor questionnaire consisted of 14 open-ended questions. Twelve questions were common to both pre- and post-training questionnaires and there were two other questions which were different in the two versions.

Following the content analysis, the findings collected from the two sets of data were compared to try and establish whether mentor perceptions had altered as a result of the training programme.

The first noticeable feature of the data in the open-ended question section of the questionnaire was that the post-training responses were generally much fuller than the pre-training ones. Most of the questions were also answered, which was not always the case in the pre-training data. Many of those in the latter were either unanswered or were only given brief responses (including, sometimes, "Nothing" or "I don't know").

First of all, the two questions unique to each questionnaire were investigated. Table 11 summarises the responses to these questions. In both cases, they were not directly concerned with the topics of the mentor training or the mentoring programme, but concerned the teachers' reasons for becoming mentors or their recommendations for the future.

Table 11

Mentor Responses to Unique Pre- and Post-training Open-ended Questions

Pre-training questions: Why did you become a mentor? Did you have any training?
-Most given no choice, just informed decision had already been taken without asking teacher
-Trainees given automatically to most experienced teacher
-No training provided; some given information by tutors

Post-training questions: Recommendations/other comments? Training programme?
-Mentoring duties should be distributed fairly
-Selection criteria needed - dedication required, consultation of teachers, more cooperation
-Interested in continuing mentoring in future
-Financial advantage (1 response)
-Teaching practice should start earlier (not only in final semester) and should last longer.
-Trainees should take part in eg parents' meetings, be present when report cards are presented
-Should definitely be more seminars/meetings between faculty and teachers
-Hope our views/suggestions will be taken into consideration.
-Mentor Training Programme: all comments positive
- Productive   - Beneficial   - Informative   - Necessary – should be repeated

With regard to the reasons for becoming a mentor, nearly all said that they had neither been asked nor given a choice; they were generally just informed by their administrators that they would be given this task.

MST5	"…the trainees who came to the school were given to us teachers; we neither requested nor objected to this."

It seemed as if the decisions had already been taken before the teachers were informed and only one participant mentioned being consulted. Another teacher said that he had been appointed to look after a group of PSTs "as I am the most experienced teacher" (MST 8). This does not necessarily indicate that the teachers were unwilling to become mentors; however, nobody in authority considered it necessary to solicit their views. The selection and appointment process may be a cause of negative attitudes amongst mentors; the work can be seen as a compulsory added burden to their other tasks. Furthermore, before they started their mentoring duties, nobody had received any training whatsoever, although some were given information by the responsible faculty tutor or their administrator. The response from MST 6 was typical:

MST6	"No training was given. Only the university tutor who came with the trainees gave some information."

Some MSTs, however, received no assistance and were thus obliged to structure the mentoring programme using their own initiative. From these responses it can thus be assumed that unsuccessful aspects and the lack of standardisation in the mentoring programme may be attributable to the varying degrees of willingness and preparedness of participating mentor teachers and to the variations in their levels of awareness and understanding of the features of mentoring.

The unique questions in the post-training questionnaire concerned the participants' recommendations for the future of the mentoring programme and their impressions of the

training programme. The first main recommendation was that mentoring duties should be distributed fairly, both amongst schools and amongst the teachers in a particular school. MST7, for example, suggested:

MST7	"…that the mentoring duties should be distributed equally and fairly within a school."

According to the training participants, it appeared to be the case that, in addition to unwilling teachers being obliged to undertake mentoring duties, some teachers who would like to be mentors were not given the opportunity. This could possibly be either because their administrators did not wish to include the school in the mentoring programme, or because their school was not selected despite the administrators being willing, or because there was an unfair distribution of mentoring duties within the school, with duties possibly assigned to teachers who were more experienced or higher ranking or more influential in some way. In connection with the distribution of duties, the participants also stressed the importance of selection criteria and believed that mentors must be dedicated to this task, and that teachers should be consulted during decision-making processes.

MST4	"When lists are being prepared and programmes planned, the teachers should be asked their opinion."

Finally, they indicated that there was a need for increased communication and cooperation between the faculty and schools, which would improve the effectiveness of the partnership, and this could partly be achieved through seminars given by faculty staff. These views and perceptions expressed by the MSTs seem to corroborate those of the faculty tutors and show that some teachers, at least, are enthusiastic about the mentoring programme and wish to contribute to its success.

With regard to the mentor training programme which they had participated in, all the comments were of a positive nature. The teachers declared that the training had been productive, beneficial and informative. MST4, for example, said:

MST4	"I think we have been highly motivated and when the trainees arrive we shan't be confused about what to do."

They perceived such training to be necessary for a successful mentoring programme and were of the opinion that such seminars should be repeated. Although they may have been influenced by the presence of the researcher and wished to express views which they thought would be acceptable, their comments were probably genuine, as their participation in the seminar was voluntary and their behaviour during the training sessions had demonstrated that they were generally very interested in the issues connected with mentoring and teaching practice, even though they may not all have been well-informed on the topic.

Themes addressed through open-ended questions. The analysis of the content of the twelve questions which were common to both the pre-training and the post-training questionnaire resulted in the identification of comments and perceptions which could be grouped under five main themes. Table 12 presents these themes and the numbers of the questions in the relevant questionnaire which provided most of the data for the analysis of the theme, although relevant data was occasionally contained in the responses to other questions.

Table 12

Themes Identified in Mentor Teachers' Questionnaire Analysis

THEME	Numbers of most relevant pre-training questions	Numbers of most relevant post-training questions
Mentor requirements	3, 4	1, 2
Faculty-school cooperation	5, 6, 7, 8	3, 4, 5, 6
Expectations	9, 10	7, 8
Mentor-mentee relationship	11	9
Self-evaluation as mentor	12, 13	10, 11

Each of the themes will be explored in turn, with reference to differences and similarities between the perceptions and views expressed by participants before and after the mentor training programme. A summary of the responses covered by each of these themes in each questionnaire is presented in Table 13. It can be seen from the table that responses which were given post-training were much fuller and more detailed than those provided in the answers to the pre-training questionnaire.

Mentor requirements. In the pre-training data, most of the participants said they knew either nothing or not much about the requirements of being a mentor. One or two mentioned that mentors provide guidance for trainees but gave no further details.

In the data gathered post-training, respondents answered much more fully. They believed that during this preparatory period for their profession, it was intended that trainees should be supported and guided by mentors, who should be competent and experienced teachers. The goal was the professional development of the trainee. In addition, mentors were required to evaluate trainees. Although some of the respondents did not mention many specific features required by mentors, but expressed themselves in more general terms, there were also a few more detailed comments, such as the list provided by MST3:

MST3	"Subject area competencies, teaching-learning process competencies, following students' learning, evaluation, other professional competencies."

It seems that at least some of the participants in the mentor training perceived that mentoring requires a number of specific skills and competencies in order to be carried out successfully, and they were also capable post-training of naming at least some of those competencies. In the pre-training data, they had either been unaware of such details or had not been able to articulate their knowledge.

Table 13

Summary of Mentor Questionnaire Open-ended Question Responses

PRE-TRAINING	POST-TRAINING
Mentor requirements	
Nothing/not much	Prepatory period with support/guidance from
Provide guidance for trainees	mentor
	Competent/experienced teachers as mentors
	Professional development of trainees
	Evaluation of trainees
Faculty-school cooperation	
Partnership essential	*Benefits* to trainees emphasised:
Roles – mention of practice/theory, but no specific	Provide suitable context, professional
roles (4), model (1), guide (3)	experience; put theory into practice
Appropriate and beneficial for trainees – real teaching	*Roles*: Practice/guidance on part of mentors
context	Theoretical knowledge by tutors
Period too short	Need for dialogue between the two
Cooperation not effective enough – varies according	Importance of communication.
to faculty tutors	*Cons:* temporary disturbance to class, large
	groups of trainees
	Dissatisfactions: some don't do their duty
	This seminar important contributor
Expectations	
Tutors: more support, cooperation and communication	*Faculty:* continuation of/increased contact,
Trainees: appropriate behaviour, attitude, responsible,	more training, consider teachers' views
preparedness	*Trainees:* as pre-training, plus open to
	development, observe non-teaching activities
Mentor-mentee relationship	
Generally good relationship	Guiding, counselling emphasised
Supportive, constructive	Constructive, motivating, helpful relationship
Friendly, but with appropriate distance	Introduce as (future) teachers
Help them feel comfortable in class	Treat as colleagues, help them to love
Introduce as trainee teachers	teaching
Self-evaluation	
Strengths:	*Strengths:*
good guide, take work seriously, get to know	good guide during planning, practice,
trainees	observation; good communicator/sharer;
Weaknesses:	well-prepared; take all factors into account
soft-hearted, too tolerant	when teaching; experienced teacher; open to
	new ideas – willing to learn from trainees;
	try to make lessons enjoyable.
	Weaknesses:
	dislike of bureaucracy; sometimes too soft-
	hearted or tolerant; not so good at classroom
	management, so bad model (1)

It therefore appears that as far as mentor requirements are concerned, the perceptions of the MSTs had either expanded or were articulated more freely following the mentor training. There were still, however, many details which no-one mentioned in their responses, but this may have been partly due to the fact that they had not yet had time to absorb all the knowledge and fully develop their ideas, or that they simply did not include all the details they knew in the questionnaire.

Faculty-school cooperation. In their responses to the pre-training questionnaire, participants once again gave general responses, saying that they knew little about faculty-school cooperation, while at the same time expressing support for the partnership and indicating that it was beneficial for trainees, as the following examples show.

MST3	"I think cooperation is essential. It will be of great benefit for the university and mentors to share expectations and difficulties with each other."
MST4	"I think it is essential, because it is very difficult to be a teacher just with the academic knowledge provided at university, if there is no practice. The trainees gain at least a little experience and see the teaching context."

However, most participants did not specify the roles of the school mentor and the faculty tutor, although several mentioned theoretical and practical knowledge being combined during the time of the practicum. Only one participant said the mentor should be a model for pre-service teachers, and a few indicated that the teacher and/or tutor should guide trainees. A further perception mentioned by several respondents was that the period of training was too short.

With reference to the current faculty-school partnership, opinions were mixed. Some said they were satisfied while others found that the cooperation was not very effective. Some seemed to have an ambivalent attitude, which changed according to the success or non-success of cooperation with a particular tutor, as reported, for example, by MST8.

MST8	"I can say that I have worked happily with tutors who monitor their trainees but not with those who just bring their trainees and never come again."

This last circumstance appears to be once again the result of a lack of standard practice and procedures during the practicum, this time on the part of faculty tutors.

The post-training questionnaire produced longer, more detailed and focused responses from the participants. They generally perceived that the faculty-school partnership provided a suitable context to organise the teaching practice and for the pre-service teachers to undertake training, and put into practice the theoretical knowledge they had learnt in the faculty. MST1 described the partnership as follows:

MST1	"It is cooperation established so that trainees can put into practice in a real teaching situation the knowledge that they acquired in the faculty. It is an attempt to ensure trainees become accustomed to real teaching contexts."

With regard to the duties assigned to mentor teachers and faculty tutors, nearly all respondents specified two different roles, emphasising the practice and guidance aspects of the mentor's role and the theoretical knowledge provided by the tutor. MST3 expressed this idea as follows:

MST3	"Based on his experience, the mentor ensures the required practicum activities are carried out in a sound and successful manner, provides guidance and evaluates teaching practice. After ensuring coordination, the tutor follows trainees' work regularly and provides guidance."

More than one participant also stressed the need for an ongoing dialogue between the two partners for the duration of the practicum:

MST8	"I think it is necessary for them to prepare a programme together, and conduct the teaching practice together with continuous dialogue between them."

When asked about the appropriateness of the system outlined in the faculty-school cooperation framework and the pros and cons of partnership and school practice, respondents answered giving quite a lot of detail and reasons. Some of the participants thought that there were no negative aspects and stressed such things as the benefits to trainees of gaining professional experience and the importance of communication between the faculty and school for ensuring successful outcomes. For example, MST1 and MST3 said:

MST1	"It helps the trainees to acquire knowledge about real teaching contexts and to observe experiences which they may be able to use in their own teaching practice."
MST3	"…if there is good communication, and everybody does what they should and shoulders their responsibilities."

Although the partnership system was perceived to be suitable for conducting successful teaching practice, some dissatisfaction was expressed with regard to the current partnership. In contrast to the pre-training responses, the post-training data showed that some participants who had not indicated any dissatisfaction before the training now seemed to hold more critical attitudes towards the cooperation. One respondent expressed this dissatisfaction as follows:

MST3	"I cannot say that I am very satisfied, because there is always some delay/difficulty somewhere along the line, due to the fact that not everyone carries out their responsibilities."

Other causes for dissatisfaction were lack of communication with tutors, failure of some participants in the programme to carry out their tasks or roles satisfactorily, large groups of trainees, perceived to be too many for a single teacher and resulting in inadequate time spent teaching by each pre-service teacher, and the disturbance which teaching practice and outsiders caused in the classroom, although the last of these seemed to be perceived as a necessary evil.

One perception which seemed to be shared by most of the participants was that the mentor training programme they had just completed, apart from informing the mentor teachers about their responsibilities as mentors, made an important contribution towards strengthening the faculty-school cooperation and fostering good relationships. Several participants seemed to agree with the sentiments of MST4:

MST4	"I think this seminar is an important development from the point of view of cooperation. We have learned about the point of view of the faculty and the trainee with regard to the process, which we previously only looked at from our own standpoint."

It seems that the mentor training had provided enough information and insights for the participants' awareness of the intended procedures and outcomes of the faculty-school partnership to increase to the extent that they were able to re-evaluate their past experiences as mentors and become more critical of the inadequacies they had encountered. It is thus possible to say that the perceptions of mentor teachers with regard to faculty-school cooperation had altered and awareness of problematic issues had been heightened.

Expectations. In both questionnaires, the mentor teachers were asked about their expectations of the faculty and tutors, and the pre-service teachers who came to teach at their school. As with any endeavour which is undertaken by human beings, certain expectations of the process and outcomes will be held. In social contexts, such as the teaching and learning context which is the setting for the teaching practicum, the participants will have expectations of how the other participants will behave, even if these expectations are later not realised. Before the mentor training commenced, the MSTs already expected certain behaviours of the tutors and pre-service teachers, which they stated in the pre-training questionnaire. As far as the faculty and faculty tutors were concerned, in general the expectations were for more support, cooperation and communication than had previously sometimes been the case.

MST8	"A more intensive exchange of opinions and ideas."

Expectations with regard to the education offered to pre-service teachers were also expressed:

MST2	"They should give more training in teaching methods."

However, one respondent expected there might be good reason for any perceived lack of cooperation by tutors:

MST3	"I surmise that the tutors have their own difficulties and in fact are keen on cooperating more."

From the pre-service teachers, mentors expected appropriate behaviour and attitudes at school, a sense of responsibility and for them to be well-prepared for whatever they were required to undertake, as is illustrated by the response from MST1.

MST1	"*(I expect)* appropriate attitude and behaviour in school, and for them to work in a planned and programmed manner."

In fact, it could be said that the mentor teachers expected their mentees to behave in a professional manner.

The data from the post-training questions revealed that participants often repeated the same expectations that they had described in the pre-training responses; however, a few more comments had also been added. The inadequacy of the contact and communication with the tutors regarding the conduct of the practicum was mentioned as an issue by several respondents, for example:

MST5	"When they come to the school, tutors hold meetings with their own students, but some of them do not talk to us, the school mentors."
MST6	"They should communicate more with the school mentors."

Mentors also said they expected more training sessions and also for the views of teachers to be taken into consideration. These are obviously issues involving the administration and faculty as a whole rather than behaviour expected of individual tutors. They also expected to

have increased face-to-face contact and more sharing with the tutors responsible for their groups of pre-service teachers, to make the practicum truly cooperative, as stated by MST 2.

MST2	"Activities similar to this seminar should be conducted. Evaluations and information sharing should be carried out before, during and after teaching practice."

As well as the expectations mentors had of pre-service teachers which were expressed in the pre-training data, respondents added a few more in their post-training responses, for example, that the mentees should be open to developing themselves and should also observe or participate in non-teaching activities. However, the data regarding expectations especially of trainees, but also of tutors, had not diversified as much as those covering other themes presented here. It may be that mentors' perceptions with regard to this theme were already well-developed before the training, as a result of their previous experiences.

Relationship with pre-service teachers. The findings from phase 1 of the data collection indicated that MSTs generally (though not always) established good relationships with the PSTs, and this is corroborated by the findings from the mentors' questionnaires. However, there are some shifts in emphases and more details given in the responses to the post-training questionnaire. For example, in the pre-training questionnaire, participants generally stated they would introduce the PSTs to the class as trainee teachers, and only one referred to them as colleagues, but in the post-training responses, several MSTs referred to their mentees as teachers or next year's teachers, indicating a change in the way they perceived either the PSTs or the necessity for establishing their status in the classroom. One response was:

MST7	I think that it is necessary to regard them as future teachers and treat them in such a way

This is an important point, if PSTs are to be able to exercise appropriate authority when teaching during the practicum.

In both questionnaires, MSTs maintained that they were supportive and constructive, trying to help PSTs to feel comfortable or relaxed, so that they could concentrate on teaching. In addition, the responses in the post-training questionnaire placed more emphasis on guiding, counselling and motivating mentees, for example:

MST1	I try to counsel them and be an example in certain situations and contribute as much as possible to their education.
MST5	I try to guide them and help them to love the profession without becoming daunted.

It may be that participants perceived themselves to behave in this way before the training took place, as they had not done any mentoring during the training period. However, at the very least they articulated their perceptions more fluently and comprehensively following the training.

Self-evaluation. Mentor training participants were asked to evaluate their own strengths and weaknesses as mentors in the questionnaires. Their answers concentrate mostly on strengths rather than weaknesses, of which very few are mentioned, and, especially relevant in the post-training responses, rather than specifying behaviours which were referred to during the seminar, they discussed personal characteristics, which were not specific to mentoring, but which would of course affect their mentoring behaviour. Once again, the post-training responses were fuller and contained more details than the pre-training ones. It may be that, especially before the training, when hardly anybody knew anybody else, MSTs were rather shy about sharing self-evaluation perceptions, fearing that they might be thought boastful or, in contrast, deemed unworthy of being a mentor. By the end of the MTP, some of their shyness may have disappeared as they now knew each other and the instructors and may have felt more comfortable sharing their self-evaluations.

In the pre-training responses regarding their own strengths, participants mentioned being a good guide, taking their work seriously (presumably teaching, not just mentoring),

getting to know and encouraging trainees and remembering their own first days as a teacher. None of these statements included much detail. One or two responses referred more specifically to teaching or mentoring, as in:

MST5	I place importance on the 4 skills in my lessons. I use a lot of different materials. I also work in a good school. I believe these factors will contribute to the trainees' [development].
MST8	I believe I am a good model.

In the post-training self-evaluation, perceptions were more detailed and diverse, and could be related more to the mentoring process. Participants described themselves as a good guide, good communicator or experienced teacher. For example, MST1 stated:

MST1	Following this seminar, I have decided that my strengths lie especially in being a good guide during the planning, practice and observation periods.

They stated that they were well-prepared, took everything into account when teaching, were open to new ideas and tried to make lessons enjoyable, as in this example:

MST6	I am open to innovations. I am good at creating games and imaginary situations in order to make lessons more enjoyable.

As far as weaknesses were concerned, respondents were not much more forthcoming in the post-training responses than in the pre-training ones. As most of the MSTs stated that they wished to continue as mentors, it could be they feared they would not be appointed as a mentor if they confessed to weaknesses, or that they felt they were competent and did not possess many weaknesses in this regard. The weaknesses they did mention concerned being soft-hearted (possibly an important factor when evaluating the PSTs) and a dislike of bureaucracy and procedures (an unavoidable facet of the mentoring programme). Only one participant stated that she thought she might not make a very good model for the PSTs:

MST7	I am not very strong on classroom management; therefore I don't believe I will be a good model on the question of establishing discipline.

The perceptions of MSTs with regard to self-evaluation seem to have developed somewhat during the MTP, seemingly through a heightened awareness of some of the features associated with mentoring. However, it cannot be said that they mentioned a large number of aspects of mentoring in their self-evaluation, although more were referred to in the post-training responses than in the pre-training ones.

If the responses to the section of the questionnaire with open-ended questions are considered as a whole, it seems as if MSTs' perceptions and awareness of mentoring issues had developed to a certain extent during the MTP. They consequently articulated their views in more depth and with more precision, especially in relation to the first three themes: mentor requirements, faculty-school cooperation and expectations. However, participants did not mention as many details of mentor skills and competencies as might have been expected. One reason for this may be that they had not yet had enough time to digest the contents of the training programme, and would be better able to express their views after putting mentoring into practice. It should also be remembered that the training programme had necessarily been curtailed to a certain extent and that the time allotted to such topics during the training had not been as much as had at first been envisaged. Consequently, some topics had only been considered rather briefly and the MSTs may not have found enough opportunity to fully realise the significance of these points, or possibly they did not attach so much importance to these issues as they did to those which they were able to articulate more clearly.

The anticipation that respondents might not be as forthcoming regarding specific mentor behaviours as the researcher wished was the impetus for including an opinionnaire of mentor behaviours in the questionnaire, and the findings from this section will now be considered.

Opinionnaire. The opinionnaire of mentor behaviours underwent statistical analysis and the findings obtained for the descriptive statistics are presented in Table 14. The findings

include the means and standard deviations for all opinionnaire items in both the pre-training and the post-training questionnaires. The number of participants who completed the opinionnaire was 11 pre-training, but there were only seven valid respondents for the post-training questionnaire. This discrepancy can be accounted for by teachers who opted out of the training, were absent on the last day or failed to complete the questionnaire.

Table 14

Statistics for Mentor Training Closed-item Opinionnaire

Item	Pre-training			Post-training			Wilcoxon test
	N	**Mean**	**SD**	**N**	**Mean**	**SD**	**Asymp. Sig.***
1	11	4.6364	.50452	7	4.7143	.48795	1.000
2	11	3.4545	.68755	7	4.1429	.37796	.083
3	11	3.5455	.68755	7	4.2857	.75593	.102
4	11	4.3636	.50452	7	4.4286	.53452	1.000
5	11	3.7273	.78625	7	3.7143	.95119	.564
6	11	4.5455	.52223	7	4.5714	.53452	1.000
7	11	4.3636	.67420	7	4.2857	.75593	.317
8	11	4.2727	.78625	7	4.4286	.78680	1.000
9	11	3.6364	.67420	7	3.0000	1.00000	.096
10	11	3.7273	.90453	7	3.1429	.89974	.102
11	11	4.0909	1.13618	7	4.4286	.78680	1.000
12	11	4.4545	.52223	7	4.2857	.48795	.157
13	11	4.4545	.68755	7	4.7143	.75593	1.000
14	11	4.3636	.50452	7	4.5714	.53452	.157
15	11	4.0909	.94388	7	4.4286	.78680	.317
16	11	4.4545	.68755	7	4.8571	.37796	.102
17	11	4.6364	.67420	7	4.7143	.75593	.317
18	11	4.2727	.78625	7	4.8571	.37796	.059
19	11	2.9091	1.04447	7	3.1429	.69007	.739
20	11	4.3636	.80904	7	4.5714	.78680	1.000
21	11	4.2727	.78625	7	4.2857	.95119	1.000
22	11	4.3636	.67420	7	4.4286	.78680	.564
23	11	4.4545	.68755	7	4.8571	.37796	.180
24	11	3.3636	.80904	7	3.8571	1.06904	.334
25	11	4.5455	.52223	7	4.5714	.53452	.317

*asymptotic significance ($p \leq .05$)

As there was such a small number of respondents, the distribution of scores was first of all calculated using the Kolmogorov-Smirnov test. Nearly all items in both opinionnaires

were found to have significance values of less than 5% (ie, in most cases, p ≤ .05), which, according to Dörnyei (2007), indicates that there is probably no normal distribution. As such was the case, a non-parametric test was employed to compare the means of the pre- and post-training opinionnaires; in this instance, the Wilcoxon signed ranks test, which is the non-parametric equivalent of a paired samples t-test, was thought to be appropriate. The findings from this test are presented in the right-hand column of Table 14.

It can be seen from Table 14, that the MSTs generally gave high values for most items on the opinionnaire. As a 5-point Likert-type system was used, the median value for the mean was 3.0000 in all cases. In only one case, Item 19 (M=2.9091, SD=1.04447) in the pre-training opinionnaire, was the mean less than the median score. The lowest mean score in the post-training opinionnaire was for Item 9 (M=3.0000, SD=1.00000), equivalent to the median. The highest value for pre-training responses is for Items 1 (M=4.6364, SD=.50452) and 17 (M=4.6364, SD=.67420), and for the post-training responses for Items 16, 18, 23 and 24 (M=4.8571, SD=.37796, .37796, .37796 and 1.06904, respectively).

The items in the opinionnaire were worded in such a way as to elicit responses which were perceived by participants to be what a mentor should do, not what they necessarily actually did themselves in their own mentoring. As the opinionnaire was basically a list of desired mentor behaviours, it is likely that many items would have a high score if respondents were aware of expectations of the mentoring programme. Even if they were not informed of the expectations in detail, they might recognise that the items represented desirable behaviour when they saw them specified in the opinionnaire.

The scores for the Wilcoxon signed rank test indicate whether any significant difference (p ≤ .05) between the mean scores for the two opinionnaires can be detected. As can be seen from Table 14, none of the values fell below .05, revealing no significant differences and thus it is not possible to ascertain from the statistics whether MTP

intervention affected mentors perceptions regarding mentoring behaviours. The item with the lowest score for asymptotic significance was Item 18 (p = .059), concerning oral feedback for PSTs after they have been teaching.

To summarise, the findings from the statistical analysis of the opinionnaire in the mentors' questionnaire do not admit of any firm conclusions being drawn regarding the effect of the MTP on the participants' perceptions in relation to specific mentor behaviours. This outcome accords with the content analysis of the qualitative section of the questionnaire, in which respondents were found to mention fewer specific mentoring behaviours than might be expected. The same reasons as were suggested for the results in the previous section above (no opportunity to reflect as yet, training too brief, other issues perceived as more significant) may be relevant for the findings of the statistical analysis, and explain why the effect of the MTP on MSTs' perceptions appears to have been somewhat limited.

Results of semi-structured interview for mentors. The interviews which were recorded at the end of the spring semester with two of the MTP participants who had also acted as mentors during the semester were transcribed and translated before undergoing content analysis. The themes which emerged from the analysis are displayed in Figure 2. There are three main categories, teaching practice, the faculty-school partnership and mentors, each of which contains two subcategories, as indicated in Figure 2. These themes will be discussed below.

Teaching practice. The first major theme that emerged from the mentor interview responses was, unsurprisingly, teaching practice; more specifically, the teaching practice and mentoring programme which had taken place that semester. The respondents were asked their perceptions and it is noteworthy that the two mentors (M1 and M2) had quite different impressions of that term's practicum. One of the teachers perceived the experience as very

positive, whereas the other's impression was rather negative. They were both asked, however, to relate both their positive and negative impressions.
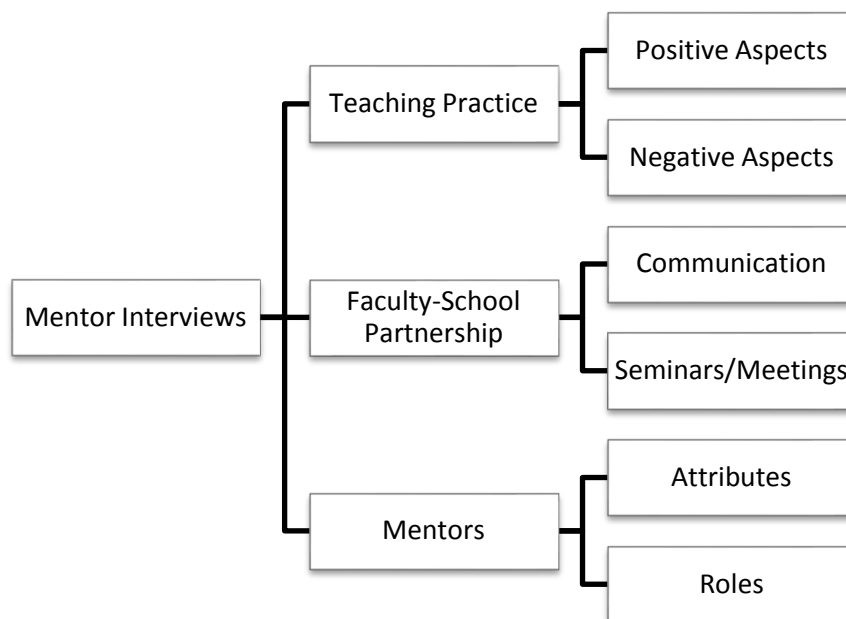
Figure 2: Themes emerging from mentor interview data

Positive aspects. The respondents focussed on different aspects when talking about positive features of the practicum. M1 emphasised the good qualities of the PSTs she had been working with:

M1	[They] were well trained…and very keen, never gave up and wanted to teach in every lesson…[The practicum] was very productive.

She indicated that the teaching practice had been very successful and the trainees had contributed much to the classes and their own professional development. She made only positive comments about the PSTs and praised their conscientiousness and professionalism, stating that they behaved as if they were teachers. In addition, this mentor seemed to have had a good relationship with the faculty tutor responsible for the group of trainees and mentioned that he had also been very interested and helpful during the semester.

The other mentor, however, with reference to positive features of the teaching experience, concentrated more on her own positive experiences, stating that she found it

enjoyable to work with young people and that she had been able to establish a good relationship with some of the trainees. For example, she said:

M2	I had a good relationship with some of the PSTs; we communicated well with each other.

It was observed, however, that M1 responded much more fully than M2 in regard to positive aspects of the practicum.

Negative aspects. In contrast, M2 had more to relate than M1 regarding negative features of the practicum. It seemed that M2 found her experience to be generally negative, a fact which she attributed to the irresponsible attitude which she observed in some of the PSTs in her group. She said she seemed to have been "unlucky" with the trainees assigned to her, and had consequently experienced difficulties. For instance she explained that:

M2	…one of them didn't come to school the day [she] was supposed to be teaching, and didn't even tell me. Apart from that, they didn't do enough preparation for their lessons. I didn't see their lesson plans…if we could have looked at them before the lesson, the students [ie PSTs] would have seen there were mistakes.

A further cause of M2's dissatisfaction was the fact that she had only seen the supervising tutor once, at the beginning of the semester, and they had no real contact. She said she would like to have communicated more and discussed the PSTs and their situation.

The other mentor, on the other hand, maintained that there had been no negative aspects as far as the participants in the practicum were concerned. The only issue which she mentioned was that time was limited. She thought that it might be better if more time could be allocated for PSTs to spend at the practice school and consequently provide them with more opportunities to observe or teach classes. In addition, the demands of other courses and activities in which PSTs were required to participate resulted in them having to sometimes curtail the already limited time spent doing teaching practice. One other point which M1

mentioned was that the number of PSTs assigned to a mentor should not be too large, although she did not perceive this to have been the case in her own context that particular semester.

From the foregoing, it can be understood that the two interviewees had contrasting experiences of the practicum that semester. The reasons for this, at least in part, can be attributed to the differing attitudes and behaviours of the other participants. In one case, the mentor's expectations seem to have been more than met; in the other, the mentor was disappointed.

Faculty-school partnership. The two interviewees expressed their views concerning the partnership between the faculty and school, as manifested in the relationships between individual participants and other appropriate or desirable contact between the parties concerned, including training or other meetings involving a larger number of people.

Communication. As mentioned above, the two teachers' contact with the faculty tutors responsible for the groups of PSTs during the practicum differed, and communication was thus affected. Whereas M1 had regular and effective contact with the tutor, M2 had practically no communication, although she stated that she wished to. M1 appears to have been able to discuss the trainees' performance when the tutor came to observe them teaching; in contrast, M2 maintained that she had no such opportunities, as the tutor did not come to the school to observe the trainees, but instead asked them to videotape their lessons for subsequent viewing. Although the mentor stated that she realised the tutors were very busy and sometimes had little opportunity to come to the school, she seemed to be critical of the tutor's behaviour and believed more contact would have had a beneficial effect on the conduct of the trainees and the practicum. She said:

M2	The most important thing is our cooperation … As the tutor didn't come … it was troublesome.

The mentor mentioned that she had considered contacting the tutor herself to try and solve the issues with the PSTs. She had finally decided against this, as she thought it would seem as if she was complaining, and this might have been detrimental for the PSTs.

Both interviewees stated that there had been no problems in their relations with administrators. They had only had contact with their own school administrators, however. In fact, as administrative procedures are mostly standardised, and the mentor is not responsible for many of these, they would only need to hold further discussions with administrators if problems were to arise. It seems that M2 did not resort to such a measure, however, even though she perceived her group to be problematic. If she had done so, perhaps her perceptions of the teaching practice outcomes would have been more favourable.

Meetings/training. Although they maintained they were generally satisfied with the communication with administrators, and assumed that contact between school administrators and the faculty was sufficient, the two respondents both stated that more liaison would be beneficial. This could be in the form of meetings involving some or all of the participants (mentors, tutors, coordinators, school and faculty administrators), or maybe seminars or in-service training of some description. They believed that the opportunity to exchange views was the most important aspect of any kind of meeting:

M1	The school teachers should come face to face with the university tutors (…) if they can exchange views and discuss things, I believe it will be very fruitful.
M2	I believe that there should be such communication between all the staff involved. It could be before the semester starts or in the middle of the semester, but should be part of the normal procedure.

Because they favoured meetings and discussion between the faculty and the school, both mentors held positive perceptions regarding the MTP which they had attended. They perceived it, firstly, as a means by which the partnership had been significantly strengthened and fostered, and as an opportunity to exchange views and experiences with representatives

from the other party in the cooperation. They believed it had contributed to mutual understanding:

M2	It was generally very useful. We learnt something from you; we all learnt from each other.

When asked to assess the effect of the MTP on their mentoring during the semester in question, the respondents gave somewhat different answers, for two reasons: M2 had no previous experience of mentoring and had participated in all sessions of the MTP, whereas M1 had a lot of mentoring experience and had not been able to attend all the sessions. M1 therefore did not believe the training had significantly affected her mentoring behaviour, although she did state that she had learned about the attitude of others. Firstly, she realised that not all mentor teachers perceive PSTs and the teaching practice in the same way, although she thought that the university lecturers held a different view:

M1	I understood that in some schools the PSTs are not treated as if they were to become teachers in a very short time. At the university, people like you who are lecturers behave with more sensitivity and say … we have to prepare them for life and to be teachers.

M2, on the other hand, stated that, as she had never been a mentor before, and had no knowledge of mentoring, the MTP had taught her a lot and obviously affected her behaviour.

M2	It affected my behaviour. I had no idea what I should do. Instead of being told what to do, we were asked our expectations, and from the discussion I heard of lots of things which can be done… The documents you gave us were very useful for me… I used them to evaluate the PSTs, for example… As I was mentoring for the first time, the seminar provided everything I needed.

Both respondents said that they would be interested in attending similar meetings in the future, although they seemed to believe that such gatherings should emphasise discussion, practical aspects of mentoring and finding solutions to problems, rather than giving

instruction or focusing on theoretical issues or rules and regulations. They thought that regular meetings, maybe at the beginning of each semester, would be useful. When asked whether seminars or other meetings should be compulsory for mentors, they were not sure, as they thought teachers might not be keen to attend unless attendance was optional or voluntary. However, both interviewees seemed to think that compulsory attendance would be desirable for teachers who had not undertaken mentoring duties before.

Mentors. The interviewees also contributed insights with regard to their perceptions of mentor qualities, attitudes and behaviours. In connection with the question of who should attend any training, the interviewees were asked whether all teachers should or could be mentors. They both believed that mentoring should be voluntary, and teachers should first of all be asked whether they wish to be mentors, and a selection process could be implemented.

Attributes. The perception of the interviewees is that those teachers who are willing to be mentors will naturally possess suitable attributes; therefore, it would probably be unnecessary to determine any other selection criteria, except that candidates have an adequate amount of teaching experience before they become mentors. The latter, however, should not be the sole requirement. They mentioned some other qualities which may be desirable, but may be difficult to evaluate, for example:

M1	They must be able to demonstrate that teaching is a fine profession… some may just want to do it for the fee, I don't know.
M2	Criteria are necessary, but I don't know how we can apply them. For example they should know a variety of techniques so that the PSTs can observe them, but how can we measure that?

Generally speaking, however, the respondents seem to believe that those who are willing to be mentors will automatically be qualified to do so, if they are supplied with enough information regarding the practical aspects of the mentoring programme.

Roles. Although not specifically asked any questions pertaining to the roles of mentors, perceptions on this topic emerged in the responses to other questions. For example, in the previous quotation, it can be seen that M2 believes the mentor should be a good role model for the PSTs, able to demonstrate various methods and techniques.

Another perception articulated by M1 is that mentors are helping to train teachers; they are not merely supervisors, but actively involved in educating the trainees:

M1	What kind of a relationship does the mentor have with the PSTs? Does s/he just give the lessons and leave it at that, or does s/he teach them something? This is a learning process, after all.

Both respondents mentioned the relationship between mentor and mentees, indicating that mentors should befriend and be closely involved with the PSTs throughout the mentoring process, and not merely act as supervisors whose main function is to ensure that administrative procedures are carried satisfactorily – although this is also a function of mentoring.

It can thus be understood that the perceptions of the two mentors regarding the faculty-school partnership and the benefits to be gained from increased communication and meetings or training, as well as the required attributes of those selected as mentors, generally coincided, although their evaluation of that semester's teaching practice differed, as a result of their personal experiences. It is clear that their perceptions of the other participants in the practicum (ie the PSTs and faculty tutors) affected their assessment of the programme, resulting in M2 holding a relatively negative view of her first teaching practice experience as a mentor. Nonetheless, both interviewees positively perceived that a strong faculty-school partnership would benefit the practicum and the PSTs, and were in favour of achieving this in part through meetings or seminars involving both faculty tutors and school teachers, as long as the latter were undertaking duties as mentors on a voluntary basis.

Results of pre-service teachers' opinionnaire statistical analysis: Cohort 2. The opinionnaire which was administered to the second cohort of PSTs at the end of the teaching practice course in the semester following the MTP was analysed with the aid of descriptive statistics. The responses were divided into two groups (A and B) according to whether the PSTs had been mentored by a participant (N=37) or a non-participant (N=48) of the training programme.

In addition to the descriptive analysis, an independent samples t-test was conducted to determine whether there were any significant differences between the two groups with regard to the perceptions of PSTs in relation to the mentoring procedure.

The results of the descriptive statistical analysis showing the mean scores and standard deviation for all items and both groups are presented in Table 15. The means for perceptions regarding training participants range between 2.4595 and 3.5405, and for non-participants from 2.2292 to 3.4792, so the range values are slightly higher for group A. As this was a 4-point Likert-type system, the median value is 2.5000. In Group A, only one mean score falls below this value, whereas 4 items have a score below the median in Group B. However, similarly to the findings of the mentors' opinionnaire, once again a large proportion of the mean scores are quite high, indicating that, in general, PSTs apparently perceived MSTs to exhibit positive mentoring behaviours. This is underlined by their scores for the final item (Item 30), concerning general satisfaction with the practicum. For both groups A and B, this is the highest scoring item in the questionnaire (M=3.5405, SD=.60528 and M=3.4792, SD=.77156 respectively).

Table 15

Descriptive Statistics for All Items on Pre-service Teachers' Opinionnaire (Cohort 2)

Item	Category*	Mentors (MTP participants) Group A: N = 37		Mentors (MTP non-participants) Group B: N = 48	
		Mean	S.D.	Mean	S.D.
1	R	3.3514	.78938	3.3958	.76463
2	R	3.3243	.74737	3.3333	.80776
3	R	3.2432	.76031	3.2342	.77769
4	R	2.9189	1.03758	2.6458	.95627
6	R	3.3784	.75834	3.2500	.78551
7	R	3.0541	.97028	2.8750	.89025
13	R	3.1622	.68773	3.1042	.90482
14	R	3.0811	.82927	3.2500	.72932
24	R	3.2973	.74030	3.2708	.67602
25	R	3.3243	.70923	3.1875	.64102
5	P	2.6486	.97799	2.5833	.89522
8	P	2.6486	.78938	2.3750	.91384
9	P	2.4595	.83648	2.5833	.98571
10	P	2.5405	1.01638	2.3125	.87898
11	P	2.7568	.98334	2.4375	.89695
12	P	2.9189	.82927	2.6250	.89025
15	P	2.9730	.89711	2.8750	.84110
16	P	3.2162	.78652	2.9792	1.10106
17	P	3.0811	.92431	3.2708	.81839
20	P	3.0541	1.12906	3.0625	1.01910
26	P	2.5676	.95860	2.2292	.95069
18	C	3.2432	.92512	2.9583	.98841
19	C	3.2432	.98334	2.8750	.91384
21	C	2.7838	1.05765	2.8542	1.03121
22	C	3.1081	.90627	2.8750	.81541
23	C	3.2432	.79601	3.0417	.84949
27	C	3.1622	.89795	3.3958	.76463
28	C	3.1081	.90627	3.3750	.73296
29	C	2.9432	.97026	2.8729	.95911
30	General	3.5405	.60528	3.4792	.77156

*R = Relationship, P = Planning and Teaching, C = Communication

As was the case with the findings from Cohort 1, the results obtained from Cohort 2 were also examined to determine which categories of items were perceived by PSTs to be the most and least effective. This was achieved by establishing the items with the five highest and five lowest mean scores.

If the highest scores for Groups A and B are considered, the five items for each group with the highest means are as shown in Table 16. The five highest-scoring items for Group A are all from the relationship category, whereas for Group B, all three categories were represented.

Table 16

Pre-service Teachers' Opinionnaire (Cohort 2): Items with Highest Mean Values

Item	Category		Mean
Group A	**(N=37)**		
6	R	The mentor encouraged/required me to teach as often as possible	3.3784
1	R	The mentor had a good relationship with the trainees	3.3514
2	R	The mentor helped me to become accustomed to the school.	3.3243
25	R	The mentor found time to be available for the trainees when necessary	3.3243
24	R	I was able to contact or be contacted by my mentor when necessary	3.2973
Group B	**(N=48)**		
1	R	The mentor had a good relationship with the trainees	3.3958
27	C	The mentor seemed to be satisfied with being a mentor.	3.3958
28	C	The mentor seemed to be confident about being a mentor	3.3750
2	R	The mentor helped me to become accustomed to the school	3.3333
17	P	The mentor always observed me while I was teaching	3.2708
24	R	I was able to contact or be contacted by my mentor when necessary.	3.2708

One striking feature is that the item with the highest value (M=3.3784) for the MTP participants is number 6 *"The mentor encouraged/required me to teach as often as possible",* which may indicate a new or changed perception by MSTs. In Group B, six items are represented, as the fifth place is occupied by items with an equal mean score. Three of these items are in the relationship category, two concerned with communication and one with planning and teaching. Thus, for both groups there is a different pattern for items with highest scoring mean values, when compared with the results obtained from the analysis of the responses from Cohort 1 a year earlier. This may not be surprising, as it is difficult to compare groups of different PSTs who are possibly being mentored by (no doubt at least partly) different MSTs in different schools.

The lowest mean values obtained from the analysis of Cohort 2's responses are presented in table 17. In this case, all items for both groups are in the category of planning and teaching. Once again, there are six items for Group B, as two items tie for fifth place. The five lowest scoring items for Group A are the same as five of Group B's, although in a different order.

Table 17

Pre-service Teachers' Opinionnaire (Cohort 2): Items with Lowest Mean Values

Item	Category		Mean
Group A	**(N=37)**		
9	P	The mentor decided what activities I should do in my lessons.	2.4595
10	P	The mentor checked/discussed my lesson plans before the class started	2.5405
26	P	The mentor asked me to attend/help with other activities apart from my own lessons.	2.5676
5	P	At the beginning of the semester, the mentor planned a programme with me for the whole semester.	2.6486
8	P	The mentor helped me to plan my lessons.	2.6486
Group B	**(N=48)**		
26	P	The mentor asked me to attend/help with other activities apart from my own lessons.	2.2292
10	P	The mentor checked/discussed my lesson plans before the class started	2.3125
8	P	The mentor helped me to plan my lessons	2.3750
11	P	The mentor helped me to plan activities for the lessons.	2.4375
5	P	At the beginning of the semester, the mentor planned a programme with me for the whole semester.	2.5833
9	P	The mentor decided what activities I should do in my lessons	2.5833

The item with the lowest score for Group A is number 9, *"The mentor decided what activities I should do in my lessons."* (M=2.4595, values reversed, as it not a desired behaviour, SD=.83648). For Group B, the lowest value is assigned to item 26, *"The mentor asked me to attend/help with other activities apart from my own lessons."* (M=2.2292 and SD=.95069). Both these responses seem to indicate that MSTs do not encourage PSTs to be fully involved in all aspects of school life and teaching, or gain as wide a variety of

experience as possible. If they are to develop their knowledge and skills, however, it is necessary for the PSTs to take part in these activities.

From the responses it can be inferred that some MSTs are not perceived to plan the programme or concern themselves very much with lesson planning or discussion of such issues. The additional item for Group B is number 11 *"The mentor helped me to plan activities for the lessons."* (M=2.4375, SD=.89695). In this case, unlike item 9, the behaviour is perceived as desirable, as it assists PSTs rather than dictating to them what they must do.

The final stage of the statistical analysis for this data collection instrument consisted of conducting an independent samples t-test comparing the two groups, to determine whether there were any statistically significant differences between the MSTs who had participated in the training programme and those who had not. The results of the test are presented in Appendix F. It can be seen that no statistically significant values ($p \leq .05$) were found for any of the items in the scale. These findings are compatible with the findings for the MST scale, which also revealed no significant differences for paired items. Thus, it is possible that the reasons for the lack of significant differences in both cases might be similar.

The findings obtained from the statistical analysis of the PST opinionnaire administered in the second phase of the study are therefore seemingly inconclusive. The descriptive statistics indicate some differences between the two groups with regard to PST perceptions of mentoring behaviours; however, the inferential statistics do not demonstrate any significant differences. It is therefore not possible to definitely infer any effects of the MTP on mentoring behaviour from the perceptions of pre-service teachers.

Summary of findings for Research Question 2. The findings obtained from data gathered with the three instruments administered in this section of the study have yielded somewhat mixed results. The quantitative data, collected with two opinionnaires, one administered to participants in the MTP before and after training, and the other implemented

with PSTs at the end of the practicum period, seems to offer no conclusions with regard to the effects of the mentor training, or rather, no significant effects could be detected following the statistical data analysis. The qualitative data, consisting of open-ended questionnaire items for the training participants (pre- and post-training) and an interview with two MSTs at the end of the mentoring process, presents more mixed results, with some positive and some negative aspects. Some influences from the MTP seem to be apparent; at the very least, post-training, mentors express their perceptions more articulately and in greater detail. However, most of the participants also seem to have gained in knowledge and insights, and the teacher who had not previously acted as a mentor had very positive perceptions regarding the benefits of mentor training. A further effect is that, in general, the training was perceived to be motivational and necessary, and served to further the faculty-school partnership, which, though not a direct feature of mentoring as such, is the context in which the mentoring takes place.

If the results are considered with regard to the three main categories established in the findings for RQ1, namely, relationships, mentor behaviours, and communication, it can be seen that the weakest of these appears to be the second category, mentor behaviours, which was also the category which it was perceived to be most necessary to address during the training, but which, due to time restrictions, could not be discussed in such depth as desired. Therefore, it may be said that the MTP, despite its limitations, was perceived to exert a beneficial influence on mentors and also to provide a platform for strengthening communication and cooperation between the partners in the teaching practice programme, thus possibly enabling mentors to be more effective than they otherwise would have been.

Research Question 3: Mentor Training Instructors' Perspectives

The final stage in the second phase of the study comprised a qualitative analysis of the interview with mentor training instructors. The purpose of this data collection and analysis was to reveal a further perspective by answering the third research question:

RQ3: How do mentor training instructors evaluate the English Language Teacher Mentor Training Programme and its participants?

Semi-structured interview for mentor trainers. The data analysis of the transcribed interviews with mentor training instructors revealed three main categories and several subcategories. Figure 3 shows the main categories and subcategories which were identified and which are presented below.
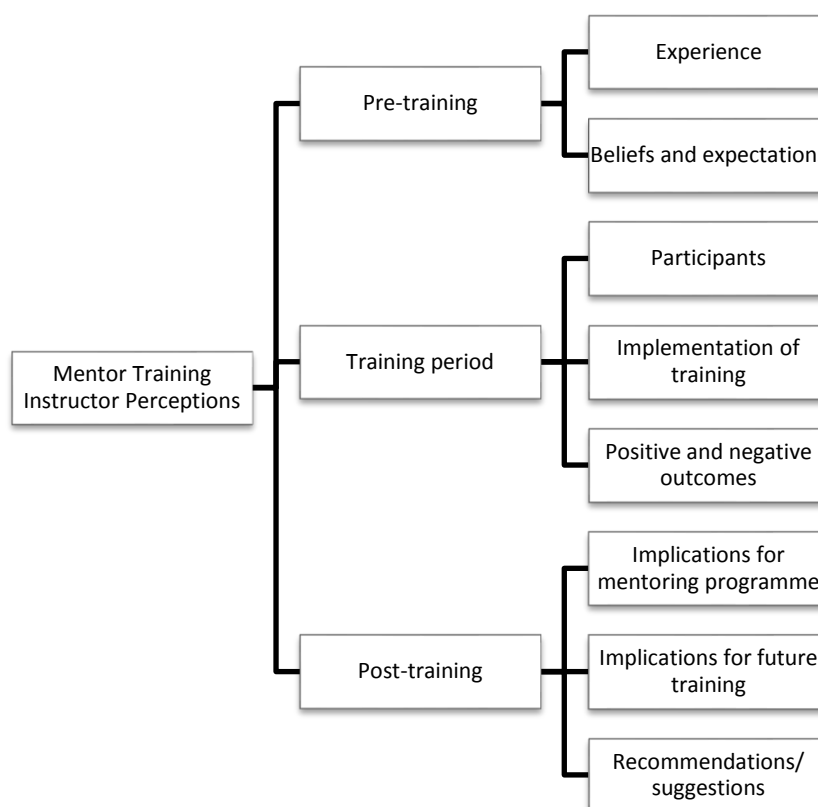

Figure 3: Classification of categories and subcategories for MTI perceptions analysis

Pre-training. Prior to the commencement of the mentor training, the instructors (who also included the researcher) obviously possessed experience and knowledge, beliefs and expectations with regard to the mentoring process and the planned training, otherwise they

would not have been suitable candidates to be instructors during the training. All the instructors possessed considerable experience tutoring groups of pre-service teachers during teaching practice and were therefore familiar with the procedures and requirements. The two interviewees had also each previously carried out research connected with the mentoring process.

Experience. Neither of the MTIs had any formal experience of mentor training, but both said they had informally interacted with school mentors during teaching practice, sometimes providing them with information, sharing views or requesting them to carry out certain activities. MTI 2 also stated that she tried to implicitly provide demonstrations of suitable mentor interactions with the pre-service teachers through her own behaviour in the presence of the mentor teacher.

Beliefs and expectations. Both interviewees believed in the value of mentoring and cooperating with mentor teachers as part of a teacher training programme. They thought that mentoring was misunderstood and undervalued by schoolteachers in the Turkish context and are both keen to contribute to correcting this misapprehension, as is illustrated by the following quotations:

MTI1	"We need to change this situation and I would love to contribute to this."
MTI2	"I believe we need to cooperate with the teachers in schools… I think we need to make them understand that they're in this job as well, in terms of teacher training."

This was their main motive for contributing to the mentor training programme. As far as expectations went, before the training started, they were not very optimistic about the number and continued attendance of participants over the four days of the training, and the MSTs' knowledge and effective participation in the seminar. However, MTI 2 thought that there

might be some solutions found. These expectations were based on their own previous experience and observations as faculty tutors.

Training period. Each of the instructors undertook one day's session (i.e. two hours) during the training, although the researcher was present at all sessions. It was observed that the instructor of each session focused on one main theme which had been determined previously. The details of the session were decided upon by the instructor in question, following some consultation with the other instructors.

Participants. The number of participants at the seminar was larger than might have been expected, although this still only comprised about half of the mentor teachers for the ELT department that semester. However, both MTIs commented on the number of teachers, who were participating on a voluntary basis, in their own time, and found this very encouraging. In addition, both MTIs mentioned the active participation and large amount of talk generated by the MSTs, although MTI 2 pointed out that this was not always relevant to the topic:

MTI2	"They were dealing too much with their own problems. I was trying to redirect the conversation."

MTI 1 found that the participation was much more active and effective than she had anticipated and the participants seemed motivated.

MTI1	"I found them nice, interested, attentive, curious, questioning, and keen… There was good interaction."

MTI 2 also found that some of the teachers were very open-minded, receptive to new ideas, but not all of them. However, the participants were generally not perceived to be very knowledgeable about the faculty-school partnership or the mentoring process, which is what the MTIs had expected, and what the mentor teachers themselves reported, not having had

any previous mentor training, although MTI 1 thought that they seemed to understand implicitly the roles in mentoring, even if not explicitly. Overall, the MTIs perceived the seminar participants to be willing, somewhat open to professional development, active contributors to the interaction, although not often, as MTI 2 pointed out, reacting as expected or finding solutions for problematic issues. In general, the MTIs seemed to have favourable impressions of the participants.

Implementation of training. Both instructors covered several topics during their training sessions, although MTI 2 mentioned she tried to be selective, aiming to avoid repeating things the participants already knew, in order not to waste time. The interviewees also both mentioned the time constraint, which resulted in some topics being inadequately addressed, as each session only lasted two hours.

MTI1	"As the participants were very actively involved and sharing, I did not insist on hurrying ahead with topics, so towards the end there was not as much time available as I would have liked."

The instructors both perceived it to be necessary to raise awareness of mentoring among the teachers, even if there was not time to include every detail, and attempt to alter attitudes, such as when mentors seem to behave as if they just suffer pre-service teachers to enter their classrooms, and it is a burden to have them there.

MTI1	"School mentors need to be much more aware of their responsibilities and their importance in the teacher training programme and not just have an attitude that they are doing the faculty a favour."

The instructors differed a little in their emphasis regarding the content of their sessions, one favouring theoretical aspects and the other focusing more on practical concerns.

MTI1	"I think it is useful for them to know about the theoretical aspects. They need to be fully informed as they need to actively and effectively carry out their roles."

MTI2	"I gave them a couple of ideas about what they could do… I wanted to give them things that really work."

During the implementation, the MTIs perceived that the mentors wished to be involved in the interaction and encouraged this as much as possible, as they perceived that such interaction positively influenced the seminar.

Outcomes. Positive outcomes of the mentor training mentioned by the interviewees were, first of all, that it had been possible to bring this group of voluntary participants together and that the training had actually taken place. They seemed to find this very positive.

MTI1	"This training seminar was a first step... It was a good start."
MTI2	"…gathering those people there at that time"

Being able to share with teachers and become acquainted with and understand them was perceived to be another positive outcome, again mentioned by both MTIs. From this interaction, MTI 2 also realized that some teachers do care about training teachers: "This was beautiful", in her opinion. She also noticed that some mentor teachers seemed to be very open-minded and ready to change, a positive result. In addition, the training programme had provided an opportunity for the professional development of both the school mentors and the training instructors. MTI 1 perceived that there was good communication, facilitated by the fact that discussions were held in the mother tongue, which possibly reduced anxiety, and allowed participants to concentrate on the content rather than how to express themselves.

On the negative side, MTI 1 mentioned only the lack of time as being a problem. MTI 2 was of the opinion that:

MTI2	"Some of the teachers were not ready to be there, or at least they needed more training."

These teachers could not benefit enough from the training and demonstrated that there needs to be a selection process to take part in the training. Not all English teachers should be welcomed. Generally speaking, however, the interviewees indicated that they felt more positive than negative regarding the mentor training and its outcomes, and considered it had been a worthwhile endeavour.

Post-training. The experience of preparing and implementing the mentor training programme resulted in a number of implications and recommendations subsequently being perceived on the part of the two interviewees.

Implications for the mentoring programme. It was agreed by both MTIs that training programmes are essential for the mentoring programme, in order to improve the quality of teaching practice and teacher education, benefit the trainees, and thus produce better qualified teachers.

MTI1	"Training programmes are essential; we cannot expect potential mentors to automatically know what to do."

MTI 2 also mentioned that the training made a positive contribution to the faculty-school partnership and gave the faculty tutors the opportunity of getting to know the English teachers.

A further implication mentioned by both instructors was the need for selection criteria and a rigorous selection process, as they had observed that some teachers were not so well suited to mentoring. Teachers must be willing to become mentors. MTI 2 maintained that

MTI2	"We need to pool good teachers and out of that pool we need to choose the best teachers as mentors."

Furthermore, according to MTI 1, it is necessary to improve administration of the mentoring process on a large scale, not just by individual partnerships.

MTI1	"The whole process of mentor training and mentoring in schools should also be monitored and evaluated in appropriate ways."

It is obvious that both interviewees definitely perceive the necessity of instituting regular training programmes for potential mentors as part of the mentoring programme; indeed, they strongly emphasised the importance of such training, and both expressed their desire to be involved in such programmes in the future.

Implications for future training. Based on their experiences during the mentor training programme, the two instructors both stated that they would make some changes to the content, if they were involved in another programme. MTI 1 thought that she would introduce some more practical topics, and reduce the academic content, to address the immediate needs of the mentor teachers. MTI 2 said that, although this first experience had provided her with some insights, it would be good to repeat the training programme more than once in order to better understand the changes that needed to be made. One topic that she felt needed more attention was the question of mentors holding feedback sessions with pre-service teachers.

Other issues that were mentioned by the instructors included questions concerning responsibility for organising training sessions, designing a curriculum or decisions regarding the content and materials for training, allocation of time and the length of training, and possible repetitions or stages, and recognition of training. The two instructors perceived that it would be necessary to consider mentor training from many perspectives and take decisions involving many aspects of the training process.

Recommendations. The two main recommendations offered by the two instructors are that mentor training should be implemented on a regular basis, as it is perceived as necessary for school mentors, and that selection criteria should be established.

MTI1	"Training programmes… must be established and implemented as a continuous process."

MTI 1 suggests that the training could be for short periods spread over several semesters if there is not enough time available to complete it all at once. However, she warns that such an undertaking must be conducted by appropriate authorities, as it would be very large. She suggests that the training programme in this study could be taken as the starting point for such a project.

With regard to the selection of mentors, in addition to other criteria, MTI 2 believes it is essential to select those who are willing and who take the subject seriously.

MTI2	"…they should also take it seriously. First of all, I think we need to train those who are more willing… Let's not waste time with those who are not really willing to do the job."

In this section, the findings from interviews with two mentor training instructors have been presented. The two instructors revealed many perceptions with regard to the subject of mentor training and this particular programme. From their responses it can be understood that they have both given the subject serious consideration and believe that mentoring is very important and it is essential to train mentors for their task. The following quotation by MTI 1 serves to sum up this attitude.

MTI1	"I believe that mentorship is a big and important part of teacher training and… I believe that our students have the right to good mentors. During a research study which I carried out, one student said 'A good mentor should be a right for every student and not left to chance'."

Summary of Findings from the Second Phase.

The second phase of the research study sought to answer RQ2 and RQ3. Qualitative and quantitative data were gathered from several groups of participants, namely, pre-service teachers, mentor teachers and mentor training instructors, at different points during the study,

both before and after the MTP was implemented. Each data set was analysed using appropriate methods and the results which were obtained were found to be rather mixed.

The findings from the statistical analysis of the two opinionnaires which were administered were inconclusive, as they failed to reveal any significant differences either for the pre- and post-training results of the mentor training participants, or for the two groups of PSTs who were mentored by attendees and non-attendees of the mentor training programme. From these findings, it is therefore not possible to declare whether the behaviour of mentors was affected by the MTP. However, it may be possible to infer which type of behaviours are exhibited most and least frequently by mentors, thus providing clues as to which kinds of behaviours may be either satisfactory or in need of improvement.

The content analysis of the qualitative data, on the other hand, resulted in findings which seem to suggest that there were some positive effects from the MTP, although they can clearly not be quantified. Especially for the first-time mentor teacher, the MTP appears to have been beneficial, providing at least practical guidelines, as well as useful information and ideas regarding possible mentor behaviours. In addition, following the mentor training, the other participants were perceived to express themselves more articulately and extensively with respect to teaching practice and mentoring. It seems that awareness of the issues involved had increased amongst the mentors, although the mentor trainers believed that this increase was not uniform and the training had not benefitted all MSTs equally.

Notwithstanding the fact that a great many and variety of details are mentioned by participants in their responses in the qualitative data, the findings indicate that MSTs and MTIs shared some general perceptions with regard to several significant topics. Both thought that the training had provided an opportunity to get to know their partners in the faculty-school cooperation programme, to exchange views and to develop professionally, while at the same time strengthening the faculty-school partnership. Both groups agreed that future

meetings or training would provide further benefits for all parties and contribute towards improving the teaching practicum and thus the conditions for training teachers. All participants also stated that mentoring should be voluntary and that not all teachers may be suitable as mentors: at the very least, only teachers who are willing should undertake mentoring duties. All participants seemed to think that the effort and time spent preparing and attending the MTP had been worthwhile; however, both groups, especially the MTIs, pointed out the necessity for further planning and development of the contents of any future training programme.

In this chapter, the findings from all analyses of the data have been presented in an attempt to answer the research questions. A discussion of the findings and their implications is provided in the following chapter.

Chapter 5: Discussion

The purpose of this research study was to investigate the perceptions of participants regarding mentoring during teaching practice in an ELT context and in relation to a mentor training programme. The aim was to address the problem of mentoring inadequacies in the teaching practice programme, which is a constituent of teacher training in Turkey. The quality of teaching practice can be considered an important factor in the professional development of pre-service teachers, and can contribute significantly to the competencies required to learn how to teach effectively (Menegat, 2010). Consequently, any contribution to the improvement of the practicum must be of benefit to PSTs, and ultimately their own students and the quality of the teaching they receive (Dickson, 2008).

Although many facets of the practicum may need to be addressed and improved as a result of research or the implementation of innovative practices, it was perceived that insufficient attention has been focused on one of the central features, namely, aspects of mentoring and mentor teachers, such as their attributes, skills and the mentoring behaviours they exhibit. It was particularly noticeable that there was a lack of information and research into the issue of providing training for potential or acting mentors in the field of ELT (Delaney, 2012), especially within Turkey, and whether such training leads to a more effective mentoring process with benefits for pre-service teachers. As it seemed almost self-evident that mentor training probably results in increased mentoring effectiveness, and has been advocated by many researchers and practitioners (eg Cincioğlu, 2011; Delaney, 2012; Hennissen et al., 2011; Kocabaş & Yirci, 2011; Yalın Uçar, 2008), a mentor training programme was devised with the aim of investigating its effect on mentor teachers. This study reports on this investigation, which was conducted with the intention of attempting to address the gap in the research into the issue of the effects of mentor training in the field of ELT in Turkey.

The investigation included perceptions concerning the behaviour of mentors and the effects of the MTP, although it did not seek to directly measure the level of success of the training or otherwise quantify the impact of such phenomena. A mixed research design was preferred, however, involving the collection of both qualitative and quantitative data, to provide the possibility of approaching and understanding the topic from different angles (Dörnyei, 2007). The quantitative elements allowed for analysis of data regarding particular items of interest in this study, for which data might not otherwise be forthcoming, and also for the collection of data from larger groups of PSTs; whereas qualitative analysis was considered appropriate to try and identify features and details of mentoring and mentor training from the point of view of those actually participating in the mentoring programme. Such data was thought to provide more detailed and accurate insights than those perceived by an observer (Mackey & Gass, 2005) who was not directly involved in the mentoring relationship. A further consideration was that mention could be made of themes or aspects which might be considered significant by respondents, but might not be included in restrictive quantitative instruments (Nunan & Bailey, 2009). It was also considered of particular importance to shed light on the topic from the point of view of mentor teachers themselves, as they are the primary actors in the mentoring process, although many of the research studies encountered by the researcher have neglected to include data from this source.

In order to find answers to the three research questions which had been posed in relation to the topic, the views of various stakeholders, including pre-service teachers, faculty tutors, mentor school teachers, and mentor training instructors, were solicited and analysed. In this chapter, the findings of the analyses will be discussed with reference to the research questions, in the same order that they were posed.

Research Question 1. *What are the perceptions of faculty tutors and pre-service teachers with regard to significant features of the mentoring process?*

As a preliminary to implementing any mentor training, a needs analysis was conducted to inform the design for the mentor training programme. It was deemed appropriate to elicit perceptions of actors in the mentoring process rather than impose a training programme designed or selected entirely by the researcher or instructors without reference to the views of any of those directly involved in the teaching practice. The findings from the first research question were used for the needs analysis and, during this first phase of the study, data was collected from a cohort of PSTs who had just completed their teaching practice semester, and from FTs who had been supervisors for teaching practice. All respondents had, therefore, been involved in interaction with school mentors. Furthermore, it was possible to collect data from tutors at two other universities in the same region of Turkey, to gain a further perspective and determine whether the phenomenon of untrained mentors, or their behaviour, was peculiar to the particular context under investigation, although the literature seemed to indicate that inadequate preparation of mentors was widespread (eg Cincioğlu, 2011; Güzel et al., 2010; Seçer et al., 2010, Yavuz, 2011).

The findings from the two groups of respondents could be compared on the basis of three broad themes: a) relationships, b) mentoring qualities and behaviours, and c)communication, as well as a further category for tutors, namely, recommendations and other comments. As far as relationships were concerned, mentors were frequently, but not always, perceived to have good relationships with the PSTs, whereas the relationships between tutors and MSTs tended to be much more varied, often weaker or less positive. This situation can partly be explained by the fact that MSTs and PSTs naturally have more opportunity to interact, as the trainees are required to attend school every week, whereas FTs only visit occasionally. However, some tutors were of the opinion that mentors did not avail themselves

of even the limited opportunities to increase rapport; according to the findings, not all mentors seemed to realise that the teaching practice programme constituted a partnership, and that the tutor and mentor were jointly responsible for ensuring the success of this cooperation. Some mentors were perceived as merely tolerating the presence of PSTs in the classroom and the visits of the tutor were thus seen as a necessary evil, for evaluating the trainees. If MSTs held such attitudes, they would naturally not consider themselves to be on an equal footing with the tutor, or be motivated to establish strong relationships for successful cooperation. Neither would they presumably consider themselves to be teacher trainers in any sense, but rather a kind of administrative assistant, necessary for organising the practicum business in the school classroom, not a role of great consequence, and secondary to the role of the FT. However, a strong and equal partnership between school and faculty is desirable (Keçik & Aydın, 2011), as embodied in the relationships between the participants, and has been shown to have great significance for the success of mentoring programmes and consequent professional development of the PSTs (Pungur, 2007).

The findings from the FTs responses were not uniform, but they did not display inconsistencies on the basis of location, indicating that problems associated with cooperation were common to different institutions, at least within this particular region of Turkey. Reports of other studies conducted in different towns and areas of the country (Argon & Kösterelioğlu, 2010; Ekiz, 2006; Seçer et al., 2010) yielded similar findings, so it may be assumed that problematic faculty-school partnerships and weak tutor-mentor relationships are fairly widespread, even if not universal. In addition to lack of awareness or interest on the part of mentors, there may be a number of other factors contributing to this situation, some of which were mentioned by tutors in this study (eg heavy workload of mentors and/or tutors); it thus seems clear that increasing the awareness and competencies of MSTs would enable them

to realise their roles and responsibilities and cooperate on a more equal basis, thus strengthening both the faculty-school partnership and relationships between the participants.

The findings for this theme suggested it was important to discuss the faculty-school partnership in the training programme, and to emphasise the importance of MSTs to the cooperation. It also seemed necessary to inform mentors of the expectations held of the participants in the practicum and to discuss how these expectations could be met in practice, and the implications for the role or roles the mentor was expected to assume. Awareness of these factors would provide a basis for MSTs to shape their relationships with the other participants they encountered (Hennissen et al., 2011; Moyles et al., 2002).

The second category of findings in the first phase concerned the qualities and behaviours exhibited by MSTs during the mentoring process. The competencies, attitudes and skills of mentors affect the level and quality of support offered to trainees (Borko and Mayfield, 1995). If support is inadequate due to mentoring deficiencies, the professional development of PSTs will be endangered. The findings from both the first cohort of PSTs and the FTs indicated that mentors seem efficient at providing administrative or logistical support, but they are frequently not effective or even adequate at executing other aspects of their role, no matter how willing they are or how good their relationship with trainees. These results confirm similar findings by other researchers (eg Saraltı, 2007; Koç, 2008).

Data from the PSTs suggested large variations in the effectiveness of mentors in areas connected with planning and teaching, as Gökçe & Demirhan (2005) also found, giving feedback and holding meetings with their mentees. Tutors also mentioned similar issues in their responses, and reported a consequent lack of appropriate guidance and support for PSTs, a problem which is frequently mentioned in the literature (Argon and Kösterelioğlu, 2010; Eraslan, 2008; Sağlam, 2007; Yeşilyurt & Semerci, 2012). As well as a low level of awareness and knowledge of mentoring and the mentoring programme, such attitudes and

behaviours reflected the negative attitudes or unwillingness of some mentors to be involved in the teaching practice programme, suggesting that mentor selection criteria also needed to be reconsidered. The selection of mentors is of paramount importance in this respect, as, quite apart from any other selection criteria, only those who willingly volunteer should be considered as MSTs, if mentors are to be of benefit to PSTs. These findings are comparable to similar conclusions drawn by other researchers, who also found inadequate mentoring support for PSTs, due to lack of awareness of mentoring issues and the partnership programme, and sometimes unwillingness to participate (Hudson et al., 2010; Saraltı, 2007; Yeşilyurt and Semerci, 2012). Furthermore, it has been suggested that willingness and experience are not sufficient and that potential mentors should possess other competences, attitudes and traits, if they are to carry out mentoring successfully (Delaney, 2012). In order to determine whether mentors possess appropriate competences, however, it will first of all be necessary to establish standards by which mentors can be evaluated (Clutterbuck, 2005).

If the teaching practicum is to provide an effective opportunity for professional development of trainees, it therefore seems imperative to ensure that mentors are, at the very least, fully aware of the requirements and expectations of the partnership programme, which stipulates that MSTs should guide and assist PSTs during practicum activities, helping with lesson planning, observing teaching, providing written and oral feedback and consultations, and sharing their knowledge. On the other hand, it cannot be expected that MSTs should automatically possess the necessary knowledge and awareness, if they have not received any information or preparation, or that they should all be willing mentors, if they have not been consulted. It is unlikely that teachers will be in a position to establish appropriate relationships or mentoring behaviours, if the expectations are unknown to them (Moyles et al., 2002). It would therefore seem appropriate to include details of required and desirable mentoring procedures in the MTP, to provide explicit guidance for mentors if necessary and discuss

appropriate methods and techniques to use for guiding and supporting PSTs, (Malderez, 2009).

Communication was the theme of the final category which emerged from the findings related to the first research question. It is obvious that communication is an integral feature of relationships between the different participants, as well as essential for the guidance and support of pre-service teachers, and that the level and quality of communication will determine the effectiveness of the mentor's guidance. PSTs' scores for items involving communication indicated that it was satisfactory, the scores being neither very high nor very low, but clustered close together in the middle range, whereas tutors' responses were once again more varied, often indicating minimal or infrequent contact, and unsatisfactory communication, even when there were no time constraints. Once again, uncertainty of the requirements of mentoring can affect communication between participants, interpreted as a lack of support by PSTs (Eraslan, 2008; Hudson et al., 2010), since mentors may be unaware of their responsibility in this respect and, especially if they do not consider themselves to be a significant partner in the cooperation, refrain from interfering in a process which they perceive to be the preserve of the tutor. In addition, if MSTs are not competent in some areas of mentor behaviour, or if they have no knowledge of a particular aspect of mentoring, obviously there will be a lack of communication on the subject with PSTs (Eraslan, 2008). In this case, also, the MTP needs to emphasise the expected behaviours and the significance of the mentor's contribution to the partnership and provide guidance on communication with PSTs, especially features such as feedback and reflection, which often appear to be conducted with extreme inadequacy (Sağlam, 2007; Yavuz, 2011).

The three strands of mentoring (relationship, behaviour, communication) mentioned above are thus closely interwoven and deficiencies in any area will doubtless affect the quality of the others. As mentoring is a complicated and many-faceted process, requiring

various skills, knowledge and techniques to be displayed by the mentor, it cannot be expected that MSTs will possess or employ all the necessary qualities of their own accord. It seems that some facets of the mentoring programme may be understood and implemented by mentors without many problems; however, many aspects are either unknown or not comprehended, as was also found to be the case in other studies (eg Argon & Kösterilioğlu, 2010; Koç, 2008; Özçelik, 2012), and the needs analysis revealed that it is in these areas that mentors require more specific training or instruction.

The findings indicated that mentors needed to be made aware of the expectations of the faculty-school cooperation programme, as well as to understand their role as important partners in this programme, and be supplied with details of expected mentor practices. For this, it would be necessary for them to understand that a mentor was more than just an administrator who attends to the paperwork or an organiser who takes charge of a group of trainees while they are at school. The needs analysis thus indicated that the mentor training programme would need to include basic and detailed information regarding the teaching practice programme and expectations of the faculty, as well as increase participants' general awareness of mentoring processes and suitable behaviours to achieve the desired outcomes. Furthermore, the instructors wished to engage mentors as much as possible in the training sessions, and provide them with the opportunity to express their concerns and explore issues which they found relevant, through discussion and debate, and participatory activities.

As mentoring is such a complicated process, the initial intention was to conduct a workshop or seminar over several days, with a total of 20-25 hours contact time, similar in length to the training described by Yalın Uçar (2008), which totalled 30 hours, in order to explore in some depth as many aspects of mentoring as possible. However, as described in Chapter 3, this plan had to be revised, and only 8 hours were available for the training programme, resulting in a necessary condensation of the contents. Nonetheless, the main

themes of the programme were retained, and the four sessions of the MTP concentrated on the following topics:

- Faculty-school cooperation programme

- Mentoring

- Implementing the programme (ie relationships and mentor processes)

- Evaluating the pre-service teachers

Although the MTP could not be designed as originally planned, the instructors still anticipated that the available time would thus be used to advantage and at least provide a framework for the MSTs which would stimulate them to assume their role as mentors and engage in their mentoring duties in a more professional manner than had previously been the case.

Research Question 2. *What effect does the English Language Teacher Mentor Training Programme have on the views and behaviours of participating mentors, as perceived by mentors and pre-service teachers?*

The second research question attempted to reveal the perceived effects of the mentor training programme on mentors' views and behaviours. Data was collected at several points, using several instruments, during this phase of the study. The respondents included mentors who participated in the MTP, and pre-service teachers. It was anticipated that the mentors' behaviours and perceptions would have changed, at least to a certain extent, due to the increased knowledge and awareness of mentoring and the faculty-school partnership, which they had gained during the MTP.

As the mentor training is the central feature of this section of the study, it seems appropriate to make some general remarks concerning the participants' behaviours and apparent attitudes during the training programme, as the researcher was present at all the sessions, and thus had the opportunity to observe the mentor teachers. One of the most

significant observable aspects of the training was that the participants were generally very actively involved in the discussion and, once they had become more familiar with each other (most of them did not know each other before the training), very willing to interact with the instructors and their peers. They seemed pleased to be able to express themselves, to have the opportunity to share their views and to exchange ideas. It could be understood that, with regard to many issues which affected them either directly or indirectly, they believed that they were often not adequately consulted or that their views were not taken into consideration. These beliefs may be a significant factor in explaining why mentors do not seem to see themselves as teacher trainers but rather as someone who is merely appointed to provide a teaching environment and carry out the necessary tasks for ensuring the teaching practice is accomplished. Thus, they wished to avail themselves to the utmost of this rare opportunity for discussion with colleagues and faculty members.

The data utilized to answer RQ2 was partly qualitative and partly quantitative. To gather quantitative data, two opinionnaires were administered, one to participant mentor teachers and one to the second cohort of PSTs. The MTP participants completed the same opinionnaire twice, pre-training and post-training, and a non-parametric paired samples analysis, the Wilcoxon test, was conducted to compare the results. However, this test did not reveal any statistically significant results. Similarly, an independent samples t-test was applied to the results of the PSTs' opinionnaire, based on attendees and non-attendees of the MTP, and once again no statistically significant findings were discovered. It was therefore not possible to reach any firm conclusions from the quantitative aspects of this part of the study.

There are, nevertheless, a few observations which can be made with reference to the statistical findings. The low number of MST respondents did not result in a normal distribution of the data, and the respondents were all mentors who voluntarily participated in the MTP, probably indicating that they were those who were already most interested in

mentoring, or at least were willing to explore the subject. Thus, they may not be a representative sample of all the mentors that semester. Furthermore, the opinionnaire items represented what were considered desirable mentor characteristics, not the actual behaviour of the mentors (as they had not yet had the opportunity to put into practice any changes in mentor behaviour); therefore, any significant scores would only indicate a change in views. As the time between the two data collections was also only a few days, it may be possible that participants had not yet fully absorbed or reflected on the contents, especially details, of the training programme. It may therefore be more useful to concentrate on the qualitative data provided by mentors, as revealing more insights into their perceptions.

The second cohort of PSTs, on the other hand, was much larger and the data collected from them represented their perceptions of the mentors' actual behaviour during the semester. Although no statistically significant scores were found, the descriptive statistics did seem to point to some important aspects of the groups mentored by MTP attendees (A) and non-attendees (B). The highest scores for group A occurred for different items than those in group B. In group A, the items were all from the relationship category, whereas in group B they were mixed. The lowest scores for both groups were, however, all in the category of planning and teaching, indicating that this was still the weakest area of mentoring. It would consequently seem that overall it would be necessary to further emphasise these features of mentoring in any later training programmes. As previously mentioned, time restraints prevented consideration of some topics in as much detail as was desirable, which may be the reason for the apparent low level of awareness of planning and teaching requirements perceived to be displayed by mentors. One score which may have indicated that awareness had been raised during mentor training was the highest mean score given by group A; this was concerned with encouraging PSTs to teach as frequently as possible.

Generally speaking, although it was not possible to draw many conclusions from the quantitative findings, the qualitative findings yielded more insights. These findings were obtained from mentor responses and based on the open-ended questions of the pre- and post-training questionnaire, and the interview with two MSTs following teaching practice at the end of the semester. Although the results were somewhat mixed, with mentors expressing both positive and negative perceptions, it seems as if the MTP had partly influenced the perceptions of participants.

Participants indicated that the very fact of the training being implemented served to motivate mentors and gave them the opportunity to express their opinions and exchange views with each other and some faculty representatives. This was perceived as a very positive development, as mentors seemed to have little other opportunity to do so – sometimes they even claimed they rarely saw or had much discussion even with the tutor appointed to supervise their group of trainees, a situation which has also been encountered in other contexts (Aytaçlı, 2012). The mentor training was thus perceived as being necessary and an important contributor to strengthening the faculty-school partnership, and mentors were generally of the opinion that some kind of preparation, whether training, a workshop or other meeting, should be organised, possibly on a regular basis. This finding is confirmed by other researchers who have elicited views from mentors (Cincioğlu, 2011; Güzel et al., 2010; İnal et al., 2014; Stidder & Hayes, 1998).

The responses of mentors to the open-ended questionnaire were categorised into five main themes: mentor requirements, faculty-school cooperation, expectations, mentor-mentee relationship, and self-evaluation as a mentor. It was noted that post-training responses in all categories were either longer, more focused, or contained more detail. The first two categories indicated there had been developments in the views and knowledge of MSTs, as is generally reported to be the case (Menegat, 2010). In the pre-training responses, these themes were

either discussed very little or in very general terms. Following training, a much wider variety of mentor roles, especially, were mentioned, and a heightened awareness was apparent with regard to mentors requiring certain skills and competencies, similar to the findings of Yalın Uçar (2008).

Knowledge of the faculty-school partnership was also articulated in much more detail. This may be a result of the mentor training enabling them to become better informed regarding the expected procedures and outcomes of the faculty-school partnership, and consequently more aware of the potential benefits to be gained from successful cooperation, and realising that the current partnership did not always fulfil the stated expectations. In addition, suggestions and comments were offered to improve the cooperation, such as increasing communication between mentors and tutors (Hall et al., 2008) or reducing the number of trainees in a group (Aytaçlı, 2012).

Since certain expectations of the participants in the practicum were already held by mentors before the MTP, presumably as a result of their previous experiences, it was found that the perceptions in this category did not diversify extensively following the training. However, there seemed to be some increase in knowledge of expected behaviours, and some post-training comments were also critical of tutors, in particular, who were now sometimes perceived to have previously displayed inappropriate behaviour for their roles. As far as PSTs were concerned, mentors seemed to expect more professionalism than had previously been the case. Furthermore, mentors seem to have reappraised their relationships with mentees and post-training perceived their mentees as teachers rather than trainees, indicating that there were shifts in attitudes amongst the mentors, an important factor in determining their mentoring behaviours and approach to mentoring (Ambrosetti, 2014). It is also significant for the status of PSTs, who, if they are regarded as colleagues by mentors, may be empowered to

exercise authority more easily in the classroom, and possibly find it easier to behave in a professional manner (Bullough, 2012).

The final theme of self-evaluation elicited more responses concerned with strengths rather than weaknesses of mentors and tended to focus on characteristics which, although not specifically concerned with mentoring, could however be important for a mentor, as has also been stated by others (eg Long, 1997). Specific references to mentoring referred mostly to the mentors' guiding role or to teacher behaviours which they could model. Post-training responses were once again longer and more detailed, but mostly concerned with strengths. It is not clear why mentors did not mention weaknesses; it may have been due to shyness and not wanting to feel vulnerable before relatively unknown colleagues or university staff, or because they feared that admitting to weaknesses would prejudice their chances of mentoring, or whether they felt they had few weaknesses.

It can be understood that the training participants were observed to be more articulate and touch on a wider spectrum of topics at the end of the training, when compared to the beginning. The MTP seems to have enabled them to express their ideas more fully and heightened their awareness of some topics and details of the mentoring programme. Their knowledge and views of mentoring and the mentoring programme during teaching practice were expanded and developed, especially with regard to the first three themes, corresponding to Ambrosetti's (2014) findings that training led to changed understandings .

The interviews with two mentors at the end of the semester served to highlight and expand on many of the issues so far mentioned. The two interviewees had experienced the practicum in different ways, one very positively and one rather negatively, and the latter reinforced the views expressed with regard to the necessity for strong faculty-school cooperation and good communication with tutors. Both stated that preparation or training was desirable, especially in the case of new mentors (as was one of those interviewed), and

favoured further meetings or seminars, especially with a view to discussing and solving problems and for all participants to meet each other and be fully informed of expectations. The new mentor stated that the training had been very useful for her as she had no knowledge of the mentoring programme previously. The interviewees and other mentors also made further suggestions with regard to teaching practice and mentoring, especially concerning mentor selection and size of groups of trainees and their distribution amongst schools and teachers.

The findings of the analyses relating to RQ2 were rather mixed, with no conclusive statistical evidence that the MTP had impacted mentoring behaviours. However, qualitative findings demonstrate that the participants in the training programme had reshaped and extended their perceptions, there seems to have been a shift in some attitudes and mentors had acquired new knowledge. In some areas, the training seems to have been more effective than in others, for example, more emphasis on details of mentor behaviour in the area of lesson planning and other features connected with PST teaching may have been useful, if time had permitted. Other researchers have also frequently made similar recommendations (eg Pekkanlı, 2011; Seçer et al., 2010; Yavuz, 2011). Mentors seemed to have clarified their conceptions of certain aspects of mentoring, such as the roles of mentors, and the faculty-school partnership, and the MTP appears to have been perceived as worthwhile by mentors. From the data gathered during this section of the investigation, it can also be seen in which areas the design of further training programmes might need to be strengthened. As demonstrated, many parallels can also be drawn between the findings from this phase of the investigation and the results and recommendations of other studies which emphasise the significance of mentor training.

Research Question 3: *How do mentor training instructors evaluate the English Language Teacher Mentor Training Programme and its participants?*

The second phase of the study concludes with RQ3, in which a further perspective on the MTP and its effect on participants was sought by interviewing two of the mentor training instructors. No other study was encountered in the literature in which data from instructors of a mentor preparation programme was collected and analysed. The two instructors were involved in the MTP on different days, and were not present at each other's sessions. They both held strong beliefs as to the importance of teaching practice and of training mentors who would provide effective mentoring for PSTs. Although this was the first time either of them had acted as a mentor training instructor, they both had considerable experience as faculty tutors and researchers into teacher training and mentoring.

It was noticeable that the two instructors received many positive impressions of the training sessions and most of the participants. They found that the mentors were very motivated and actively involved in the discussions which took place, although the MSTs seemed to possess only minimal knowledge with regard to the mentoring programme, as has been observed by others (Seçer et al., 2010). The MTIs perceived that the mentors already implicitly understood some aspects of mentoring, even if the latter could not always articulate this implicit knowledge. This finding corresponds with findings from the pre- and post-training questionnaire, in which it was observed that MSTs expressed themselves more articulately on some topics following the training. It can be assumed that the training had provided them with the knowledge or concepts which enabled them to express their ideas more coherently.

The instructors mentioned a few negative aspects, most significantly that they did not consider the time allotted for the training programme to be long enough, and that a few of the MSTs did not seem to be willing participants or mentors, as was also observed by Seçer et al.,

(2010). Overall, however, the MTIs perceived the training to have been worthwhile, and recommended that such programmes be repeated. As this was the first time such a programme had been organised in this context, the MTIs considered one of the main achievements was to have actually implemented the training. They believed the MTP had motivated and had an effect on the mentors, and had possibly contributed to their acquiring a more positive attitude to mentoring as well as providing them with essential information. In addition, it made a substantial contribution to strengthening the faculty-school cooperation programme, as has also been noted in other contexts (Azar, 2003; Ismail, 1999; Pungur, 2007).

The MTIs thus evaluated the MTP and its participants as generally positive; however, they believed that future programmes could be improved, by revising the content and allowing more time, and that more rigorous selection of mentors should be instituted, a perception shared by Bullough (2012) and Eraslan (2008). The instructors were also of the opinion that much work on a larger scale needs to be carried out, to improve the quality of mentoring and the teaching practice in Turkey, which should provide more effectual teacher training for pre-service teachers (Hennissen et al., 2011).

The foregoing discussion has attempted to provide answers for the research questions posed and has drawn on data from several sources to provide evidence. Perceptions collected during the first phase from pre-service teachers and faculty tutors were utilized in the planning of a mentor training programme and this programme was implemented during the second phase of the study. Throughout the study, a number of themes and topics connected with teaching practice and the mentoring process were mentioned by the different participants, and many of these were introduced into the MTP. The effect of the training on mentors was evaluated by collecting data from participating MSTs, PSTs and MTIs, although no attempt was made to quantitatively measure any such effect. From the findings it can be

concluded that the MTP provided the mentors with information about the faculty-school partnership and the mentoring process, and may also have contributed to shaping their attitudes and beliefs concerning mentoring during the practicum, consequently affecting their mentoring behaviours. There is a general consensus in all responses that mentor training is both necessary for mentors and beneficial for trainees, a perception that is strongly reflected in the literature (eg Delaney, 2012; Eraslan, 2008; Gareis & Grant, 2014; Menegat, 2010; Yavuz, 2011). In fact, no reports were discovered that denied the positive effects of mentor training or suggested that it might be unnecessary.

The findings of this research study thus support the notion of mentor training or preparation for all MSTs. Generally speaking, the results reflect a positive attitude towards the training programme which was implemented. There is a perception by many respondents that the teaching practicum and faculty-school partnership needs to be improved, and this could be achieved by developing the mentoring process through the provision of training, which will at the same time ensure contact between mentors and the faculty. Some respondents believe some form of training or preparation would be beneficial for all mentors. At the very least, it is suggested that those who are new to mentoring should be provided with training. The training should be designed with consideration for the particular context and participants (Hudson et al., 2010), and should probably be of longer duration than the MTP described here, in order for all relevant topics to be covered adequately. It was suggested that it may be possible or desirable to organise the training differently; for example, there could be several sessions at intervals during the academic year, or a full-time in-service training programme. The views of potential participants and other stakeholders could also be solicited to ensure a purposeful design, as mentioned by some respondents.

In addition to the responses regarding mentor training which were provided by the participants, other issues connected to the teaching practice programme were also mentioned

and recommendations and suggestions given. Some of the topics which were perceived as especially important to participants in the study concern communication, cooperation and the relationship between mentors, tutors and trainees, and the selection process for mentor teachers. It was suggested that relationships between parties in the practicum need to be improved and that criteria for mentor selection need to be established; in both cases it is perceived that standardised procedures need to be adopted, so that the outcomes of the teaching programme match the goals which have been set (Hughes, 2002; Hudson et al., 2010).

Chapter 6: Conclusion and Implications

This research study was conducted with the aim of investigating the perceptions of stakeholders in an ELT mentoring programme with regard to the effects of a mentor training programme on mentor teachers. The teaching practice undertaken by pre-service teachers was frequently found to be less than satisfactory, with benefits for trainees inconsistent with the desired outcomes and consequent negative implications for their professional development. One of the problems seemed to be that the level and kind of mentoring provided for PSTs was inadequate, due mainly to a lack of knowledge of mentoring procedures on the part of MSTs. Thus, this study was designed to implement a training programme for mentors and to try and establish its effects on the mentoring process.

The first phase of the study called for the development and implementation of an in-service training programme for mentors of pre-service ELT teachers, based on documents relevant to the mentoring programme and data gathered from faculty tutors and PSTs participating in teaching practice. It was discovered that tutors from different universities held similar perceptions, indicating that the problems associated with mentoring were not limited to the particular context under consideration in this study. The findings from both tutors and PSTs highlighted some similar issues, including problematic or inadequate mentoring behaviours which seemed to be due to a lack of knowledge of the faculty-school partnership and inadequate mentoring skills on the part of mentors. From the findings, it was concluded that training would be beneficial for mentors in areas covering the requirements of the faculty-school partnership, mentoring and expected mentoring behaviours, and expected outcomes for PSTs during the teaching practice. The MTP was consequently designed bearing these factors in mind.

During the second phase of the study, the training programme was implemented and the effect of the mentor training was studied from the perspectives of MSTs, MTIs and PSTs.

In particular, the study sought to ascertain whether mentors perceived training resulted in a more highly-developed awareness of the requisite characteristics of a mentor, with consequent appropriate applications of mentor behaviour, and whether PSTs perceived their mentors to be efficient at mentoring. The purpose of investigating mentors' self-perceptions was to obtain reliable data which may not otherwise be available to an observer, as well as to give mentors a voice in the research, which has not always been the case in other studies. Furthermore, PSTs' perceptions were considered to be the most reliable data for understanding the mentors' behaviours, since the former were obviously directly involved in the mentoring context, having frequent contact with the mentors and thus the greatest opportunity for observation.

As the aim was to try and understand changes in the mentors' perceptions as a result of training, these were investigated both pre- and post-mentor training. PSTs, on the other hand, were asked to assess the competencies of untrained or trained mentors at the end of the teaching practice period, when they were in a position to consider the whole mentoring process. These two sets of results were analysed in an attempt to evaluate the effects of the mentor training programme. Furthermore, two of the instructors in the MTP and two of the mentor teachers were interviewed following the training and at the end of the semester respectively, with the intention of gaining further insights and richer data than was available from the other data collection instruments.

It was found that no significant statistical evidence could be inferred from the analyses of the qualitative data collected from mentors and PSTs, although some tentative conclusions could be drawn from the descriptive statistics, indicating that mentors appeared to develop good relationships with trainees, but were less effective in the areas of lesson planning and teaching support. However, the qualitative data yielded findings which could be interpreted as showing some of the effects of the MTP. The most striking was the general perception that the implementation of the training programme was a very positive step which made a significant

contribution to faculty-school cooperation and communication between the partners. Nearly all participants agreed that similar training or preparation of some sort, which brought the parties in the teaching practice together and enabled exchanges of information and views, should be continued. The awareness regarding some issues connected with mentoring and some of the attitudes of the mentors appear to have been affected by the MTP, for example, mentors were better informed about the requirements of the practicum and expectations of the teacher training programme, and some changed their perception regarding the status of the pre-service teachers, seeing them as colleagues or future teachers rather than students. It was also generally agreed, particularly by one teacher who was mentoring for the first time, but also by other participants, that mentor training was especially valuable for those with no mentoring experience. The effects of the training on mentoring behaviours during the semester were more difficult to determine, although in this area the effect seemed to be weaker, which could indicate the need for more emphasis on such aspects of mentoring than had been possible during the programme, or further training, possibly in stages.

It can be stated that the general impression of the attitudes towards the MTP by all participants (except possibly PSTs, who were not asked to comment directly on this topic, but rather reported perceptions of the mentors' behaviour) was that they found it a positive event, and strong support existed for the further implementation of such training. A second issue which was frequently mentioned by respondents was closely connected, namely, the question of mentor selection. It was generally perceived as desirable that only those who were willing should become mentors, and that teachers should be consulted on this topic. In addition, some participants advocated establishing further criteria for mentor selection. All respondents generally agreed that not all teachers would make suitable mentors.

The findings of this study demonstrate that training for mentors can be beneficial and can have an effect on the perceptions of mentors. The areas which it was possible to cover

adequately during the training programme, namely issues connected with relationships (cooperation) and communication, seem to have had a greater effect on mentor perceptions. Topics connected with planning and teaching (mentor behaviours), on the other hand, which it was not possible to consider in great depth, but about which MSTs appeared to have been very ill-informed, unsurprisingly seem to have had less impact on the perceptions and behaviours of mentors. The findings also illustrate the need for appropriate preparation in the form of needs analyses, mentor selection and training programme design, and provide insights regarding teaching practice and mentoring in addition to highlighting areas in which further research could be undertaken. If additional training programmes and other measures are developed for increasing the quality of the teaching practicum, it is to be hoped that benefits for pre-service teachers will become apparent and accelerate their professional development.

Implications for teaching practice and mentoring.

A number of implications for teaching practice and mentoring emerged from this study and can be summarised as follows:

- The faculty-school partnership should be fully implemented as intended, with all parties performing their assigned roles effectively. In this case, an immediate improvement in the mentoring process and outcomes for pre-service teachers should be observable.

- The involvement of faculty tutors in the practicum must be effective, implying frequent and meaningful communication with mentors and pre-service teachers. If necessary, tutors could be required to provide reports on the process.

- Organised contact between mentors and faculty tutors could be instituted, in the form of meetings, to ensure mutual understanding, address problems and find solutions acceptable to all parties.

- Mentors should be provided with training, especially before the onset of mentoring duties. They should be made aware of the requirements of the faculty-school partnership, expectations of pre-service teachers, mentors and tutors, and enabled to develop the knowledge and competencies required for mentoring. Mentors should be made aware that they are acting as teacher trainers when mentoring pre-service teachers. Those who complete the training could be awarded a certificate which permits them to act as a mentor thereafter.

- Training programmes should be carefully planned and designed appropriate to the context and its limitations, and as the result of needs analysis, which could include data collected from all stakeholders in the faculty-school partnership: mentors, tutors, pre-service teachers and administrators. Programmes could be intensive or divided into sections carried out at certain intervals. It seems important that the time allotted for training should be enough to cover all necessary aspects of teaching practice and mentoring. Centralised programmes may not be the most suitable for all contexts.

- In order to be able to provide training which is comprehensive, all stakeholders including administrators must be made aware of the importance of mentor training, so that organisational problems can be minimised.

- Decisions should be made to determine those responsible for planning and implementing training and for all procedures connected with it. Standardised procedures will ensure more effective outcomes.

- Criteria should be established for the selection of mentors. Although teaching experience should be required, other factors such as personal qualities, competencies and willingness should also be taken into consideration. Not all teachers should automatically be entitled to become mentors.

- Mentors and other school teachers should be consulted on matters concerning mentoring and the teaching practicum, and their views taken into consideration when making decisions.

- The groups of pre-service teachers assigned to a school or a mentor should be smaller than at present, possibly three to each mentor, to ensure adequate opportunity for practising teaching and enough time for comprehensive mentoring to take place.

- The time required to carry out mentoring of pre-service teachers could be considered as part of the mentor school teacher's workload.

Implications for further research.

The findings from this investigation also demonstrated that there are implications for research, as follows:

- Comprehensive needs analyses should be undertaken to determine the requirements for a particular context. Although similar contexts may be able to institute similar training programmes, there will still be a need for fine-tuning. In addition, wide-spread research or many analyses will provide a base which may be drawn upon for inspiration or comparison by those in different contexts.

- Research could be undertaken to determine desirable attributes of mentors and thus establish suitable criteria for mentor selection. Follow-up research could determine whether the established criteria result in effective mentors being selected.

- If different training programmes are established, research could be carried out to try and determine what is the most effective or beneficial training for mentors. Comparing and contrasting programmes could inform future programme design.

- Research into the contribution of mentor training towards the professional development of mentors could be conducted, and what changes in mentor beliefs,

knowledge, attitudes, perceptions, roles or behaviour result from the training, both immediately and in the longer term.

- Researchers could investigate which attributes of mentors seem to be most effective and beneficial for pre-service teachers, so that such attributes may be incorporated into selection criteria and/or training programmes.

- Research can be conducted into which behaviours can be easily taught to mentors, which are difficult to teach, and how such behaviours can be taught.

- Research could be carried out to determine how mentors can become more closely involved and effective in the process of teacher training.

- In order for teaching practice to be as beneficial as possible, the most appropriate or optimal group size of pre-service teachers for each mentor could be investigated.

- The effect of mentor training and the consequent mentoring on the performance and development of competencies of PSTs during teaching practice could be investigated.

- Researchers could study whether mentor training affects the performance or attitudes of pupils taught by pre-service teachers with trained mentors, both during teaching practice and as qualified teachers.

- The faculty-school partnership and cooperation could be investigated to determine whether a revision of roles, responsibilities and procedures would result in improved effectiveness of the teaching practicum and consequent increased benefits for pre-service teachers.

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