Ain Shams University
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A Suggested E-Mentoring Model to Develop EFL Student-Teachers' Self-Efficacy and Emotional Intelligence

A Dissertation

Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Education (Curriculum and Instruction - EFL)

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2021

Study Title: A Suggested E-Mentoring Model to Develop EFL Student-Teachers' Self-Efficacy and Emotional Intelligence

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Source: Faculty of Education, Ain Shams University, Egypt **Year:** 2021

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Abstract

The present study aimed at investigating the effect of an e-mentoring model on developing EFL student teachers' self-efficacy and emotional intelligence. The study adopted the pre-experimental one group pre-post administration design. Study was applied to a voluntary group (N = 19) from third year, English Language Department (basic education), Faculty of Education, Ain Shams University during their practicum in three different public schools. The following instruments were used in the study: semi-structured interview questions, Teacher's Sense of Efficacy Scale (long form), Trait Emotional Intelligence Questionnaire (short form), and a teaching performance observation checklist. The sessions of the e-mentoring model were developed with mentee's booklet and mentor's guide. The e-mentoring model was administered to participants in a ten- week practicum block. Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants before and after the administration of the e-mentoring model. Also, Fritz, Morris and Richer's equation was used to measure the effect size of the e-mentoring model. Results of the study revealed that the e-mentoring model was effective in developing pre-service teachers' self-efficacy and emotional intelligence. Eventually, recommendations and suggestions for further research were presented.

Key words: Mentoring, E-Mentoring, Self-Efficacy, Emotional Intelligence, EFL Student-teacher, Egypt

Acknowledgements

Thanks and deep gratitude should be directed to Allah, the most Merciful and Beneficent, for giving the researcher the opportunity to start her study and the patience, persistence, and determination to finalize it. Allah has also gifted the researcher with supportive professors, family, and friends, without whom, it would have been much more challenging to pursue this academic journey.

The constant assistance, academic, and emotional support offered by the main supervisor, Professor Zeinab El-Naggar, are much appreciated. She was always there for help whenever the researcher needed. Despite her busy schedule, she never hesitated to welcome the researcher in her office or to offer guidance over the phone. “What are supervisors for?” is her spontaneous humble reply to all words of gratitude. Her encouragement, guidance, advice, and kind words did inspire the researcher to come up with the best she could.

Gratitude is extended to Dr. Dalia Yahya, the co-supervisor. She was always available for help despite her commitments. Her ideas were eye-openers; they helped the researcher modify her work before and during the implementation of the current study.

The assistance of Professor Kristina (Tina) M. Howlett, Assistant Professor of TESOL (Teaching English to Speakers of Other Languages), University of Arkansas, Fayetteville, AR, is highly appreciated. During the researcher’s Fulbright Grant in 2018, she met Professor Tina who helped her with resources and ideas for her study.

No words of gratitude are ever enough to thank the researcher’s family. Her great dedicated parents, brothers, Sherif and Ahmed, and sister, Neveen, spared no efforts to offer her all the emotional support and needed help to finalize her study.

The researcher is also grateful for the constant support, positivity, and encouragement of her close friends: Hanan Alaa, Basma Abdelhamied, Samia Salama, Marwa Abdelgalil, Asmaa Zedan, Aya Ibrahim, Samar Magdy, and Wessam El-Sayed.

Finally, the researcher would like to express her gratitude and love to her dear students whose curiosity to learn and eagerness to develop inspired her to start and maintain this study.

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List of Abbreviations

Classroom Management Self-Efficacy	CMSE
Community of Practice	CoP
Emotional Intelligence	EQ/EI
Initial Teacher Education	ITE
Ohio State Teacher Efficacy Scale	OSTES
Second Language Teacher Education	SLTE
Self-Efficacy	SE
Short Form	SF
Social Cognitive Theory	SCT
Social Learning Theory	SLT
Teacher Self-Efficacy	TSE
Teacher Sense of Efficacy Scale	TSES
Trait Emotional Intelligence	TEQ
Trait Emotional Intelligence Questionnaire	TEIQe

Chapter One: Background and Problem

1.1. Introduction

The over-growing body of knowledge and its perpetual availability for younger generations on social media and online resources make teachers' job more challenging. Besides their ordinary tasks, teaching and assessment, teachers need to be efficient in dealing with students, parents, supervisors, and colleagues of different beliefs and attitudes with the ability to manage difficult situations and demotivated students. Additionally and most importantly, teachers need to believe in their ability to succeed in carrying out all these duties and under various stressors.

Consequently, an extra burden is put on the teacher training institutions; they need to exceed the level of providing pre-service teachers with knowledge to the level of equipping them with the practical skills related to situations that happen in the real classroom (Carroll et al., 2003). In order to balance between knowledge and practical skills, pre-service teachers need to formulate positive self-efficacy beliefs and high level of emotional intelligence along with their language proficiency and knowledge of pedagogy.

In positive psychology, self-efficacy is defined as the optimistic belief in one's competence or ability to succeed in accomplishing a given task with the best outcome (Akhtar, 2008). Self-efficacy is originally rooted in Albert Bandura's Social Cognitive Theory. Based on the theory, it is not enough for the individual to acquire the necessary knowledge for performing a task; rather that individual needs to believe in his ability to successfully perform this task under challenging circumstances (Artino, 2012). Individuals' perceptions of opportunities from the outer world, their choice of activities to make progress, and the duration of their effort exerted in facing obstacles are all determined by their self-efficacy beliefs (Bandura, 2006, as mentioned in Nikoopour et al., 2012).

In the context of education, a teacher's efficacy refers to his own judgment of his abilities to bring about the intended results of students' learning and engagement even among difficult or unmotivated students (Tschannen-Moran & Hoy, 2001). It has been found that

teachers' positive beliefs of self-efficacy are positively correlated with their students' achievement and motivation (Mojavesi & Tamiz, 2012). Moreover, Liaw (2009) established a mutual relationship between teachers' self-efficacy and students' performance; for him, self-efficient teachers can improve their students' performance, which, in turn, increases teachers' level of efficacy.

To find out how pre-service teachers build their efficacy beliefs, scholars such as Poulou, Tschannen-Moran, and Woolfolk Hoy (2007), conducted research and have reached a number of factors that contribute to the formation of pre-service teachers' self-efficacy beliefs. Among these factors are: self-perceptions of teaching competence, personal characteristics, nature and components of the preparation program, as well as the emotional and pedagogical support from fellow pre-service teachers.

For Nugroho (2017), many pre-service teachers lack the needed level of self-efficacy to start the practicum or to live real classroom teaching experience for the very first time of their life. This insufficient self-efficacy is not attributed to shortage of knowledge or skills; rather it is due to the lack of exposure to real teaching experience and the absence of a supportive community that provides encouragements for them (Swanson, 2013). That is why teacher training institutions need to pay more attention to building communities of support for pre-service teachers to help build their self-efficacy beliefs early in their career as teachers (Liaw, 2009).

Since emotional support is considered one of the factors that contribute to the existence of positive self-efficacy beliefs, pre-service teachers need also to acquire high level of emotional intelligence (EQ). EQ is defined as the ability to recognize the meaning of emotions and the relationships between them. This involves reasoning and problem-solving based on emotions as well as understanding and managing the information of these emotions (Mayer et al. 1999, p. 267). In the 90s, scholars reached different taxonomies of EQ that included the ability to understand and process emotions. Mayer's (1999) definition refers to the ability model of EQ, which is based on reasoning in four areas: perceiving emotions, facilitating thought, analyzing emotions, and managing emotions. In 1995, Daniel Goleman identified five domains of EQ: a) knowing one's emotion, b) managing emotions, c) motivating oneself, d) recognizing emotions in

others, and e) handling relationships. Based on his taxonomy, a person with a higher EQ is more likely to be happy, optimistic, self-motivated, and outgoing.

Moreover, O'Connor et al. (2019) illustrated that EQ could be divided into two main categories: ability EQ and trait EQ. This classification is based on the way of measurement of EQ. According to this method of classification, ability EQ tests measure individual's theoretical understanding of emotions. Trait EQ questionnaires, on the other hand, measure typical responses and behaviors in emotion-relevant situations in addition to self-rated abilities.

Thus, ability EQ is defined as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." Trait EQ, on the other hand, is defined as one's own perceptions of emotional abilities (Saeidi & Nikou, 2012, p.42-43).

For many scholars (e.g. Dolev & Leshem, 2016, p. 2-12), teachers with high level of EQ have the following characteristics:

- Physical and mental health (stress management): This will help teachers overcome the stress they face at the beginning of their teaching career.
- Productivity and personal satisfaction (self-esteem and self-confidence): This will make pre-service teachers able to manage challenging situations with confidence, have a better self-image, and, consequently, transfer this attitude to their students.
- Maintaining positive communications in personal and work relationships (assertion): This will enable pre-service teachers to form positive relationships with their colleagues and supervisors as well as build rapport with their students, which will create a secure learning atmosphere.
- Anxiety management: Throughout this, pre-service teachers will manage difficult and surprising situations wisely and professionally.

- Understanding and accepting differences in others (empathy): This will help pre-service teachers accept different viewpoints from the outer world, avoid personalizing issues, and work effectively on conflict resolution.
- Planning and implementing problem solving procedures in stressful situations (decision making): Since teachers make decisions several times every day, this will help pre-service teachers make the right decisions without getting stressed.
- Positively impacting, persuading, and influencing others (leadership): Since teachers are not only knowledge transmitters, they need to be equipped with the skills that would make them positive influencers in their classrooms and schools to promote positive values and attitudes.
- Time management: That will help pre-service teachers manage their time and regulate their tasks within the allocated time.
- Anger management: This will help pre-service teachers keep calm and act wisely in provoking situations.
- Flexibility: This will lessen change resistance and keep pre-service teachers open to change.
- Optimism: Since students meet their teachers expectations, when teachers are positive about the educational process and their students' outcomes, they will help their students achieve more.

Besides the positive attitudes towards teaching and learning that teachers can build throughout reaching high level of EQ, Gkonou and Mercer (2017a), mentioned that EQ is a fundamental skill especially for EFL teachers because of the interpersonal and communicative nature of contemporary foreign language learning and teaching. Nevertheless, they argued that EQ is rarely addressed in teacher training programs and is notably absent from the research landscape with respect to second/foreign language teaching and learning.

As the initial step towards emerging pre-service teachers into a real teaching context, practicum has gained much attention since the past decade. For pre-service teachers in general and pre-service EFL teachers in particular, practicum is considered a critical stage in their preparation. This is because it is the first exposure to dealing with real students and real challenges. It is also the first time for them to deal with supervisors and parents. Stress and anxiety are expected results of being evaluated and assessed in a real teaching context while using English as a means of communication all the time (Nguyen, 2013). For the crucial role of practicum as a transitional period in teachers' life, scholars interested in teacher preparation have approached many ways to support and empower pre-service teachers before and during their practicum. One of these ways is mentoring.

Mentoring research is relatively new and a review of mentoring literature showed that there is no definite definition used by scholars and practitioners for the term "mentoring" (Mullen & Kochan, 2000). According to O'Hear (1988, as mentioned in Leshem, 2012), there are three models of mentoring: *apprenticeship model* where learning is done through emulation of an experienced practitioner. From this perspective, to be a mentor is simply "to act as a model" offering practical tips without requiring any particular skills. The *competence model* advocates a more systematic skill-based approach to learning to teach. Mentors are trainers in the sense that pre-determined performance standards are required to guide their mentoring. The *reflective model* is guided by Dewey's conception of teaching and learning which advocates enquiry into their own practice in order to reveal assumptions and theories that underlie their action (Dewey, 2011). Within this model, mentors are more of "critical friends" needing the special skills to help students in the enquiry.

In teacher education, mentoring is known as a process where a more experienced teacher helps novice teachers develop their teaching practices throughout playing a range of roles involving a role model, supporter, encourager, advisor, demonstrator, director, companion, and coach (Bigelow, 2002).

EFL student-teachers receive feedback throughout the observation from both supervisors at practicum schools and mentors in their universities. Nevertheless, the feedback they receive from school supervisors is given in an evaluative manner from a higher authority that may provoke their anxiety, unlike the feedback they receive from their university mentors and their peers (Shantz & Stratemeyer, 2000).

When university mentors direct peer-to-peer mentoring, offer observation, and feedback, mentoring becomes stress-free and judgment-free, which makes it a solid ground for mutual understanding, learning, and growth (Prince, et al., 2010). Moreover, the community of practice established by the mentor guarantees emotional support that is established throughout encouraging sharing ups and downs and offering constant help and support (Nguyen & Hudson, 2012).

In this respect, a number of researches have been conducted implementing peer mentoring to support and empower pre-service teachers. For example, Gonen conducted a study in 2016 using reflective reciprocal peer coaching to enhance the reflectivity of Turkish EFL pre-service teachers. Analysis for both qualitative and quantitative data showed that pre-service teachers' reflectivity has been advanced throughout the reflective reciprocal peer coaching program. Furthermore, Nguyen conducted a study in 2013 among pre-service teachers in Vietnam to investigate how peer mentoring can support them psychologically. The study results showed that peer mentoring is effective in providing psychological support for EFL student-teachers.

Other researchers targeted mentoring throughout different online platforms to avoid time constraints and facilitate communication among participants. In 2016, Ruane used both critical discourse analysis and social network analysis to analyze the content of an online website created with the purpose of mentoring pre-service teachers. The main findings of the analytical study put forward that online mentoring site allows for promotion of learning, diversity of ideas, exchange of experiences, and support of emotions. In 2015 as well, Paris et al. took Facebook as a platform for communication for providing peer support for pre-service art and science teachers. The findings of the study showed that the medium of communication along with the shared experiences lessened participants' feelings of isolation and vulnerability.

In 2007, McLoughlin et al. also adopted a community of practice approach to structure an online peer-to-peer mentoring framework to reduce anxiety, burnout, and feelings of isolation for pre-service teachers during their practicum. The paper concluded that peer-to-peer mentoring is effective in providing emotional support and elevating self-confidence throughout eliminating stress and anxiety for pre-service teachers.

Furthermore, in 2002, Lockyer et al. used online communication tools as a way of creating a community of practice for pre-service teachers utilizing mentoring and peer support. The study indicated that online discussions provided comfortable and time-saving means for communications that helped participants to support each other and share experiences. However, and to the best of the researcher's knowledge, there is a paucity of research that addresses developing EFL student-teachers' trait emotional intelligence and self-efficacy throughout implementing e-mentoring. Hence, the current study targeted filling this gap in literature.

1.2. Context of the Problem

Teacher preparation in many countries - including Egypt - typically includes university-based course work with focus on the theoretical part of teaching followed by school-based student-teacher training (practicum) on teaching in real educational setting (Nguyen, 2013). Professional development, reflectivity, and self-confidence are the expected outcomes of student-teachers' practicum. However, the practicum represents an intimidating experience for pre-service teachers in general and for EFL pre-service teachers in particular. A number of pre-service teachers reported feelings of isolation, anxiety, stress, and vulnerability before and during the practicum (Paris et al., 2015). This is attributed to the fact that student-teachers find themselves isolated from the learning environment they are familiar with (their university) and from their classmates. Moreover, the teaching methods curriculum is not interlinked to the practicum experience as reported in a study on the experience of practicum on 456 students in Ain-Shams and Minia Fcaulties of Eductaion (Kochok & El Mufty, 2008) as cited in (El-Kerdany, 2012). At the same time, pre-survive teachers face the challenge of being responsible for applying what they have learned in real context, dealing with students, supervisors, and parents from different backgrounds. In addition, they have to use English as a means of instruction in the classroom while being observed, evaluated, and judged all the time (McLoughlin et al., 2007).

It was also mentioned in El-Kerdany's (2012) study that Hamidosh (1996) conducted a study on the evaluation of the practicum program involving 240 third and fourth year students and 20 supervisors from four Faculties of Education in Cairo. The study puts forward that 80% of the students in the third year indicated that the practicum administration was not aware of the problems they faced. 70 % of fourth year students stated that the administration only sent their names to schools but did not follow up with them or with the schools afterwards.

Likewise and based on observation, English major pre-service teachers at the Faculty of Education, Ain Shams University suffer from the same feelings of anxiety before and during their practicum for the same reasons, which reports low levels of self-efficacy and emotional intelligence. This is due to the lack of support and guidance before and during the practicum. This status-quo conforms to Wang and Odell's (2002) analysis of the problems that confront pre-service teachers when exposed to real school settings. For them, teachers suffer from emotional and psychological stress, lack of support, and conceptual struggles about teaching and learning. Consequently, EFL student-teachers will probably not be able to develop positive self-efficacy beliefs which will result in their lack of confidence and ability to deal with different types of students, parents, colleagues, and supervisors within the school setting. Moreover, they will not be able to develop emotional intelligence to manage how they feel, how others feel, and how to respond to feelings in different situations. To investigate this problem, the researcher used:

a. Observation

As an assistant lecturer who is responsible for English major student-teachers' practicum at the Faculty of Education, Ain Shams University, the researcher noticed that most student-teachers feel awkward, nervous, stressed, and frustrated right before the beginning of their practicum. Student-teachers expressed their negative feelings towards the new experience of practicum through posing many questions during the micro-teaching sections the researcher conducts. They asked questions related to how to deal with trouble makers, how supervisors will deal with them, what are their duties, how can they convince their supervisors to start teaching in groups instead of entering classes individually.

b. Group Discussion

The researcher led discussions with 100 student-teachers (second year, English major). The participants expressed their problem in the following points:

1. They were afraid to be insulted by students because they are affected by other pre-service teachers' unpleasant experience in their practicum.
2. They believed they will be mocked or laughed at by students when talking in English.
3. They were worried about how they will be observed and evaluated by their supervisors.
4. They insisted to attend with the supervisors some classes prior to starting teaching by themselves.
5. They feared standing alone in the classroom and they wanted to start teaching in pairs or groups of three.

c. Pilot Study

Furthermore, the researcher distributed Teachers' Sense of Efficacy Scale and Trait Emotional Intelligence Questionnaire to a group of 40 student-teachers from second year (English major) at Faculty of Education, Ain-Shams University. The results reflected low levels of both trait emotional intelligence and self-efficacy as shown in the following table:

Table (1.1)

The Mean Scores of Pilot Study Participants in Teachers' Sense of Efficacy Scale and Trait Emotional Intelligence Questionnaire

Instrument	N	Total Mark	Mean	S.D
Trait Emotional Intelligence Questionnaire	40	40	18.15	4.37
Teachers' Sense of Efficacy Scale	40	210	102.25	18.63

The previous table shows that the mean score of trait emotional intelligence is 18.15, which refers to a low level of trait emotional intelligence. Moreover, the mean score of Teachers' Sense of Efficacy Scale is 102.25, which also clarifies a noticeable weakness in the EFL student-teachers' self-efficacy. Hence, the current study aimed at developing EFL student-teachers' emotional intelligence traits and self-efficacy beliefs.

1.3. Statement of the Problem

The English Language Department student-teachers have low levels of both self-efficacy and emotional intelligence that would make them unable to be effective, confident, and emotionally smart English language teachers. This problem might be attributed to: (1) the lack of emotional support and empowerment pre-service teachers receive before and during their practicum; (2) and neglecting building a community of support among them. For that and for the paucity of research in this area - to the researcher's best knowledge - it was planned to implement an e-mentoring model to develop EFL pre-service teachers' self-efficacy beliefs and emotional intelligence traits.

1.4. Research Questions

The researcher attempted to answer the following main question:

What is the effect of implementing an e-mentoring model on developing EFL pre-service teachers' self-efficacy and emotional intelligence?

To answer the above main question, the following sub-questions were also answered:

1. What are the components of the e-mentoring model?
2. To what extent will the e-mentoring model develop EFL pre-service teachers' self-efficacy?
3. To what extent will the e-mentoring model develop EFL pre-service teachers' emotional intelligence?

1.5. Hypotheses

1. There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the Teachers' Sense of Efficacy Scale in overall domains of the scale in favor of the post administration.
2. There would be statistically significant differences between the study participants' mean scores in the pre-post administration of the Teachers' Sense of Efficacy Scale in each domain of the scale in favor of the post administration.
3. There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the teaching performance observation checklist in overall domains of the checklist in favor of the post administration.
4. There would be statistically significant differences between the study participants' mean scores in the pre-post administration of the teaching performance observation checklist in each observed domain in favor of the post administration.
5. There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the Trait Emotional Intelligence Questionnaire (TEQ) in favor of the post administration.

1.6. Delimitations

This study was delimited to:

1. A group of 19 third-year, English language department students (basic education) at the Faculty of Education, Ain Shams University.
2. The following teaching efficacies:

- Classroom management
- Student engagement
- Instructional practices

3. Emotional intelligence traits based on the Trait Emotional Intelligence Model (Petrides, 2009).
4. Teachers' Sense of Efficacy Scale (long form) (Tschannen-Moran & Woolfolk Hoy, 2001).
5. Teaching Performance Observation Checklist (designed by the researcher).
6. Trait Emotional Intelligence Questionnaire (short form) (Petrides, 2009).
7. The first semester of the academic year 2019-2020 (10-week practicum block, 60 hours).
8. Three public schools where practicum was conducted.

1.7. Definition of terms

1.7.1. Self-efficacy

For Bandura (2002), self-efficacy is defined as the belief in one's capabilities to organize and execute the courses of action required in managing prospective situations. Self-efficacy is also seen as a mediator between knowledge and behaviors while connecting to environmental situations (Dibapile, 2012).

In this study, self-efficacy means the EFL student teachers' positive self-beliefs in terms of the academic ability that would concisely enable them to plan and prepare for their teaching, choose and implement the most suitable teaching strategies, and cater for the most difficult students both in teaching and managing, during their practicum.

1.7.2. Trait Emotional Intelligence

Trait emotional intelligence is a constellation of emotional perceptions assessed via questionnaires and rating scales (Petrides, Pita, & Kokkinaki, 2007).

In this study, trait emotional intelligence represents how EFL student-teachers emotionally perceive the different aspects/challenges of the practicum experience in respect to being optimistic and flexible towards difficult situations and people. It also entails being able to look at problems and conflicts from the other person's viewpoint, to solve problems in a diplomatic way, and manage stress and anger at the same time.

1.7.3. E-Mentoring

Single and Muller (2001) defined e-mentoring as:

> … a relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, whilst also assisting in the development of the mentor (p.108).

In this study, e-mentoring means using an online platform (Edmodo) as a means of communication between mentor and mentees during their practicum. This communication includes reflecting on challenges faced by mentees during their practicum regarding classroom management, student engagement, and instructional practices with the purpose of sharing experiences, offering help, and building a community of practice for EFL pre-service teachers' constant support.

1.8. Research Significance

The significance of this study stems from the fact that it will:

1. help in preparing well-qualified English language teachers who have high levels of self-efficacy and trait emotional intelligence;
2. provide EFL researchers with theoretical foundation as well as recommendations for further research in the area of teacher preparation;
3. draw the attention of the developers and designers of EFL pre-service teachers' preparation courses to implement e-mentoring as an integral part of their practicum.

1.9. Organization of the Remainder of the Dissertation

Chapter two reviews literature and related studies. Literature review focuses deeply on the three variables of the study: e-mentoring, self-efficacy, and emotional intelligence. Studies related to the research variables were included.

Chapter Three presents the method used in the study in terms of research design, participants, and the instruments. Moreover, it gives specific details about the construction and implementation of the suggested e-mentoring model.

Chapter four introduces the quantitative and qualitative results of the study, verifies its hypotheses, and discusses the results in light of related studies.

Chapter five gives a summary of the current study and recommendations for further research.

Chapter Two: Literature Review and Related Studies

This chapter tackles the three variables of the study, self-efficacy (SE), emotional intelligence (EQ), and e-mentoring, in terms of theoretical underpinnings, relation to teacher education in general and the preparation of teachers of English as a foreign/second language (EFL/ESL teachers) in particular.

2.1. Self-efficacy: Theoretical Underpinnings

2.1.1. Social Cognitive Theory

Albert Bandura founded the Social Cognitive Theory (SCT) in 1986 as a development of what he called the Social Learning Theory (SLT) that he founded in 1960 (Flynt, 2018). In 1960, Bandura drew SLT from behaviorism, which considers people as reactions to stimuli and reinforcement and environmental factors as influencers on human behavior. In SLT, Bandura added the social context of learning to behaviorism. That social context of learning is represented in social interactions with and observation of others (Bandura, 1977; Pajares, 2002).

In 1986, SLT has been developed into SCT, which posits that learning happens in a social context in addition to reciprocal interaction of the learner, the environment, and behavior (LaMorte, 2019). SCT paid more attention to the role of the cognitive variables of learners and their ability to self-regulate and self-reflect based on the information they receive and their social experiences. In SCT, cognitive variables play a vital role in social interactions and learning, which affects the behaviors of people participating in these interactions (Pajares, 2002). SCT was developed to justify human behavior and learning based on the role of self-beliefs rather than external factors (Bandura, 1989, 1997).

SCT tackles learning, acquisition of knowledge, and self-regulated competency within a social context where parents, teachers, and peers play a vital role as social models (Bandura, 2012). For Bandura (2002), there is reciprocity between cognitive factors, environmental factors, and behavioral factors. Those factors simultaneously work together to influence people's cognition and behavior through the development of self-efficacy (as cited in Flynt, 2018). The tenets of SCT further explain how it deals with learning socially in light of all the previously

mentioned factors. Some of these tenets can be briefly explained as follows (Bandura, 1999, P. 22-32; Bembenutty et al., 2016, p. 217-220):

1. **physiciatlistic theory of human agency.** SCT views people as playing a genetic role in their life. To explain more, people's brain mechanisms are not subjects to environmental changing events, rather people can use their brain mechanisms as tools to direct their live in the surrounding environment. Since the human mind is generative, creative, reflective and not just reactive to the environment, people's cognitive processes are considered strong influencers in their lives.

2. **triadic reciprocal causation.** Human behavior has always been seen as a result of environmental influences or driven by internal dispositions. SCT gives a wider view of the human behavior in a reciprocal causality model: the interaction between the person, behavior, and the environment. Personal factors including cognition, beliefs, values, and affect enable people to manipulate, react, and influence their environment, which, in return, shapes their thoughts, beliefs, values, affect, and finally behavior. Thus, people are producers and products of the social systems.

3. **observational learning.** In SCT, learning can take place throughout observations of others or modeling. In the classroom, learners can observe both teachers and peers. New patterns of behavior that have had zero possibility to happen before observation can be acquired by the learners throughout observational learning.

Observational learning happens in the form of cognitive modeling that is considered a powerful tool for teachers to use in the classroom (Zimmerman, 2013). Using cognitive modeling in the classroom, teachers do not explain what to do; rather, they demonstrate how to think about the procedures needed for accomplishing a given task successfully.

4. **self-efficacy.** Self-efficacy is one of the core tenets of SCT. Self- Efficacy is the belief one has about his or her abilities to accomplish his/her goals or a given task. It is related to one's efforts, persistence, and choice of activity (Bandura, 2002). Bandura defines perceived self-efficacy as "peoples' judgments of their capability to recognize and execute courses of actions required to attain designated types of performance" (p.391). In 1994, Bandura further explains that self-efficacy can have either positive or negative effects on human performance; people who believe

in their abilities to accomplish a goal or task have high self-efficacy and they are more likely to do so. On the contrary, people who have low self-efficacy doubt their ability when approaching a task or goal and they are more likely to fail because of self-doubt, lack of commitment, and inability to focus on how to overcome an obstacle rather than the obstacle itself.

2.1.2. How SE Affects Human Behavior

Self-efficacy affects and is affected by human behavior. According to Bandura (1994, p.4-7), there are four processes through which self-efficacy influences human behavior: cognitive processes, motivational processes, affective processes, and selection processes. These processes can be further explained as follows:

a) **cognitive processes.** Cognitive processes are exemplified in the plan of execution that the individual formulates in his/her thoughts before approaching a task or a goal. Self-efficacy affects these cognitive processes in the way that people with high self-efficacy tend to be more willing to carry out challenging tasks due to the positive and successful images they create about themselves after finishing the task and due to their ability to persevere throughout the challenges that encounter them while accomplishing that task.

On the other hand, people with low self-efficacy have the opposite occurring in their minds; once they are required to accomplish a task, they suffer from self-doubt that makes them picture their failure in the given task. For Bandura, this effect increases the individual's likelihood to avoid the task. He further explains, "It is difficult to achieve much while fighting self-doubt." (P.4)

a) **motivational processes.** Motivational processes are more related to people's predictions of how events will happen and how they are linked to their previous experiences. For Self-efficient people, past failures are due to their lack of effort and this belief makes them more persevere and raises their motivation to accomplish a goal or a task. Contrarily, people with low self-efficacy link failures to their lack of ability or intelligence. Therefore, their motivation goes down in a way that weakens their perseverance in the face of hardships (Bandura, 1989).

b) **affective processes.** The level of anxiety or stress people have towards a difficult situation depends on their beliefs in their own ability to solve problems, overcome obstacles, and control their own thinking. The previously mentioned beliefs are related to the level of one's self-efficacy; high self-efficacy leads to positive thoughts and low self-efficacy causes one to "magnify the severity of possible threats." (p.5)

c) **selection processes.** People's selection of the tasks they will carry out or the situations they will be involved in is heavily dependent on their level of self-efficacy. Readiness to take risks and beliefs of future success is limited to people with high levels of self-efficacy whereas low self-efficacy causes people to avoid risky situations or decide not to undertake tasks they are not familiar with, which imprisons them in the comfort zone with no possible future progress (Bandura, 1989).

Cognitive, motivational, affective, and selection processes, which shape how people think of themselves in approaching tasks, accepting challenges, and, accordingly, behave in their life course are highly dependent on one's level of self-efficacy as Bandura pinpointed. Bandura (1994, p.2-3) also outlined four interconnected factors that can happen simultaneously and influence people's self-efficacy, either positively or negatively.

2.1.3. Factors that Affect SE

There are a number of factors that affect SE:

a) **mastery experiences.** For Swanson (2012), mastery experiences are represented in the challenging tasks that people can accomplish. The more successfully people accomplish difficult tasks, the higher self-efficacy they gain. This is because of the fact that these experiences instill the belief that one can reach high results when exerting the required amount of effort. Nevertheless, if one fails doing a given task before establishing a positive self-image about his capabilities, he/she will have low level of self-efficacy and high level of self-doubt. For example, students who succeed in performing a task are more likely to be motivated to continue learning and their self-efficacy will be enhanced (Schunk & Mullen, 2012).

b) **vicarious experiences.** Vicarious experiences affect self-efficacy depending on the observation of social models - that are similar to one's self in successes and failures. People who observe peers of the same capabilities and major succeed in a given task tend

to have more confidence in their capabilities to succeed in the same task. On the other hand, if they see their peers putting great effort in a task and then fail it, they tend to suffer low level of self-efficacy.

c) **social persuasion.** As Swanson (2012) explains, social persuasion is one of the factors that can increase one's self-efficacy throughout external verbal support represented in motivation, praise, and positive feedback. Social persuasion lifts people's confidence and helps them persevere throughout challenges because they have been persuaded to think and believe that they have the tools necessary to complete a task or overcome an obstacle. In order to work well, social persuasion should compare the person to himself based on his own improvement rather than comparing him to others' improvements. Moreover, social persuasion source should be credible in order to affect self-efficacy For instance, if the receiver of that support is a student, the giver should be a teacher (Schunk & DiBenedetto, 2015).

d) **physiological/emotional states.** People's mood swings and feelings can influence their self-efficacy as well. Nervousness, anxiety, and the fear of failure are perceived by the person as vulnerability that lowers the his/her belief in himself/herself and, accordingly, lowers his/her self-efficacy. Pajares (2002) noted that individuals who can control their emotions and insecurities, to an extent, have high self-efficacy as compared to people who cannot. For example, students who suffer from anxiety before exams tend to experience nervousness and stress that may interfere with their performance in the exam while those who are calm before exams tend to perform better (Schunk & DiBenedetto, 2014).

Thus, self-efficacy did not only link cognition, behavior, and the environment in the triadic model, it also stressed the role of the affective aspects; e.g. stress, anxiety, positive thinking to self-motivation in learning, making progress and selecting tasks, and success or failure. Teacher self-efficacy (TSE) is no exception. However, the research on TSE tends to see self-efficacy in the form of outcome expectancies, which makes TSE more task-specific differing from one educational context to another depending on some variables; such as, the classroom, students, curricula, and the teacher himself (Zee & Koomen, 2016).

2.2. Teachers Self-efficacy (TSE)

TSE is a job-specific form of SE. Tschannen-Moran and Woolfolk Hoy (2001, p.783) defined TSE as "a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated". Although, there is still no specific consensus about the role TSE plays towards different aspects of classroom environment, the last 40 years of research in the area of TSE has found out that TSE has positive effects on the quality of classroom processes, students' academic achievement and motivation, and teachers' psychological well-being (Zee & Koomen, 2016).

To elaborate more, according to the studies conducted by Woolfolk Hoy and Davis (2006), and Guo et al. (2012), the desired student achievement outcomes and motivation are indirect results of TSE. This is because TSE has direct positive effect on teacher's quality of teaching exemplified in his high-quality planning that focuses on advancing students' abilities, actual performance in the classroom, belief in implementing new instructional methods, and reflecting on their and their students' performances.

Additionally and back to the study conducted by Zee and Koomen (2016), teachers who have high SE view applying new instructional methods as an easy practice that can be smoothly interconnected with and weaved to their everyday practices. The previously mentioned conclusion corresponds to the result of Holzberger, Philipp, and Kunter's study(2013) that tested TSE levels of 155 in-service teachers and their instructional quality over one year span. Holzberger et al. (2013) found out that TSE, which fluctuates throughout the school year, has a clear connection to instructional quality.

Besides the high quality of teacher's instruction, their convenience with implementing new instructional methods, and the positive effect on students' achievement and motivation, high TSE benefits teachers themselves on a different level. It has been found out that high TSE increased teachers' job satisfaction and decreased their vulnerability to stress, anxiety, and burnout (von der Embse et al., 2016). In their study, von der Embse et al. investigated the relationship between stress, self-efficacy, and job satisfaction of 1242 public school teachers in a

southern state in the United States. The researchers found that “all three domains of teaching efficacy (classroom management, instructional practices, and student engagement) were positively related to job satisfaction.” (p.316)

The aforementioned studies tackled the positive effects of high TSE levels on different aspects of the educational process including teachers and students. Other studies looked at TSE as domain-specific. As mentioned in Tschannen-Moran and Woolfolk Hoy’s study (2001), there are three domains for TSE: classroom management, student engagement, and using effective instructional strategies.

To illustrate more, efficacy for student engagement stands for teacher’s ability to motivate students and increase their understanding. Efficacy for classroom management is represented in teacher’s ability to manage undesired behaviors and promote adherence to classroom rules, whereas efficacy for instructional strategies is the teacher’s ability to implement new effective instructional strategies (Tschannen-Moran & Woolfolk Hoy, 2001).

Teachers’ Sense of Efficacy Scale (TSES) created by Tschannen-Moran & Woolfolk Hoy (2001) covers all the three domains of TSE. This instrument is based on Bandura’s findings on SE (2006) and is considered superior to older measurements of TSE. Researchers who used the short form (12-items) or the long form (24-items) of the TSES have reported high reliability and validity of the instrument across grades and several countries (e.g., Klassen et al., 2009; Tschannen-Moran & Woolfolk Hoy, 2001). It is worth mentioning that TSE beliefs differ in each domain based on a number of variables.

2.3. Pre-service Teachers’ SE Domain-Specific Beliefs

Overall, experience plays a vital role in teachers’ sense of efficacy. Experienced teachers have higher levels of SE as compared to pre-service teachers. This is attributed to their awareness of several sources of information and their sense of autonomy that helps them develop their SE. On the other hand, pre-service teachers with zero experience lack this sense of autonomy, especially during their practicum where their main sources of information; i.e direct feedback from supervisors, teachers, and peers, cause them stress and, in some cases,

anxiety (Chan, 2008; Tschannen-Moran & Woolfolk Hoy, 2007). Since TSE is domain-specific, pre-service teachers' beliefs differ in each domain.

2.3.1. Classroom Management Efficacy Beliefs

Classroom management is represented in "non-instructional personal interactions" that take place within the learning environment (Dibapile, 2012, p.80). Good rapport between teachers and students, therefore, comes when the teacher can make the balance of respecting students while managing the classroom effectively by establishing productive classroom climate. This kind of balance in classroom management has been viewed by teachers as a challenge and that is why classroom management is one of the concerns that often dominate trainee and novice teachers' thoughts (Meister & Melnick, 2003). In their study on trainee teachers performance in junior high school, Sanford and Evertson's (1985) observed that learners lacked control and were off task or playing during class time and that trainee teachers suffered from difficulties in managing learners' behavior during their teaching. They concluded that classroom management is a major difficulty for trainee teachers in junior high schools.

Classroom management self-efficacy (CMSE) is defined by Aloe et al. (2014, p. 105-106) as "efficacy for controlling disruptive behavior, calming and responding to defiant students, and establishing routine and order to keep learning activities running smoothly". According to Morris-Rothschild & Brassard (2006), trainee teachers' strategies to manage their classrooms and set the environment for learning vary according to their SE beliefs. Teachers with low SE view management as a process of authority and control and they tend to personalize students' behavioral issues, which make them use verbal or non-verbal violence to control students' undesired behaviors. Examples of these practices are: using physical punishment, mocking students, criticizing students' performance, or sending students out of class or to the principal's office during class time. These threatening practices harm students and prevent them from reaching the learning outcomes (Gibson & Dembo, 1984).

Based on Bandura's Social Cognitive Theory (1994), teacher self-efficacy is the teacher's belief in his capability to execute specific actions or attain goals. Hence, teachers change their classroom management beliefs due to the experiences they gain over time. That is why, after engaging in teaching, teachers gain confidence, which increases efficacy and enables them not to

take students' disturbances personally and manage the classroom while maintaining good relations with students (Gibson & Dembo, 1984).

Nevertheless, experienced teachers tend to apply the strategies that they believe they are confident in, rather than employing new strategies, which does not guarantee utilizing the required classroom management strategies in all situations (Reupert & Woodcock, 2010). This finding calls for providing systematic training in pre-service teacher preparation on classroom management to increase pre-service teachers' efficacy in this area.

For Freeman et al. (2014), many pre-service teachers do not receive adequate classroom management training during their preparation years, which causes them to adapt negative self-efficacy beliefs about their classroom management abilities. Additionally Byrne (2017), recommended that three aspects of classroom management – student engagement, discipline, and procedures and routines – should be taken into consideration when training teachers on classroom management.

In a recent study, Choi and Lee (2018) conducted a research on how secondary EFL teachers' efficacy beliefs affected their teaching practices in South Korea. They found out that classroom management beliefs are significantly related to communicative teaching. That is to say, teachers with higher efficacy beliefs in classroom management tend to use communication-based practices in their instruction. Thus, teachers' classroom management beliefs are strongly tied to their instructional practices.

2.3.2. Instructional Practices Efficacy Beliefs

Foreign language teacher education is an ever-changing process since language teaching methodologies change over time. Research on the best ways languages can be learned resulted in the existence of various language teaching methods (e.g. Suggestopedia, the Direct Method, Audio-Lingual method, Grammar Translation, Total Physical Response, and Communicative language teaching). Some methods promote the learning of language forms and others focus on the communication of meaning.

Research has indicated that both form- and meaning-focused tasks are necessary in language learning since each generate different interactions in the learning context and create

more and various opportunities for language use (Savignon, 1991). Hence, teachers are required to be eclectic in choosing the method suitable for teaching language, each in his/her context. Since foreign language teaching started adapting more-learner centered and communicative approaches rather that grammar-focused and teacher-centered approaches in the past decade, teachers need to guarantee applying communication in teaching language throughout different instructional practices. Teachers' new responsibilities put high demand on them to be faster decision makers and braver risk-takers since they need to adapt methods and approaches that they were not exposed to as language learners.

According to Bandura (1977), teachers' choice of their actions in the classroom depends on what they feel, think, and believe about their teaching abilities, i.e. their self- efficacy beliefs, as mentioned earlier. These beliefs make teachers carry out tasks they feel competent in and avoid other tasks that they do not feel competent in. Thus, teachers need to have positive efficacy beliefs about their abilities to use instructional practices that are different from the way they were taught language in the past.

Recent research on ESL/EFL teachers focused on investigating the relationship between ESL/EFL teachers' self-efficacy and their instructional practices. In their study, Wertheim and Leyser (2002) for example, concluded that the more confident teachers feel about their teaching, the more accepting they are to applying more creative, various and differentiated teaching practices. Moreover, Nishino (2012) conducted a study on Japanese EFL teachers and found out that there is an association between teachers' efficacy beliefs and their use of communicative language teaching practices.

Similarly, Chacón (2005) and Eslami and Fatahi (2008) conducted studies on EFL Venezuelan and Iranian teachers, respectively. They investigated grammar- and communication-based teaching practices. Findings of both studies highlighted that teachers with strong sense of teaching efficacy were more comfortable with implementing activities conducive to L2 communication and interaction as compared to teachers with low teaching efficacy levels. Researchers attributed this finding to the fact that teachers who were not comfortable with using communicative-based instruction had no sufficient experience in using this approach of teaching because they were taught using non-communicative and teacher-centered approaches. Moreover,

they were not trained on using communicative-based instruction and that is why they do not feel confident in using it. In their implications, the researchers called for more specialized teacher training programs that will help training teachers on how to teach communicatively, accumulating successful teaching experiences, and strengthening their sense of teaching efficacy.

Additionally, and to strengthen mastery experience, more experienced teachers or trainers should offer support, consultation, and constructive feedback to pre-service and novice teachers throughout modeling successful communicative teaching strategies. For trainees to learn throughout vicarious experiences, they need to observe other teachers' effective teaching and to get to know more success stories of other teachers.

2.3.3. Student Engagement Efficacy Beliefs

Student engagement definition has developed over the past 20 years and is now described as comprised of behavioral/emotional, emotional/psychological, and cognitive factors that are being affected by the teacher's decisions and actions in the classroom (Persinski, 2015). Factors that construct student engagement and their relation to teacher's actions in the classroom can be further explained as follows:

- **behavioral and emotional engagement.** According to Skinner and Belmont (1993), students' engagement in learning is affected by behavioral and emotional factors. Behavioral factors include students' free selection of learning tasks where they are ready to concentrate and exert effort, whereas emotional engagement include positive tone comprised of enthusiasm to carry on tasks, optimism about learning, and interest in activities. All of the aforementioned dynamics are constructed based on students' perceptions of teacher behavior in the classroom.
- **emotional/psychological and cognitive engagement.** Dotterer and Lowe (2011) stated that emotional/psychological engagement is highly related to academic achievement. Moreover, they claimed that the positive psychological atmosphere impacts engagement because when students' psychological needs are met, they become more engaged. Hence, they recommended that educators should focus on creating a healthy positive classroom environment that encourages learning, promotes freedom and well- being, and even goes beyond high quality instruction and management. In the same vein, Hoffman et al. (2012) stated that applying student-centered learning approach is central to creating

> student engagement and strengthening cognitive areas, especially in the 21st century where reflection, cooperation, team building, critical thinking, and collaboration are keys to students' success both in school community and in the outer community. Based on that, teachers need to be trained on how to create successful student-centered classroom activities.

Persinski's study (2015), focused on analyzing the relationship between teacher self-efficacy and student engagement of eleventh-grade South Carolina U.S. History and Constitution EOC state exam scores. TSES was used to asses teacher's self-efficacy; whereas student engagement was measured using the Active Learning Inventory Tool. In addition, interviews were conducted with teachers following the administration of the efficacy tool and once again after the administration of the exam. It has been found out that teachers' responses in the interviews and the TSES did not conform to the results collected from the Active Learning Inventory Tool, which means that teachers believed that they have the tools to create activities and environment to engage and motivate students, but students were not engaged.

As teachers mentioned later, the result of the study was attributed to the constraint of time and their adherence to standardized test performance. This conclusion drew the researcher's attention to the claim that it is not enough for teachers to be able to create activities to engage students, nor is it enough for them to believe they can do so. Rather, it is also important for teachers to have the skills for managing time and achieving learning objectives simultaneously. That is why teacher training programs need to focus on train teachers not only on how to engage students, but also on how to overcome any other obstacles on the way of doing so.

2.4. Variables that affect Teachers' Self-Efficacy (TSE)

As mentioned earlier in this chapter, Bandura (1994) stated four factors that affect one's SE beliefs either positively or negatively (mastery experience, vicarious experience, social persuasion, and psychological state). In 2018, Flynt made an illustrative analogy between Bandura's factors and some variables that influence and/or predict TSE beliefs. This analogy can be useful in constructing teacher training programs that aim to promote TSE. This analogy is further explained in the following sections:

2.4.1. Practicums and Mastery Experiences

As Bandura (1994) stated, “The most effective way of creating a strong sense of efficacy is through mastery experiences” (p.2). Mastery experiences are those experiences through which people accomplish hard tasks and gain confidence in dealing with challenges accordingly. As for TSE, practicum is considered an avenue where TSE can be promoted throughout mastery experiences. In a study conducted in 2016, Stapleton and Shao administered a survey of Master of Arts programs in Teaching English to Speakers of Other Languages (MATESOL). In 146 MATSOL programs and among other requirements, practicums had a frequency rate of 90%, which means that MATESOL programs rely on the practicum experience for qualifying teachers. Thus, the program of the current study is conducted during pre-service EFL teachers’ practicum that is considered their mastery experience.

2.4.2. Mentoring and Social Persuasion

For Bandura (1994), social persuasion is the positive verbal support that can increase people’s beliefs in their capabilities to accomplish a task. In relation to TSE, social persuasion has been proven to be the most effective way to increase teachers’ effecacy. For example, Brannan and Bleistein’s (2012) mixed methods study proved strong correlation between novice ESL teachers’ perceived effecacy and social support received from colleagues, mentors, and family members. Moreover, the qualitative study conducted by Phan and Locke’s (2015) on eight Vietnamese university teachers pinpointed the important role of social persuasion in relation to TSE; they concluded that social persuasion is the “most influential source of efficacy information.” (p. 77)

In the field of teacher education, mentoring is seen as a process that helps develop teaching practices throughout establishing a positive mutual relationship between a less experienced teacher (mentee) and a more experienced teacher (mentor) who provides guidance as a role model, supervisor, and adviser (Bigelow, 2002). Mentoring is one of the most effective ways to apply social persuasion for pre-service teachers. The study carried out by Kissau and King in 2014 on peer mentoring explored the process of mentoring pre-service ESL teachers by in-service ESL teachers. The study showed benefits from individualized consultation and support, where in-service teachers could identify the challenges faced by pre-service teachers in language classrooms and, based on their experience, they could offer the suitable encouragement

and support throughout social persuasion. Both mentors and mentees in this study appreciated the mutual relationship of respect and understanding established among them. The researchers claimed that social persuasion through peer mentoring could be a significant predictor of ESL teachers' self-efficacy.

2.4.3. Emotional Intelligence and Physiological States

As Bandura (1994) focused on the role of social interaction and succeeding in challenging tasks in the improvement of SE, he pinpointed the role of the emotional factor or the "physiological states" in developing SE. The emotional factor is related to how people are capable of mastering their feelings and nervousness in stressful situations. As he underscored, self-efficacious people are more likely to show emotional stability in stressful situations as compared to non-self-efficacious people.

Teachers face various challenges in the course of carrying out their duties on more than one level. On the academic level, teachers are in charge of students' achievement, low achievers' motivation, and disruptive students' management. On the professional level, teachers need to master dealing with various parties such as parents, colleagues, and principals (Betoret & Artiga, 2010). As many studies predicted (e.g. Gunduz, 2012; Maslach et al., 2001), teachers can develop negative feelings towards their job because of the challenges they face. Added to what Bandura (1994) concluded concerning psychological states, teachers' self-efficacy beliefs are influenced by many other factors such as academic optimism and hope and emotional intelligence (Sezgin & Erdogan, 2015).

Bandura's conclusion on the importance of the emotional factor for developing SE relates to the importance of emotional intelligence for teachers in general and for pre-service teachers in particular. But before explaining the necessity of emotional intelligence for teachers, it is important to provide more explanation for the term "emotional intelligence" with regards to how it was developed, and how it relates to teaching and teachers with different levels of experience.

2.5. Understanding Emotional Intelligence (EQ)

2.5.1. The Evolution of EQ

2000 years ago, in the time of Plato, emotions were seen as distractions for sound thinking and obstacles in the way of decision making, but during the following three decades, research has proven the opposite. The development of the concept of EI over decades is a result of the work of many scholars in the field of social behavioral science. EI was a topic of exploration and scholars attempted to define it and measure it since the last century, but studies show that the real conceptualization of emotional intelligence has started in the 19th century.

According to Faltas et al. (2016) and Freedman (2017) , the period before the 70s showed various incomplete attempts from many psychologists to find out about intelligence, human potentials, and the existence of non-cognitive abilities. In the twentieth century, Edward Thorndike identified what is called "social intelligence" and looked at it as one's ability to understand the motives and behavior of one's self and others and to show wisdom in human interactions. In the forties, David Wechsler referred to what is called non-cognitive intelligence and stressed that one cannot accomplish success in life without identifying and mastering the non-cognitive aspects of himself. Moreover, the American psychologist, Harriet Babcock, studied the relationship between intelligence and emotions. He found out that there are some interrelated aspects that affect one's efficiency and emotional stability: emotions, intelligence, abilities, and self-confidence. In the fifties, Abraham Maslow, the humanistic psychologist, focused his writings on how to enhance human potential throughout focusing on emotional, physical, spiritual, and mental strengths (Faltas et al., 2016; Freedman, 2017).

In the seventies and eighties, the revolutionary work of Howard Gardner became an incentive for more serious research on emotions and intelligence. In his first book "The Shattered Mind", Gardner explained the existence of multiple Intelligences and asserted that they are as important as IQ. In his second book "Frames of Mind", he introduced the concepts of Interpersonal and Intrapersonal Intelligence. Interpersonal intelligence was defined as the ability to understand other people, motivate them, and work practically with them, whereas intrapersonal intelligence was defined as one's awareness of his own emotions. Gardner's work

and other previous research on emotions and intelligence became a solid ground for Salovey and Mayer's work in the nineties (Faltas et al., 2016).

In mid-eighties, Bar-On coined the term "Emotional Quotient" as a way to assess emotional intelligence. But the work of Peter Salovey and John Mayer (1990) resulted in the first theory on EQ. They were the first psychologists to coin the term "emotional intelligence" in their article "Emotional Intelligence" that was published in the journal *Imagination, Cognition, and Personality*. They reached a more accurate definition of EQ: "a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's own thinking and actions" (p. 189). For them, EI is a skill that can be learned and developed to elevate people's quality of life throughout facilitating some processes such as decision-making, self-awareness of feelings, and managing relations.

The term EI gained more popularity after the publication of Daniel Goleman's book "Emotional Intelligence: Why It can Matter More than IQ" in 1995. Goleman was specialized in brain and behavior research in Harvard University. He built on the work of Salovey and Mayer on emotions and intelligence to reach a clearer and more specific definition of EQ, its dimensions, and applications in real life. He argued that the cognitive intelligence cannot stand alone to make real success in professional and personal life of people. For him, people should be emotionally intelligent too to be successful. Emotionally intelligent people, as he claimed, deal with their emotions and other people's emotions; theycan understand and manage their own emotions, be empathetic to other people's emotions, and handle others' emotions (Golis, 2013).

Researchers' attempts to classify EI along the years resulted in different taxonomies and models. According to Roohani (2009), emotional intelligence models take one of two forms: ability models and mixed models. Ability models refers to emotional intelligence as a mental ability or an intelligence that leads to understanding and regulating one's own emotions and those of others. This model introduces EI as a set of skills that can be taught and improved throughout working on one's competence in each of the four branches of EI (perceiving emotions in one's self and others, using emotions to facilitate thinking, understanding emotions, and managing emotions).

Mixed models, on the other hand, represent a mix of cognitive ability and personality traits or non-cognitive abilities (ability EI and trait EQ). This mix enables people to positively perceive their own emotions and those of others (Alrajhi et al., 2017).

Salovey and Mayer's model (1990) is an example of ability models, whereas the models created by Goleman (1998), and Bar-On (2006) are examples of mixed models. Salovey and Mayer (1990) suggested a conceptualization of EI as constructed of appraisal, regulation, and utilization of emotions. Goleman (1998), on the other hand, reached a more work environment related model of EQ. His model claimed that EI consists of four elements: self-awareness, self-management, social awareness, and relationship management (Alrajhi et al., 2017).

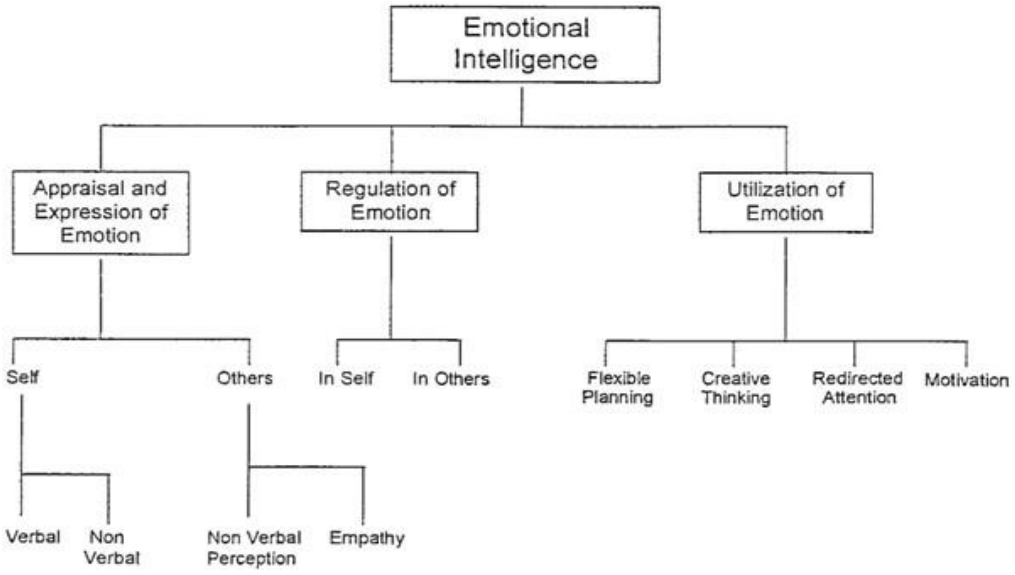
2.5.2. Models of EQ

2.5.2.1. Salovey and Mayer's Model (1990). Salovey and Mayer (1990, P.190) introduced an ability model that looked at EI as a personal ability with three dimensions (figure.2.1):

- **appraisal and expression of emotions.** This often happens throughout verbal communication (language) or non-verbal communication (facial expressions and body language). In this dimension, being emotionally intelligent means having the ability to understand one's own emotions, successfully expressing those emotions to others, understanding people's emotions, and showing empathy to others.
- **regulating emotions.** This dimension can be understood as the ability to manage the emotions and mood of one's self and others' besides the ability to relate to pleasant experiences and helping others overcome negative thoughts and stay happy.
- **utilization of emotions.** This dimension reflects one's ability to implement emotions in flexible planning, solving problems, creative thinking, and motivating one's self and others to stay persistent in the face of challenges.

Figure (2.1)

Salovey and Mayer's Emotional Intelligence Model (1990, p.190)



2.5.2.2. Daniel Goleman's EI Model (1998). Goleman (1998) claimed that EI is one's capacity to identify his own feelings and those of others, motivate one's self and others as well as the ability to manage emotions in one's self and in relationships. Goleman's mixed model deals with individual abilities and competencies; it integrates personality traits and gives attention to employing these traits and competencies in developing performance in the workplace. His mixed model consists of four dimensions with 20 competencies (Goleman, 1998, as mentioned in Shabani, 2018, p.151):

- **self-awareness**. It is the ability to be conscious about one's own emotions and it includes three competencies: emotional self-awareness, accurate self-management, and self-confidence.
- **self-management**. It is the ability to manage one's emotions and comprises 6 competencies: self-control, trustworthiness, conscientiousness, adaptability, motivation to achieve, and initiative.

- **social awareness.** It is the ability to link to and feel one's social group and it includes 3 competencies: empathy, service orientation, and organizational awareness.
- r**elationship management**. It is the ability to appreciate and affect others' emotions and includes 8 competencies: developing others, influencing others, communication, conflict management, leadership, change catalyst, building bonds and teamwork, and collaboration.

2.5.2.3. Bar-On's Model of Social and Emotional Intelligence (2006). Bar-On (2002) described EI as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14). Bar-On's (2006) model of social and emotional intelligence comprises a combination of emotional and social skills that have to do with people's awareness and expression of themselves, their understanding of others and interaction with them, and the ability to deal with daily changes and challenges. His inventory measures 5 major scales and 15 subscale (Bar-On, p.4-5):

- **intrapersonal skills**. They represent the ability to understand and control one's emotions. It consists of one's emotional self-awareness (the ability to be aware of the feelings and ideas in the self), assertiveness (the ability to express and defend beliefs and thoughts in the self), self-regard (the ability to understand, accept and respect of the self), self-actualization (the ability to realize the potential in the self), independence (the ability to be self-directed in thinking and emotionally detached while making decisions or actions).
- **interpersonal skills**. They stand for the ability to understand feelings and ideas in the others. It includes empathy (the ability to be aware of how others feel and respect others' feelings), interpersonal relationship (the ability to maintain mutually satisfying relationships that offer mutual affection and understanding, social responsibility (the ability to be cooperative, constructive and responsible member of the society).
- **adaptability**. It is the ability to keep up with change. It includes reality-testing (the ability to differentiate between what is subjectively experienced and what objectively exists), problem solving (the ability to pinpoint and solve problems), and flexibility (the ability to emotionally and cognitively adapt to change).
- **stress management.** It is the ability to manage and regulate emotions and control stress. One of its components is tolerance (the ability to manage emotions in stressful situations) and impulse control (the ability to control one's emotion to delay a desire or temptation).

- **general mood.** It is concerned with the ability to keep optimistic and enjoy life. It includes happiness (the ability to be satisfied and enjoy life) and optimism (the ability to think positively and keep a positive attitude during hardships).

2.5.3. Recent Advancement in Understanding EQ: Trait Emotional Intelligence (TEQ) (Kevin Petride's Model (2009))

The aforementioned EI models were the most popular until 2000, when Petrides and Furnham noted that different measurement of EI would produce different results, even if the underlying EI model is the same. In 2009, professor Petrides published his article "Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue)" and expressed a number of revolutionary claims about the existing knowledge on emotional intelligence and its models.

Petrides (2009) claimed that emotional "intelligence" is a faux intelligence that came to the field of scientific psychology and brought with it a number of other faux intelligences, e.g. social intelligence, creative intelligence, personal intelligence, and practical intelligence. He sees that as long as the discovered type of intelligence cannot be measured by objective measurements like IQ tests, it is not a true intelligence or even a discovery.

In the same vein, Furnham (2006) sees that the newly recognised types of intelligence deal with personality variables as cognitive abilities, which might give them appeal but does not make them valid. It is worth noticing that descriptions of faux intelligences are related to descriptions of personality traits rather than to a scientific benchmark. For example, Thorndike (1920) claimed that social "intelligence" is related to sociability, Gardner (1983) pinpointed emotionality as a key to the personal intelligences, and Salovey and Mayer (1990) and Goleman (1995) suggested that inherent personality traits (empathy, flexibility, emotion control, etc.) are indicators of emotional "intelligence" (Petrides, 2009).

Trait emotional intelligence (TEQ) on the other hand denies the idea that there are typically "emotionally intelligent" individuals whom are all leaders, managers, and successful employees. Emotions just happen; they cannot be planned or even chosen in specific situations. Consequently, emotion-based thinking tends to be intuitive and automatic, with low scientific base and distorted process of decision making, in contrast to more consciously analytic, low in

emotion thinking that leads to more accurate decisions and solutions (Croskerry & Norman, 2008).

TEI is the only operational definition in the field that takes into consideration the inherent subjectivity of one's emotional experience. In fact, TEI facets are personality traits, rather than competencies or mental abilities. This is also corroborated by research revealing that the same genes that are implicated in the development of individual differences in the Big Five personality traits (extroversion, agreeableness, conscientiousness, neuroticism, and openness) are also implicated in the development of individual differences in trait EI (Petrides, 2010).

Trait emotional intelligence has to do with people's perceptions of their emotional abilities, i.e. understanding, regulating, and expressing emotions in order to adapt to their environment and maintain well-being (Petrides et al., 2016). TEI is more concerned with the personality and its subjective traits, which makes it an enormous domain that comprises characteristics like motives, interests, values, emotional traits, and social traits (Funder & Ozer, 2007). TEI integrates the affective aspects of personality together and puts them into four factors that comprise 13 facets plus two independent facets; the 15 personality facets can all be tested and evaluated (Petrides, Siegling & Saklofske, 2016, p. 92-95) (figure 2.2):

1. Wellbeing

- ***trait happiness.*** High level of trait happiness leads people to keep pleasant emotional states by focusing on the present and ignoring the past regrets and the future worries.
- ***trait optimism.*** High scorers on this facet are optimistic in a way that makes them expect positive things to happen in their life.
- ***self-esteem.*** It is one's evaluation of himself, which is considered one of the facets that determine the level of one's wellbeing. People with high scores in this facet have a positive view of themselves and their achievements, which reflects high level of self-confidence and satisfaction about their life.

2. Self-control

- ***emotion regulation*.** This facet has to do with short-, medium-, and long-term control of one's own emotional states. People with high level of emotion regulation, can change unpleasant moods or prolong pleasant moods through personal insight and effort. That makes them more emotionally stable than others who cannot regulate their emotions.
- ***low impulsiveness (impulse control).*** This facet measures unhealthy impulsivity which causes rush decisions and hesitation. Low impulsiveness, therefore, implies thinking before acting or making decisions. High scorers on this facet reflect on all the information before they take an action or make a decision.
- ***stress management.*** High scorers on this facet can stay calm in times of pressure since they have successful coping mechanisms. Their ability to regulate their emotions makes them able to avoid stress.

3. Sociability

- ***emotion management (in others).*** People, who can manage emotions in others, can influence other people's emotions by calming them, motivating them, or consoling them. They have the ability to make others feel better when they need it.
- ***assertiveness.*** High level of assertiveness makes people decisive and frank. They can easily confront others and stand up for their rights and beliefs, which give them leadership quality.
- ***social awareness.*** People with high scores in social awareness view themselves as individuals with distinguished social skills in terms of being socially sensitive, adaptable, and perceptive. They are also can negotiate and influence others.

4. Emotionality

- ***trait empathy.*** This facet has to do with whether one can understand other people's needs and desires throughout putting himself in other people's shoes. People with high scores on this facet are not argumentative since they take into account the viewpoints of other people they are dealing with. This attitude enables them to lead successful conversations and consider a win-win situation in finalizing deals or in negotiations.

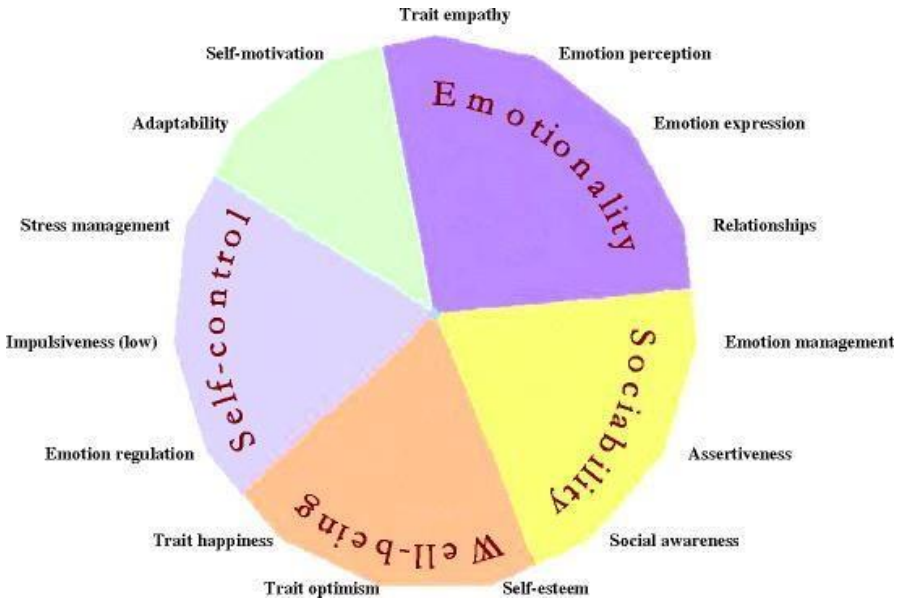
- ***emotion expression.*** People who get high score in this facet, can choose the suitable and accurate words to express and communicate their emotions to others.
- ***emotion perception.*** High scorers on this facet can think clearly about what they feel and demonstrate awareness of other people's emotional expressions.
- ***relationships.*** This facet deals with one's how one relates to the outer world including close friends, partners, and family members. It has to do with the ability to start and maintain emotional bonds with others.

5. Independent Facets

- ***adaptability.*** People who have high level of adaptability show flexibility in their career and personal lives. That is to say, they can adapt to new circumstances and environments; they even enjoy novelty.
- ***self-motivation.*** People with high scores on this facet are intrinsically motivated; they have a strong inner drive to accomplish and succeed and they do not need external incentives to get tasks done.

Figure (2.2)

The 15 Trait Emotional Intelligence Facets and their Corresponding Factors



In the field of education, TEI has its effects on career-related decision making as well as career adaptability (Fabio & Saklofske, Coetzee & Harry, 2014). Moreover, other studies stated that TEI is positively related to job satisfaction and wellbeing (Malouff et al., 2014). The previously mentioned research results call for considering TEI in career guidance and coaching, which draws attention to the importance of developing EI in general and TEQ, in particular for pre-service teachers who are being prepared to the teaching profession.

2.6. The Importance of EI for Teachers

A growing body of research has been targeting how EI could affect teachers' career coping and teaching performance. Research results referred to EI as a pivotal construct of teachers' psychological wellbeing and professional performance. Psychologically, high EI is negativelycorrelated with teachers' frustration, stress, depression, and burnout. Professionally, it has been disclosed that high EI is positively correlated with teachers' optimism, mood regulation, emotional appraisal, and perseverance during challenges, which brings about stability and positive academic results (Mehta, 2013, Myint & Aung, 2016). Both the psychological and the professional factors that are affected by teachers' EI refer to the reinforcement EI can offer in different dimensions in the educational setting including classroom management, student engagement, and the use of effective teaching practices.

2.6.1. EI and Classroom Management

Classroom management is not the only source of stress for teachers, other academic and non-academic factors stress teachers out and cause them strain, anxiety and job dissatisfaction. High expectations are put on teachers from school and society. Teachers bear a lot of work inside and outside the classroom (preparation, correction, keeping track of students' progress, writing reports, dealing with low and high achievers, and managing time and misbehaviors in their classes). In addition, teachers are required to manage complicated relations inside the school - with their colleagues, supervisors, and managers - and outside the school - with parents and society, who criticize them most of the time (Okeke & Dlamini, 2013).

Academically, the guide-based educational system is another major source of stress for teachers and cause of bad discipline in classrooms. The current educational system is limited to rhetoric transmission of information and automated practice that focuses on quantitative learning

and lacks quality aspects; such as analysis, critical thinking, and dialogue. This automatic educational process negatively affects the emotional development of teachers and students and increases students' disinterest, demotivation, and indiscipline in classroom (Monteiro & Lourenço, 2018).

Classroom management does not only involve managing and preventing misbehaviors, it also includes teachers' ability to establish positive communications in the classroom, motivate students, and create a secure atmosphere where students are actively engaged in the educational process (Jeloudar & Yunus, 2011). Goleman (1995), and Mayer, Caruso, and Salovey (1999) refer to teachers' EI as one of the factors that influence classroom management.

In light of the stressors that threaten teachers, some studies focused on how EI is important for teachers to overcome many challenges that cause them stress, especially challenges in classroom management. Nizielski et al. research (2012), for example, pointed out that teachers with high EI have the ability to be attentive to their students' needs (they are aware of emotions in others and can affect them positively), and, consequently, can establish good relationships with their students, which, accordingly, helps in managing their classes.

Perry and Ball (2007) added that teachers with high EI can deal more wisely and effectively with negative and problematic situations throughout generating positive solutions and ignoring the dark side. Moreover, Fabio and Palazzeschi (2008) paired high EI in teachers with high self-esteem. If the teacher has high self-esteem, he will not personalize the issues that occur in the classroom. Rather, he will look at the misbehavior as a result of implicit student needs and will be concerned with meeting these needs instead of punishing the student.

Students' needs in language classrooms are diverse. English language classrooms are small multicultural and multilingual communities. Learners in such classrooms need teachers to listen to them attentively and accept them without prejudice. They also need to be encouraged to work cooperatively despite their diversity. Additionally, they need to feel embraced in the new community. While dealing with a global language, teachers of English, in particular, need high level of EI to promote acceptance, tolerance, adaptability, understanding, empathy, and caring for others in their classrooms (Spencer-Oatey & Franklin, 2009).

Language learning mainly targets promoting communicative competence, which involves intercultural competence as one of its dimensions. As Rasoal et al. (2011) mentioned, intercultural competence is linked to what is called “ethno-cultural empathy”, i.e. the ability to see the world from the perspective of someone from another culture. Intercultural understanding can be promoted by fostering empathy - one of the components of EI. Promoting empathy in learners can increase self-awareness and understanding of other cultures, which will make learners open to peers from different cultures with acceptance and respect, especially in ELT classes. Thus, a key EI skill for teachers and learners in the ELT classroom is empathy (Mercer, 2016).

In 2018, Valente et al. conducted a study to investigate the relationship between teachers’ emotional intelligence and classroom discipline management. They ascertained that the more years of experience the teacher has, the less level of EI they demonstrate. This result aligns with the results of Sousa’s study (2011), which showed that teachers who have less than 6 years of experience have higher EI than their colleagues with more than 6 years of experience (as mentioned in Valente et al., 2018). In their study, they found another variable that affects teachers’ EQ: the educational degree. Their study pinpointed that the higher educational degree the teacher holds, the more EQ he demonstrates. This is to say that teachers who hold a Ph.D. degree come in the first place in EI and they are then followed by M.A holders, diploma holders, and then bachelor’s degree holders.

Since pre-service teachers are still undergraduates, they need to receive training on EI before starting their teaching career. Although pre-service teachers have zero years of experience, which is expected to indicate high level of EQ according to the findings of the aforementioned studies, the opposite is nearer to reality. Pre-service teachers suffer from many stressors at the beginning of their practicum; such as, being evaluated on the spot, dealing with students and classroom issues for the first time, and dealing with parents and with more experienced teachers. The previously mentioned stressors result in teachers’ anxiety, lack of self-confidence and low EQ. Consequently, it is defended that EQ is included in the academic and professional preparation programs of teachers.

2.6.2. EI and Effective Teaching Practices

Teaching is a multidimensional profession that can be described in terms of basic skills, frequent or additional skills, and emotional skills. Effective teaching is not limited to teacher's knowledge of content and pedagogy; rather, teacher's knowledge and application of classroom management and instructional practices are considered other basic skills for effective teaching (Day et al. 2007). Reflection, communication, motivation, problem solving, critical thinking, commitment, and responding to students' needs and valuing and meeting their individual differences are additional teaching skills that are considered mandatory in the 21st century (Stronge, 2018). Since teaching involves social and emotional interactions within and outside the classroom, emotions play a vital role in making teaching effective (Sutton & Wheatley 2003).

A classroom is a small community where emotional interactions happen to be vivid for both teachers and students. Teachers feel every aspect or change that happens in their small community and that is why positive and negative emotions are intensively embedded in the teaching profession more than in any other profession. Involvement of emotions affects teachers' beliefs and attitudes, which, consequently, shape their behaviors in different situations (Ogernir, 2008). Teachers' emotions, thus, control a range of their decisions; for instance, dealing with variety of emotional experiences among their students and maintaining positive relationships with them (Cefai & Cooper, 2009). In the same vein, Goleman supported the idea that teachers should "be able to manage successfully cognitive and emotional challenges of working in different, sometimes difficult, environments" (Day et al. 2007, 243). Thus, social and emotional aspects of teachers have recently become central to their attempts to find out what makes teaching effective. For instance, Day et al. (2007) refers to the importance of teachers' ability to manage their emotional and cognitive challenges.

A growing body of research found positive relation between EI and aspects that make teaching effective. Haskett (2003), for example, found a positive relation between the mood realm of Bar-On's EI model and effective teaching. Moreover, he found links between EI competencies and the elements of effective teaching. For instance, teachers' ability to communicate high expectations is related to their intrapersonal competencies. Additionally, teachers' acceptance of differences, meeting diverse needs of students, and encouraging active learning are linked to their interpersonal competencies, while providing prompt feedback and

emphasizing time-on-tasks are more related to teachers' adaptability. That is why there is a high demand of equipping teachers with EI competencies.

EI is also important for teachers of English as a foreign/second language in particular. Language teaching approaches at large involve communication, interpersonal interaction, and co-operative working structures inside and outside the classroom. Communicative language teaching (CLT), the most dominant and recent teaching approach, focuses on creating authentic situations and interactions that require peer-collaboration and cooperation throughout peer work and team work activities. Language teachers, thus, need to have the confidence to plan and employ communicative, cooperative, and collaborative activities. They also need to have the courage and perseverance to resolve conflicts in their highly social and communicative classrooms. That is why language teachers need to be emotionally and socially competent (Mercer & Gkonou, 2017b).

Researchers' efforts to highlight the pivotal role of EI in promoting effective teaching has led to the interest in providing systematic training for prospective and pre-service teachers on EI (Haskett, 2003). However, programs that focus on developing EI for teachers are still rare (Jennings & Greenberg 2009).

2.7. Emotional Intelligence (EI) and Teacher Self-Efficacy (TSE)

A growing body of literature has investigated the relationship between EI and TSE. EI has been found to be one of the factors that affect TSE directly and indirectly. For Gates (2000), teaching is an emotional profession where teachers need to incorporate their emotions in different teaching situations to reach pedagogical goals. If teachers' emotions towards their teaching experience are positive, they are more likely to believe in the replication of other upcoming positive teaching experiences and the opposite is correct. Thus, EI plays an important role in formulating and predicting teachers' efficacy beliefs. In the same vein, Chan (2004) observed that regulating positive emotions can predict general self-efficacy.

In 2008, Fabio and Palazzeschi conducted a study on Italian teachers to investigate the relationship between EI and SE. They concluded that higher EI was correlated to higher SE in all three domains (classroom management, student engagement, and instructional practices).

Additionally, they marked intrapersonal dimensions of EI as a predictor of the three domains of SE. Barari et al. (2015) reached the same conclusion in their study that was conducted on Iranian Primary school teachers. Same findings were supported by Mahasneh's study (2016) that was conducted on Jordanian student-teachers. Koco_glu's study (2011) was more focused on the relationship between the EI subscales and SE domains. The study revealed that the strongest relationship was found between the interpersonal EI subscale and classroom engagement self-efficacy dimension among Turkish English teachers.

In the aforementioned studies, TSE was investigated in relation to EI either as a general score or as a three-domain construct that consists of: classroom management, student, engagement, and instructional practices. Also, all these studies were conducted in non-Arabic countries except for Mahasneh (2016) that took place in Jordan. However, there is no single study that has investigated the possibility of developing both EI and TSE using one independent variable. The current study aims at developing TSE and EI in pre-service EFL teachers throughout an e- mentoring model. The upcoming sections will shed more light on mentoring, its meaning, development, types, theoretical underpinnings, and importance in teacher education.

2.8. Understanding Mentoring in Teacher Education

According to Asuo-Baffour et al. (2019), research on the area of mentoring is relatively recent; it has started in the eighties with Kram's article that was published in the *Academy of Management Journal* in 1983 and is still being cited in many studies that tackle the concept of mentoring. Broadly, mentoring is defined as a process in which a more experienced person (mentor) helps and supports a less experienced person (mentee) in a given field. The main aim of the mentoring relationship is to develop the mentee's skills throughout the mentor's constant guidance and advice. More specifically, and according to Eby et al. (2004) , mentoring is a relationship in which a senior (the mentor) provides two functions for a junior (the protégé): one function is related to the career in terms of providing advice or modeling about career development behaviors, and the second function is psychological by offering support defined with intimacy and friendship.

In the past, mentors were called supervisors and considered the experts who use showing and modeling as ways to help novices master teaching techniques. In so doing, novices gained knowledge throughout observation and practice. In this model, novices were required to follow their supervisor's instructions in planning and conducting lessons. This process left no space to the novices to think or act on their own, and the prescribed steps they had to follow were not applicable in different teaching contexts (Richards, 1998, Grenfell, 1998, and Malderez, 2009). This approach to mentoring was criticized for offering a one-size-fits-all model of training and not catering for novices' needs and challenges nor having a noticeable impact on their professional growth (Blase, 2009).

Thus, the supervision approach to teacher education has been changed to a collaborative approach that is more related to Vyotsky's social constructivism (Vygotsky, 1980), where learning happens and knowledge is constructed through social interactions. Unlike the traditional approach to teacher education, this approach enables student teachers to own their profession (learning) throughout reflection. Additionally, it deepens their awareness of their teaching practices and gives them the chance to develop their performance and their beliefs about teaching profession and about themselves as teachers (Hamiloglu, 2017). According to Hobson, Malderez, Tracey, and Pell (2006), this change in teacher education gives the teacher educator a new title "mentor" and defines it with new roles that differ from the roles in the traditional teacher education approach.

The first formal mentoring pre-service teachers receive is that offered to them in their practicum, where they first experience teaching in real classrooms, learn about teaching techniques, and get to know students' challenges and needs. In this stage, student-teachers need help and support to link theory to practice and teach effectively in the new context (Hudson & Hudson, 2011) and here comes the role of the formally assigned mentor.

According to Carver (2009), a mentor is supposed to help mentees adapt to the new teaching experience and best implement their theoretical knowledge to it. One of the most important roles that a formally assigned mentor plays is introducing mentees to school procedures, rules, and expectations so that they can integrate their knowledge into this new reality and design plans and activities that meet school's expectations and students' needs.

According to Hamilton (2003) the main role of the mentor is to teach the mentee how to teach by showing their subject knowledge to him. In other words, the mentor explains to the mentee the steps of making a lesson presentation using a given teaching method. Hence, the mentee takes the role of an observer to learn how to do the same as his mentor.

Portner's study (2003, as cited in Asuo-Baffour et al., 2019), took the role of the mentor to another level. For him, one of the most crucial roles of the mentor is that of a coach. That is to say, a mentor helps the mentee to best understand the subject matter and collect resources that will assist in teaching. To do so, a mentor does not only share his teaching experience; rather, he elicits the mentee's self-reflection throughout knowledge-based feedback to enable him become an autonomous learner. Oetjen and Oetjen (2009) share with Portner the same perspective of mentor's role and add that a mentor needs to develop awareness of how mentees build knowledge and generate skills to help them in building this knowledge.

Malderez and Bodoczky (1999, p. 4) mentioned a number of roles that mentors play specifically in English language teaching: (1) a model who inspires and demonstrates; (2) an acculturator who provides a clear understanding of the education system; (3) a sponsor who introduces the mentee to the appropriate people; (4) a supporter who acts as sounding board and provides safe opportunities for the mentee to discuss teaching practices; and (5) an educator who facilitates pedagogical ideas to help the mentee achieve professional learning objectives.

Despite researchers' efforts to define mentor's roles and responsibilities, finding mentors who can play the defined roles to establish a collaborative mentoring model is still challenging for a number of reasons, some of which are related to the mentor and others are related to the mentee. There is a scarcity in the programs that are formally sought to develop mentors' skills and knowledge (Chan, 2020). Consequently, mentors fall short of the needed skills that enable them to carry out their roles. Additionally, Mentees' beliefs and attitudes that may cause their unwillingness to be mentored or receive feedback are other obstacles for building a professional mentoring model (Asuo-Baffour et al., 2019). Also, the mismatch of role expectations between mentors and mentees makes the process of mentoring vague (Hamel and Jaasko-Fisher, 2011).

2.8.1. Challenges of Establishing a Productive Mentoring Model

To pinpoint the challenges of establishing a successful mentoring model, the structure of establishing one needs to be clarified first. Izadinia (2016) marked the successful mentoring relationship with clear understanding of the roles of mentors and mentees as well as both parties' awareness of shared values and goals between mentors and mentees. Garvey and Alfred (2000) and Hamilton (2003) referred to some considerations for building an effective mentoring model. For them, the roles of the mentor should be specified and the goals of the mentoring model should be clear to the organization that hosts it. Additionally, both mentors and mentees should be committed to the goals of mentoring and mentees' learning should be facilitated in the process of mentoring. Mawoyo and Robinson (2005) added that the whole mentoring process should cater for the needs of the mentees. In the same vein, Klasen and Clutterbuck (2002) considered assessing mentees' needs a critical step of building a successful mentoring model.

However, formal mentoring programs are not given the due time and effort of preparation and neither mentors nor mentees are given the necessary orientation of their roles and responsibilities before starting the mentoring process. For Mann and Tang (2012) practicum is considered an additional administrative task for schools, which makes school administrators reluctant to qualify their school teachers to be mentors. Consequently, school teachers who are assigned the roles of mentors are given no guidance on how to deal with mentees or support them and, thus, have a narrow perspective of mentoring considering it a mere observation of mentees and commenting on their teaching. On the other hand, some mentees resist the idea of being mentored and look at their practicum as a temporary task that they have to do as a pre-requisite for graduation.

As for mentors, there are affective and academic factors that make the mentoring process challenging. According to Ganser (2002), menotrs may find their role complicated and vague since they do not know a systematic way of sharing their teaching experiences with their mentees without being perceived as in interference. Ganser (2002) suggests that mentors should be informed with what exactly is expected from them in order to be able to help and support the mentees.

Academically, mentors are mostly confused about the kind of knowledge they are supposed to offer to mentees in the initial stage of the mentoring program; most of them tend to provide knowledge about the school system rather than the subject matter (Korthagen & Vasalos, 2008). Giving constructive feedback is another important academic aspect that is not mastered by untrained mentors or those who lack the basic theoretical knowledge. Mentors are required to offer reflective feedback that leads to reform in mentees' performance and a meaningful link between theory and practice (Yuksel, 2011). Therefore, if the mentor lacks the academic background, he will come up with general comments that represent no added value for mentees.

Mentoring is a shared responsibility between mentors and mentees. Mentees also can make the mentoring process more challenging if they are not open to receiving feedback from the mentor or participating in reflection and discussion (Hamilton, 2003). Additionally, a mentee can adapt an undesirable attitude due to low self-esteem or other psychological issues that can cause conflict (Johnson, 2007). For Hobson (2012), mentees' resistance to be mentored is attributed to some reasons such as the environment of the school, the personal and academic characteristics of the mentor, and the effectiveness of the approach followed in the mentoring.

As mentors need to be trained on the kind of knowledge and the way to convey it to mentees, mentees need to be oriented and taught the desirable traits and practices that will help them have a productive relationship with their mentors (Hudson, 2016). In 2013, Hudson conducted a mixed method study about the attributes and practices mentors expect from mentees. Hudson revealed that mentors want mentees to have positive attitudes towards relationship building with mentors, parents, administration, and students. They also preferred mentees who show zeal for the profession of teaching, commitment towards learners, ability to receive feedback and reflect on it, responsibility for learning, and flexibility to adapt to changes. Similarly, Moberg (2008) mentioned motivation for learning and the ability to reflect as necessary attributes that can help mentees build positive relationship with their mentors.

The previously mentioned attributes of mentees are considered a throwback to emotional intelligence traits developed by Petrides, Siegling and Saklofske (2016). Wellbeing, self-control, sociability, and emotionality are the four factors of Petrides et al. (2016) model. Wellbeing has to do with optimism and motivation, self-control has to do stress-management, sociability refers to adapting a flexible attitude in relationships, and emotionality is related to building successful

social relations. Thus, mentees or pre-service teachers need to develop their emotional intelligence traits prior to going through the mentoring experience or practicum in order to get the most out of it. That is why the current study tackles trait emotional intelligence as one aspect that can be developed in pre-service teachers throughout e-mentoring and during their face-to-face practicum. In recent years, e-mentoring is gaining attention both in teacher preparation and professional development (Ensher, Heun & Blanchard, 2003).

2.9. Electronic Mentoring: Meaning, Merits, and Structure

Telementoring, distance mentoring, online mentoring, cybermentoring, and virtual mentoring are other names for electronic mentoring or e-mentoring ((Kahraman & Kuzu, 2016). Single and Muller (2001) defined e-mentoring as:

> … a relationship that is established between a more senior individual (mentor) and a lesser skilled or experienced individual (protégé), primarily using electronic communications, that is intended to develop and grow the skills, knowledge, confidence, and cultural understanding of the protégé to help him or her succeed, whilst also assisting in the development of the mentor. (p. 108)

Noe (1988) reported time and space constraints as the most frequent reasons for the failure of mentor-mentee relationship. Unlike face-to-face mentoring, e-mentoring is free of time and place constraints. Time flexibility allows for more engagement of both mentors and mentees upon their convenience, which makes the relationship stress-free. Being place independent, e-mentoring makes it possible for mentees to be involved in communities of peers and practitioners no matter where they are (Watson, 2006). Single and Muller (1999, p. 237) marked another merit of e- mentoring: “communicating using email allows for the construction of thoughtfully written messages without the pressure of immediately responding, such as in communicating orally”.

A number of researchers discussed the issue of power hierarchies in face-to-face mentor-mentee relationship. Due to power hierarchies, mentors tend to motivate student teachers to follow their practices instead of implementing new ideas into their teaching. Thus, student-teachers do not teach to link theory to practice, reflect, or learn; rather, they teach in a way that

satisfies their mentors even if they have different teaching beliefs. Eventually, they experience a loss of identity in a time when they need to identify their teacher identity and explore their teaching philosophy (Bradbury & Koballa, 2008; Yuan, 2016; Chan, 2020). On the contrary, e-mentoring does not have room for power hierarchies; mentors support mentees and help them in reflection instead of pushing them to follow a given method. Thus, e-mentoring gives student-teachers the opportunity to apply the new approaches they have learned, link theory to practice, and reflect on their teaching performance with the help and support of their mentors.

Technically, to develop an effective e-mentoring model, there should be a computer, internet access, computer literacy, willingness of participation and receiving and giving feedback (Clutterbuck & Lane, 2004). Practically, an e-mentoring model applied in teacher education should follow a defined structure (structured e-mentoring). For Fredman (1992), mentoring programs started as an ambitious idea of matching mentors with mentees but lacked planning and resources, which made these programs fall short of accomplishing their objectives and intended outcomes. Therefore, a number of researchers proposed different structured mentoring models with different phases.

For example, Single and Muller (2001) defined structured e-mentoring as:

> ...the e-mentoring that occurs within a formalized program environment, which provides training and coaching to increase the likelihood of engagement in the e-mentoring process, and relies on program evaluation to identify improvements for future programs and to determine the impact on the participants. (p. 108).

2.9.1. Single and Muller's (2001) Structured E-mentoring Cycle

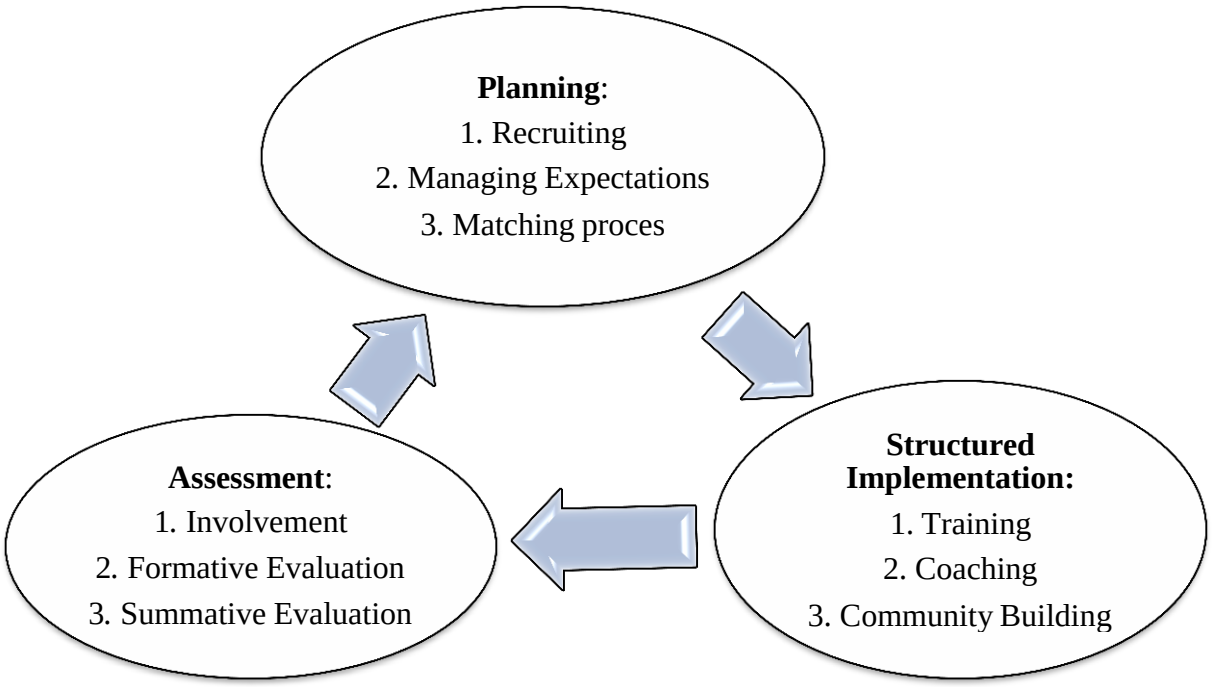
Single and Muller's (2001) structured e-mentoring cycle consists of three phases: planning, structured implementation, and assessment (fig 2.3). In the planning phase, objectives of the program are set and matched with participants' expectations and mentors are recruited and matched with their mentees. Structured implementation phase is concerned with training, coaching, and community building. As for training, mentors are oriented on their roles and responsibilities. Coaching differs from training; it is the time throughout the whole program when mentors monitor their mentees' progress, look closely at the challenges they face, provide educational resources for them, and keep the communication line open for discussing popping

issues. Community is built in e-mentoring by establishing forums and discussion rooms where participants are allowed to interact, discuss, and reflect.

The assessment phase comprises three types of data: involvement and formative and summative data. Involvement data is represented in the frequency of interactions between mentors and mentees. Formative data is collected from reflecting on the mentoring program with the aim of future development and it has to do with evaluating the objectives, content, and mentors. Summative data on the other hand describes the change in mentees' knowledge and beliefs after the intervention.

Figure (2.3)

Single and Muller's E-Mentoring Structure (2001, p.111)



2.9.2. Pieper's (2004) Structured E-Mentoring Cycle

In 2004, Pieper proposed a six-phase mentoring cycle:

1. choosing a mentor/mentee: In this phase, both mentors and mentees are matched and agree on time commitment in the sense that they agree on times for meetings and sending/receiving e- mails and/or phone calls. Also mentees do self-assessment as a starting point of development.

2. getting acquainted: Both mentors and mentees spend time to get to know each other and make some decisions about their relationship. For example, they choose the way of communication (e-main/phone) and they decide how often they will meet and for how long. They also pinpoint their mutual expectations.

3. setting goals: Mentors and mentees start setting the goals of the mentorship program by asking the question: "What do I want to get out of this?" Mostly, mentees' goals are related to career development, time management, and strategic planning. Mentors' goals are more related to helping mentees reach their goals and even become future mentors.

4. growing the relationship: This is considered the longest phase of the cycle. It is when mentors and mentees meet and communicate on regular basis and work for reaching goals and resolving issues. The mentor-mentee relationship develops gradually; it starts with the mentee depending heavily on the mentor, moves to receiving support and advice from the mentor, and develops until mentors and mentees become peers.

5. ending the relationship: This is the phase of attaining goals and celebrating success. The relationship ends in actions that connote saying "thank you". This could be having dinner together or exchanging gifts.

6. evaluating the relationship: In this stage, the mentee does a final appraisal that is compared to his/her self-assessment that was done in the first phase of the mentoring cycle with the aim of evaluating his/her growth. Additionally, mentors and mentees reflect on the mentoring program and state honestly what could have been done better.

2.9.3. Kang et al., Structured E-Mentoring Cycle (2012)

Based on their research experience and by looking at previous research, Kang et al. (2012) reached a four-phase mentoring cycle: preparing, matching, being a mentor, and ending a relationship. In the *Preparing* phase, application is open for mentors and mentees who want to be part of the mentoring program. Upon selection, participants receive a notice that they will take part of the mentoring program.

Matching phase does not take a long time but is considered the most important phase. Mentees play an active role in this phase. They start searching for their mentors based on their area of interest and pick a particular mentor. Afterwards, the mentor decides whether to accept the request or not and matching happens upon mentor's acceptance.

Be a mentor phase is the core of the program since it determines how the program will start and proceed. Prior to mentoring, participants receive an online or offline orientation about the program. After that, an agreement is written by mentors and their mentees to specify the content and depth of the mentoring. A private online communication space is created for mentors and mentees to proceed the mentoring program.

Lastly, in *Ending the Relationship* phase, mentees are required to submit a report showing the extent to which the mentoring activities were effective. Data for evaluating the mentoring program and supporting the upcoming programs is collected in the form of reports and surveys. Finally the manager of the mentoring program gives a final evaluation of it and provides feedback for further development. Table (2.1) shows the actions taken in each phase of the e-mentoring cycle. Actions are classified as online, offline or both.

Table (2.1)

Main Functions of Each Phase of Mentoring Cycle (P. 5160)

Phases of Mentoring Cycle	Action	Online/ Offline
Preparing	Recruiting participants	Both
	Applying mentoring program	Online
	Selecting participants and giving notice	Offline
Matching	Searching mentor for protégés and making a Request	Online
	Accepting a member as a protégé	Online
	Automatic matching	Online
	Matching by mentoring coordinator	Both
Be Mentoring	Orientation for mentors and protégés	Both
	Setting a mentoring agreement	Both
	Communicating	Both
	Providing Information	Online
Ending Relationship	Conducting report	Online
	Evaluation	Online

2.9.4. Tisdell and Shekhawat's (2019) Structured E-Mentoring Cycle (DARP)

Tisdell and Shekhawa (2019) view of e-mentoring is represented in the existence of archivable, sharable materials, as well as online videos that can help in synthesizing experiences and reflection for development. Based on their view and looking at the status-quo of higher education research in Australia, they have developed an e-mentoring cycle that embeds reflection

for development and growth in the academic field. The developed e-mentoring cycle is called DARP, which stands for: Discuss; Archive; Reflect; and Prepare (figure 2.4). After reviewing literature on the different e-mentoring cycles, the Tisdell and Shekhawat's e-mentoring cycle (2019) was found to be suitable for adaptation in the current study.

Figure (2.4)

DARP Cycle (2019)

2.9.4.1. The Adaptation of DARP Cycle in the Current Study. The first element of the DARP cycle is "Discuss". Discussion happens in a meeting between the mentee and the mentor, where they tackle the issues that will guide the whole mentoring process. Issues are tackled in terms of the challenges and the needs of the mentee and the expectations of the mentor. In the current study, several meetings were held between mentees and the researcher (the mentor). The first meeting was around the issues mentees thought would challenge them in their practicum. They expressed their worries about managing classes, dealing with supervisors, planning lessons, and finding engaging ways to deliver the content. Topics discussed in this meeting gave the mentor insights to plan the topics that the e-mentoring model would include and that corresponded to mentees' needs. Other recurrent meetings were in the form of online discussions on weekly basis after mentees were exposed to real classroom experiences and identified what challenges them in real teaching situations.

"Archive" is the second element of the cycle and it includes making an artifact that documents the discussion between the mentee and the mentor. The artifact might take the form of written texts, illustrations, pictures, or audio and video. The role of the artifact here was to provide a rich content for reflection. In the current study, archived artifacts took various forms including the written text of the online discussion and the materials and resources the mentor uploaded for mentees to help them with the challenges they faced in their practicum. The uploaded materials and resources varied between written text, videos, and pictures. There were also videos and pictures that mentees took for themselves while applying the suggested ideas for dealing with different issues in the classroom.

"Reflect" is the third element of the DARP cycle and it refers to the reflection of both the mentor and mentee on their actions. The archived artifacts from their previous discussions play an important role in making reflection meaningful. Also, archived artifacts act as an e-portfolio that can be revisited from time to time to measure mentees' progress. The e-mentoring model implemented in this study included weekly reflections on the artifacts in the online platform.

In-action reflections are done by mentees; they reflect on materials and resources the mentor has uploaded for them based on their needs. Reflection in-action means that they try the ideas provided in the uploaded materials in their classrooms and then they reflect on them based on real experience. For reflection, they answer three questions: did the idea work in your classroom or not? If not, why do you think it did not work? And what do you think could have changed in the idea/the situation to make it work? Moreover, the videos mentees recorded for themselves while teaching are reflected upon by the mentor and other mentees to come up with the best practices that can be applied in future teaching situations. The last element of the DARP cycle is "Prepare", which is used to generate new plans for future application based on the reflections made in the previous phase.

Both mentors and mentees in this research used their reflections to amend future plans. In other words, based on the mentees' in-action reflections on the materials and resources given by the mentor in one week, the mentor prepares the materials for the coming week taking into account their reflections. And based on the mentors and other mentees' reflections on the mentees' videos while teaching, mentees prepare for a better teaching performance for the coming teaching experience.

2.10. Theoretical Underpinnings of E-mentoring

Electronic or online mentoring is a way of learning that simulates on-site learning but with different options and facilities. Since learning theories cannot be rigidly classified, mentoring and online mentoring elements and principles correspond to a number of tenets in different learning theories: Community of Practice (CoP), Social Constructivism, and Kolb's experiential learning (Bates, 2019).

2.10.1. Community of Practice Theory (CoP)

Community of practice is defined as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger & Wenger-Trayner, 2015; p. 1). The idea behind CoP is that people build experiences that lead to knowledge from their everyday interactions in their communities. These communities can be professional communities; such as colleagues at work, or communities of shared interests; e.g. a book club (Bates, 2019). CoPs are not just groups of people who are gathered by geographic location or just share the same job. Rather, according to Wenger and Wenger-Trayner (2015, p.2), CoPs are bound by three crucial components:

- **domain.** It is a common interest to which members of the community are committed. This domain and members' commitment hold the community together.
- **community.** It is the common activities in which members of the community are involved. Members' involvement enables them to build social relationships whereby they exchange knowledge and experiences.
- **practice.** It means that members of the community need to be practitioners. They share resources and helpful tools that develop their practice of the domain. Their practice in return develops their participation in the community.

Speaking of the forms of CoP, Wenger and Wenger-Trayner, (2015) further stated:

> They come in a variety of forms. Some are quite small; some are very large, often with a core group and many peripheral members. Some are local and some cover the globe. Some meet mainly face-to-face, some mostly online. Some are within an

> organization and some include members from various organizations. Some are formally recognized, often supported with a budget; and some are completely informal and even invisible (p.3).

With reference to education, Bates (2019) sees CoPs as implementation of informal learning where learners come together to share interests and solve problems. In that sense, learners do not necessarily meet prerequisites nor do they aim at a high mark in a final exam. The goal of learners is rather to deal with challenges they meet in their lives and to be better in whatever they practice in their lives. CoPs can be through face-to-face meetings, meeting at work, or online in virtual communities. Bates further advocates the use of CoPs in the new digital world where lifelong learning is dependent on collaboration, knowledge and experience sharing, and the crowd-sourcing of new ideas and practices.

CoPs are also proved to be effective in teacher education. For Hadar and Brody (2010), there is a model of three layers for effectively applying CoPs in teacher education. The first layer is breaking isolation where there is a safe environment for discussion, sharing of ideas, and social interactions that lead to professional connections among the community. The second layer is a result of social and professional connections and is represented in the improvement of teaching performance which, consequently, leads to the third layer of the model shown in the increase of self-efficacy and competence of the community members (teachers).

E-mentoring for pre-service teachers can be augmented when grounded in the principles of CoP. There is a safe environment that resulted from the trust, respect, and support built within CoP (Whitcomb et al., 2009). This corresponds to the relationship of support and trust required in a mentor-mentee relationship for the success of the mentoring process. According to Brody and Hadar (2015), the creation of such environments “emphasizes the contribution of relationship, caring, and mutual support within the group while at the same time focusing on the professional development of individuals within their own discipline” (p. 247).

In addition to the mutual relation of trust and support a community of practice can create in a mentoring relationship, the electronic mentoring model adapted in the current study conforms to the three main components of CoP. The implemented e-mentoring model comprises a community of 19 students and the researcher (the mentor). All participants shared a

common interest to which they are committed; i.e. the challenges they face in the practicum experience. This common interest is the *domain* that holds the community together.

Participants of the e-mentoring model are also involved in some activities with the aim of developing their teaching efficacy and emotional intelligence. The activities corresponded to the challenges they face in their practicum; for instance, trying a new teaching activity or a classroom management technique. The common activities participants shared enabled them to build social relationships which allowed for more exchange of knowledge and experiences and helped in building the *community.*

As for the third component of the CoP, *practice*¸ members of this community (the e-mentoring model) are practitioners since they visited schools on weekly basis, where they got the chance to try the activities and the new shared resources in real teaching contexts. Their real teaching experiences or *practice* gave them insights to evaluate the resources shared afterwards and to share more relevant tools to help them in further experiences. Thus, there is a mutual relationship of development between being members of the community and being practitioners.

The aforementioned analysis of CoP components in correspondence to the e- mentoring model used in the current study accommodates Bates (2019) view of CoPs as a token of digital learning. For him, CoPs are also one area where the tenets of social constructivism, and experiential learning can be combined, bearing in mind the constraints of putting a clear-cut classification of learning theories. Thus e-mentoring is also grounded in constructivism theories and experiential learning.

2.10.2. Social Constructivism

The core of social constructivism is the role social interactions play in knowledge acquisition and cognitive development and it is based on Vygotsky's social development theory (McLeod, 2014). For Vygotsky (1980), learning and development do not fully happen when the learner goes through the educational process alone; rather, it happens in a social context wherein learners interact throughout collaborative activities and the environment affects the individual, so learning results in development. Vygotsky's view of learning and development is summarized in what he called Zone of Proximal Development (ZPD). It is the distance between the development an individual can reach independently and that he can reach with the help and support of the social interaction in terms of guidance and mentoring.

In today's digital world where distant education takes over on-site education, learners' demands have changed and consequently comes the change of teachers' roles and responsibilities. In their attempts to define the nature of virtual learning, researchers pinpointed social constructivism as the preferred delivery mode for online and adult education/andragogy. This is because social constructivism offers a mix of cooperative/collaborative and sociocultural models of learning that can be applied online and compensate for the absence of face-to-face interactions (Secore, 2017).

The first model of social constructivism is the cooperative model. In education, the cooperative model is advocated by a number of researchers (e.g. Schell & Janicki, 2013; Chametzky, 2014) for it helps boosting interaction between peers, increasing creativity, building knowledge, and strengthening critical thinking. The sociocultural model is the second model of social constructivism. For Carwile (2007, p.1), that model asserts some conditions for learning to happen: First, there should be a meaningful learning context; second, learning should be related to learners' prior knowledge and cultural background.

Doolittle and Camp (1999) proposed eight factors for constructivist pedagogy that can be considered in establishing an online social constructivist model whether in teaching, mentoring, or training (as cited in Secore, 2017). As to the relationship between social constructivism and online mentoring, there is a noticeable correspondence between the eight factors proposed by Doolittle and Camp (1999, p. 9) and the e-mentoring model adapted to the current study (table 2.2).

Table (2.2)

The Relationship between Social Constructivism and the E-mentoring Model Adapted to the Current Study

Factors of constructivist pedagogy	Actions taken during the e-mentoring model
Social negotiation and mediation are necessary for learning to happen.	Prior to the intervention, pre-service teachers were invited to discussion boards about the problems they faced in their practicum where they looked closer at their challenges and their peers' challenges and suggested some solutions with the help of the researcher (the mentor). After each week's assigned materials, pre-service teachers were also invited to discussions where they reflected on their performance after trying out the suggested ideas in the assigned materials.
Content and skills should be relevant to the learner.	The e-mentoring model was intended to be applied with the start of pre-service teachers' first practicum experience. It also targeted helping them overcome all the threats and challenges they expected to face or have faced in their practicum experience.
Teachers are guides and facilitators of learning, not instructors.	In this case the teacher is the mentor. In the e-mentoring model, the mentor or the researcher did not instruct mentees on what they should do. Rather, she directed them throughout opening discussions, leading reflections, and selecting materials that meet their actual needs.
Learning should take place in authentic and real-world environments.	A considerable part of the structure of the e-mentoring model used in this study is based on trying out new teaching ideas and techniques in real classrooms with real students and then reflecting on the application of these ideas.

Table (2. 2) continued

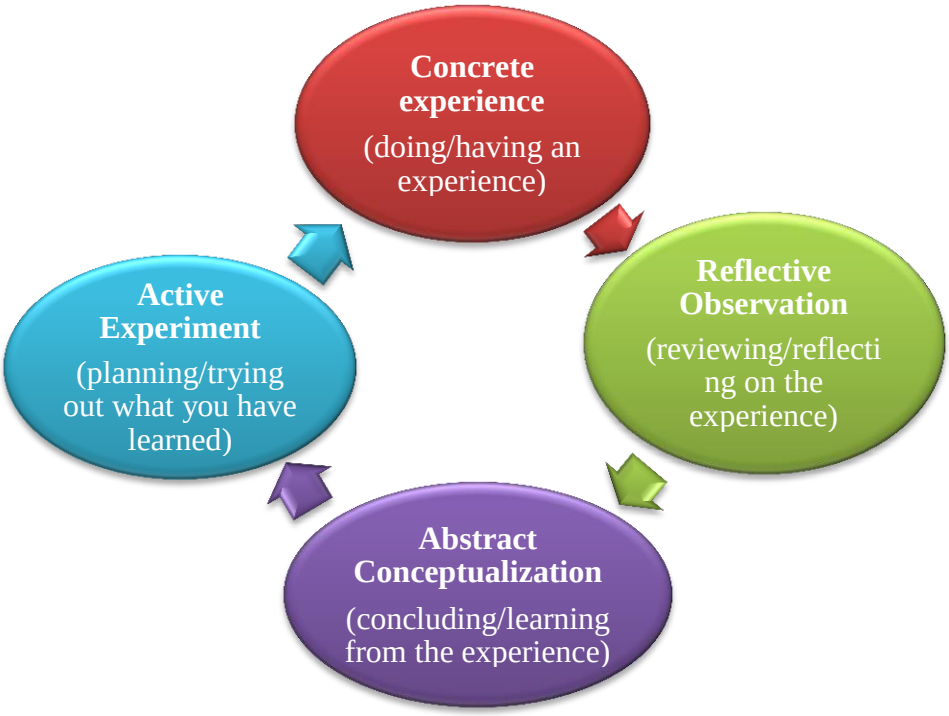
Teachers should encourage multiple perspectives and representations of content.	The mentor used a variety of content, e.g. videos, audios, and written text. Additionally, discussions and reflections on the online platform helped in formulating different perspectives of perceiving the provided content.
Content and skills should be construed based on learner's prior knowledge.	Pre-service teachers who participated in this study as mentees have received a Microteaching course in their second year of college. The content presented and practiced in this course forms their schema for receiving, analyzing and practicing further information on classroom management, student engagement, and teaching practices.

2.10.3. Kolb's Experiential Learning Theory

Kolb's experiential learning is a well-established theory explaining how learning progresses based on exposing learners' to concrete experiences. It is based on the theoretical works of John Dewey, Carl Rogers, Kurt Lewin and Jean Piaget. For Kolb (1984), "Learning is the process whereby knowledge is created through the transformation of experience". Considering the concrete experience a starting point and a pivotal part of the learning process, Kolb outlined the experiential learning cycle (Figure 2.5) in which learning moves from concrete experience towards reflective observation, abstract conceptualization, and further experimentation (Elsayed, 2017). Kolb placed a great importance on the role of reflection in the learning process that he puts in the middle of the process in a way that links the abstract experience of learning to its further application in different situations. That is to say, learning begins when a learner carries out a task, which gives him a learning experience, and then he reflects on the experience, after that he applies what he has learned in a range of new situations (Jayatilleke & Mackie, 2013).

Figure (2.5)

Kolb's Experiential Learning Cycle (1984, p. 21)



The e-mentoring model adapted from Tisdell and Shekhawat's DARP Cycle (2019) and implemented in the current study is grounded within Kolb's experiential learning Cycle (1984) (Table 2.3).

Table (2.3)

Comparing DARP Cycle (2019) to Kolb's Experiential Learning Cycle (1984, p.21)

Kolb's Experiential learning four-stage cycle (1984)	**The e-mentoring model cycle**
1. Concrete Experience – the learner encounters a new experience or situation or reinterprets an existing experience.	The cycle of the e-mentoring model starts with mentees being encountered with the practicum experience and given a theme to focus on during the experience, e.g. classroom management, student engagement, or instructional practices.
2. Reflective Observation of the New Experience – the learner observes the new experience with a reflective mindset.	a. This step is done throughout the e-mentoring platform (Edmodo). Mentees are required to write the challenges they have faced in relation to the assigned theme and provide solutions.
	b. The mentor leads and directs the discussion and uploads guiding materials on Edmodo as a way of providing practical ideas for overcoming the challenges mentees have faced and discussed earlier. The materials included videos of teachers dealing with similar challenges as the mentees', worksheets, written instructions, and audios.
	c. Mentees try out the new ideas in their classrooms. They also receive feedback from their mentor based on planned class visits. After that, mentees write their reflections on Edmodo in terms of what went well, what didn't go well, and what can be changed to make the idea work in future experiences.

Table (2. 3) continued

3. Abstract Conceptualization reflection – the learner has learned from the experience and can form new ideas or modify existing ideas based on what he had learned.	After putting the assigned themes into action and reflecting on them, mentees start modifying their existing ideas about the assigned themes (classroom management, student engagement, and instructional practices) in terms of linking theory to practice. Moreover, they start generating their new ideas and solutions to future challenges.
4. Active Experimentation - the learner starts owning the new/modified ideas and applying them to new situations.	Finally, the process of choosing the suitable solution to a given situations starts to be automatic. This is because mentees have owned their new ideas and their modified ideas gained from abstract experience and reflections.

Furthermore, it has been noticed that a number of experiential learning principles put by the Association for Experiential Education (Miano, 2020, para 4) accurately describe mentees' learning experience in the e-mentoring model implemented in the current study:

1. Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis: The whole e-mentoring model is built upon mentees reflection-based experiences in their practicum. Each theme of the e-mentoring model takes a round of two weeks. The round starts with mentees' reflections and critical analysis on their theme-related performance in real classrooms. For example, they go to the classroom, live the whole experience, and reflect on their performance in managing the classroom (the week's theme). Later, the mentor modifies the guiding materials based on mentees' reflections and needs. After that, mentees try out the ideas offered in the guiding materials in the classroom the following week. They finally reflect on their performance and the feasibility of the ideas. Further, they synthesize the experience and the reflections in a way that enables them to re-use the gained skills in future situations.

2. The results of the learning are personal and form the basis for future experience and learning: The learning experience is personalised for each one of the mentees has a different classroom experience with different circumstances. Consequently, reflections and critical analyses of the first round experience of the theme are diversified. Also, the post-application reflections and synthesis differ from one mentee to another. Thus, there is no one-size-fits-all experience for all mentees.

3. Relationships are developed and nurtured: Learner to self, learner to others and learner to the world at large: The e-mentoring model in the current study is not only academic; rather, the social side is given careful attention for development since the whole model aims at developing pre-service teachers' emotional intelligence along with self-efficacy. On the e-mentoring platform, the mentor implicitly directs discussions in a way that encourages mentees to help and support each other with sharing experiences and suggestions. Further, periodical on-site meetings are held with mentees with the aim of offering emotional support. In these meetings, mentees were given the chance to speak up their minds freely, share their weaknesses, talk about personal conflicts in their schools, share difficulties they face in dealing with their supervisors and students, seek for solutions, offer suggestions, and receive feedback. In so doing, mentees start maintaining healthy social relations with their peers and supervisors at schools, which gave them a positive self- image.

4. The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes: The concept of welcoming mistakes as steps towards learning is stated and discussed with mentees in the orientation session. In every round for each theme, mentees are directed to find their flaws and put them under the spotlight for discussion and seeking solutions and assistance. After offering suggestions and support, mentees are offered some ideas to apply in order to overcome any challenges they have faced in the first week. Again, mentees try out the new ideas with no guarantee of complete success in the following classroom experience. Believing that learning can come from mistake, mentees became willing to reflect on their application of the new ideas. They were encouraged to share every incident they thought might have stopped the success of applying any of the ideas and they

brainstormed ways of avoiding these incidents to make the ideas work in the following situation.

While the previous section dealt with the theoretical pillars of e-mentoring, the next section will tackle the importance of e-mentoring in teacher education.

2.11. The Importance of E-Mentoring in Teacher Education

2.11.1. E-Mentoring Helps Overcoming the Common Challenges of On-site Mentoring

The aim of mentoring pre-service teachers is not only equipping them with the pedagogical knowledge required for their teaching career. Rather, mentoring is a combination of emotional and academic support offered to pre-service teachers in their initial practicum years with the aim of helping them overcome their isolation and giving them the needed support that would help build their teacher identity, reinforce confidence, and improve teaching-efficacy. That is why mentoring pre-service teachers has been favored since late 1980s as a turning point in pre-service teacher education reform (Hobson, Harris, Buckner-Manley, & Smith, 2012).

Although research supported the notion that the relationship between mentors and pre-service teachers plays a pivotal role in shaping the professional identity of the later (e.g. Bradbury & Koballa, 2008; Flores & Day, 2006; Smagorinsky et al., 2004), it has been also argued that there is a number of downfalls that can result from this relationship. For example, it is challenging for pre-service teachers to deal with the power play associated with maintaining a productive relationship with the school-based mentor (Bullough, 2012).

Hobson and Malderez (2013) referred to power play in mentoring as “judgementoring” or judgmental mentoring in which mentors take the superior position as the only source of instruction and knowledge following the traditional way of supervision. They push mentees to adapt their methods and copy their teaching philosophy that is almost outdated as compared to what mentees have studied prior to their practicum. Looking closer at the formal mentoring conversations, researchers have described them as hierarchical in nature and limited in scope. This is because the conversations are based on giving one-way feedback from mentors to mentees on their teaching performance (Dobrowolska & Balslev, 2017).

In addition, the level of support offered from mentors to mentees do not meet mentees' expectations due to mentors' overwhelming teaching load, the shortage in the number of mentors, lack of communication between school mentor and supervisors at the universities, or the non-existence of specialized training programs for mentors (Hobson & Malderez, 2013). Both judgmental mode of mentoring and the lack of support provided for pre-service teachers hinder their professional growth, affect their self-efficacy and wellbeing, and increase their isolation.

Using e-mentoring can help saving time and effort for both mentors and mentees. Thus, the challenge of having teaching workload or the lack of school mentors can be solved. Additionally, using e-mentoring as a third space can give student teachers the chance to discuss issues that they may not feel comfortable discussing with school-based mentors or university supervisors. Examples of these issues are the moral, ethical, social and relational elements of teaching that they face during their practicum (Chan, 2020). Moreover, e-mentoring can be used to "overcome the separation between schools and universities" (Joo & Moon, 2017, p. 98).

2.11.2. E-Mentoring Became a Mandatory Need after Covid-19 Outbreak

Distance learning has gained researchers and practitioners' attention in the past few years for its merits as a support system for on-site learning. These days, it is gaining greater popularity among both researchers and stakeholders in the field of education as a necessity due to the world's urging need to shift to online teaching and learning after the outbreak of Covid-19 pandemic.

Moving rapidly to the online modes of delivery to keep learners of all ages engaged in learning has added to teachers' workload and teacher educators' responsibilities. In fact, the impact of the shift to online teaching and learning is uneven on all educators. Some universities have been adapting the online and blended delivery modes for a considerable period of time even before Covid-19. However, other universities and schools got their routines broken with inconsistent trials to pursue the educational. Examples of these trials are broadcasting curricula to students, giving out schoolwork without involving students in online learning, leaving the decision to students on how they want to be evaluated, or asking teachers to decide how to deliver the content and evaluate students (Zhao, 2020).

Accordingly, school teachers perceive this shift as a serious challenge since they have been gaining experience in on-site teaching with a slight contact with online tools to assist them with their on-site teaching. This is because online teaching needs skills that are totally different from what they have already built. Thus, added to their tasks of preparation, following up with learners, and assessment, teachers need to pay greater attention to seeking systematic professional development in the area of online learning and teaching. Correspondingly, Allen et al. (2020) described online teaching as a serious struggle for teachers and teacher educators, especially with the high possibility of being the new normal.

Due to the suspension of all classes all over the world, teacher training programs have been cancelled, postponed, or adapted to fit into an online learning environment. Thus, some teacher educators thought of alternatives for on-site teacher training. For example, Moorhouse (2020) is a teacher educator in a university in Hong Kong and he adapted all pre-designed face-to-face Initial Teacher Education (ITE) classes to online courses. He shared his experience, which cannot be generalized, as he clarified, and called for more research on the area of exploring academic online alternatives to face-to-face teacher training.

Similarly and looking closely at the dilemma of Covid-19 and the change it has caused to educational delivery modes and teaching and learning methods, Allen et al. (2020) advocated for more systematic research on the area of online teaching and learning to build knowledge on online teacher education. This kind of collective research, according to them, will require researchers' coordination and shifting from the individual focus on narrow scope areas of research into finding out more about the challenges, benefits, and applications of online learning and teaching in ITE. Thus, there is an urging need for more specialized e-mentoring models and training of e-mentors to serve teacher education programs in the new normal distance education system.

2.12. Commentary

As shown above, review of literature and related studies has contributed to formulating the researcher's awareness of her study variables. This has helped her build and conduct the e-mentoring model, collect quantitative and qualitative data, analyze and discuss results, which later enabled her to offer recommendations for further research. At first, the researcher's exploration of the literature related to self-efficacy gave her more insights on the meaning and the domains of teaching efficacy, especially the teaching efficacies necessary for pre-service teachers. Pre-service teachers' teaching efficacy beliefs concluded from literature were in line with participants' needs clarified in their responses to the semi-structured interview questions and the teaching self-efficacy scale conducted before the intervention. Accordingly and while building the e-mentoring model, the researcher has focused on the three domains of teaching efficacy needed by pre-service teachers: classroom management, student engagement, and instructional practices.

Literature and studies related to emotional intelligence assured its importance for teachers in general and for pre-service teachers during their practicum in particular. The researcher's examined various emotional intelligence models, selected one of them based on the participants' responses to the Trait Emotional Intelligence Questionnaire conducted prior to the intervention, and emailed the professor who established it to investigate more about its suitability for her participants. Professor Petrides (2019) confirmed the model's suitability for EFL pre-service teachers by his answer to the researcher's question: "Is trait emotional intelligence more needed by pre-service EFL teachers than the broadly known "emotional intelligence"? I would say, yes, but this is for you to research, justify, and substantiate." Therefore, the researcher chose this model and knew that it can be promoted by building a community of support, which was precisely considered while applying the e-mentoring model.

Digging deeper into the literature and studies related to mentoring and e-mentoring, the researcher could pinpoint the challenges of establishing a successful mentoring program and

relate them to the teacher education status-quo in the context of the study. Additionally, she verified the necessity of creating a systematic e-mentoring model to help pre-service teachers in their initial year of practicum. She also analyzed different e-mentoring models and chose the most suitable one based on findings of previous studies and theories of education that ground e-mentoring. Based on this investigation of studies, analysis of e-mentoring models and study participants' needs, the researcher could structure the e-mentoring model applied in the current study.

2.13. Conclusion

In a word, this chapter tackled each study variable in detail. It gave an overview of the underpinnings of self-efficacy, emotional intelligence, and e-mentoring. The chapter also ties each variable to teacher education and, particularly, pre-service teacher education in terms of the variable's importance for pre-service teachers and models of application. The following chapter is going to deal with the study methodology.

Chapter Three: Method

This chapter presents the study methodology: its design, participants, instruments, and the implemented model.

3.1. The Experimental Design

This study followed the mixed research method. The quantitative part focused on the statistical analysis of participants' responses in the pre-post Teacher's Sense of Efficacy Scale and the Trait Emotional Intelligence Questionnaire as well as the analysis of the data the researcher obtained from the pre-post teaching performance observation checklist. The qualitative part of the study focused on the qualitative analysis of the participants' responses to the pre and post semi-structured interview questions, and their weekly input to the e-mentoring platform (Edmodo). The participants comprised one pre-post experimental group; 19 females from third year basic education students distributed on three public schools for practicum.

3.2. Participants of the Study

The present study targeted third year EFL student-teachers in the Faculty of Education, Ain Shams University, during their first semester of practicum. 19 female students volunteered to participate in the study after being introduced to its importance for them as EFL prospective teachers. Selection was made for schools and not for participants; the researcher selected three schools based on their nearness to the Faculty of Education. There were six students in each of two schools and seven students in the third school.

Third year basic education students in the English Language Department, Faculty of Education, Ain Shams University were targeted for this study for a number of reasons. First, they have the basic knowledge of how to prepare a lesson, but they lack the practical knowledge of how to teach it in a real context. That means they will not exert extra effort in understanding the assigned tasks on the e-mentoring platform, but will need extra assistance with their practical performance, which is the aim of the e-mentoring model. Second, they were not exposed to real teaching experience with real students or supervisors before the time of the intervention.

Third, the program was especially designed for EFL pre-service teachers who experience teaching in a real context (practicum) for the first time of their life to meet their need for professional and emotional support.

3.2.1. Characteristics of Study Participants

Participants of the study are graduates of public schools who have joined the English Language Department at the Faculty of Education to become English language teachers after graduation. They study courses in linguistics and literature from their first year at the Faculty of Education. In their second year, they start taking a basic Methodology course along with Microteaching section that is conducted once a week. In the one-hour Microteaching section, which the researcher has been conducting for 8 years, students start learning the basics of planning lessons and apply them in classroom-like atmosphere, where they receive feedback from the researcher and from their colleagues in a safe learning environment. By the end of their second year, some of the students succeed in breaking the barrier of public speaking and others do not manage to do so.

In the third year, student-teachers start their practicum in public schools at the beginning of the first semester without being oriented on how to deal with real students, supervisors, and principals. According to the researcher's observations throughout 8 years of distributing student-teachers on public schools for practicum, student-teachers face a number of problems when being exposed to real teaching experience without being offered support. They face problems in managing the classroom, motivating students, and in teaching practices. Participants of the present study expressed their mistaken beliefs about classroom management, student engagement, and instructional practices, which encouraged the researcher to construct the e-mentoring model to target these three areas of teaching efficacy.

3.3. Variables of the Study

3.3.1. The Independent Variable

An e-mentoring model on Edmodo.com Platform

3.3.2. The Dependent Variables

a. Self-Efficacy Beliefs. In terms of classroom management, student engagement, and instructional practices.

b. Overall Emotional Intelligence Traits.

3.4. Instruments of the Study

The present study utilized a number of instruments: Semi-structured interview, teaching performance observation checklist, Teacher's Sense of Efficacy Scale, and Trait Emotional Intelligence Questionnaire.

3.4.1. Semi Structured Interview

To answer the first sub-question: "What are the components of the e-mentoring model?" the researcher posed 11 semi-structured interview questions before the intervention to ensure that the components of the e-mentoring model gleaned from the literature meet participants' needs. Six of the questions aimed at eliciting participants' beliefs about classroom management and students' engagement, whereas five questions focused on eliciting participants' views about instructional practices (Appendix A). The researcher also made a discussion after the administration of the e-mentoring model with slight modifications of the 11 questions asked in the pre- intervention discussion. The discussion consists of 9 semi-structured interview questions that focused on obtaining data about changes in participants' beliefs and ideas of classroom management, student engagement, and instructional practices as well as gaining their feedback on the e-mentoring model (Appendix B).

3.4.2. Teaching Performance Observation Checklist

The Teaching Performance Observation Checklist is one of the instruments that helped in answering the second sub-question of the study: "To what extent will the e-mentoring model develop EFL pre-service teachers' self-efficacy?" The researcher designed an observation checklist to compare participants' teaching performance before and after the implementation of the e-mentoring model (Appendix C). Each sentence in the observation checklist required one of three responses (does not meet, partially meets, and meets). The observation checklist consists of three main parts:

a. Classroom management: This part focuses on evaluating the occurrence of ten behaviors, seven of which are expected from the teacher, while three of which are expected from the students.

b. Students' engagement**:** This part measures how much students are engaged during class time. It evaluates the occurrence of ten behaviors, six of them are expected from the teacher and four of them are expected from students.

c. Instructional Practices: This part evaluates the extent to which the teacher adheres to 15 actions from the beginning of the class time till the end. It focuses mainly on how much the instructional practices of teaching the language are communicative.

3.4.2.1. Reliability of the Observation Checklist. To ensure the observation checklist is statistically reliable, Cronbach's alpha (a measure of scale reliability) was calculated. The value of Cronbach's alpha of the observation cehcklist is (0.84), which refers to the reliability of the observation checklist.

3.4.2.2. Validity of the Observation Checklist. Validity was ensured throughout the following ways:

a. Statistical Validity. To test the validity of the three domains the observation checklist measures, the correlation coefficients between the score of each (domain) and the overall score of the observation checklist have been calculated after deducting the score of the domain (sub-skill) from the overall score. Table (3.1) shows the correlation coefficients:

Table (3. 1)

The Correlation Coefficients between the Score of Each (domain) and the Overall Score of the Observation Checklist

Observation Checklist Domains	Correlation Coefficients
Observing classroom management efficacy	0.71**
Observing student engagement efficacy	0.69**
Observing instructional practices efficacy	0.74**

**Significant at the level of 0.01

The above table shows that all of the observation checklist domains are statistically related to the overall score, which proves the internal validity of the observation checklist.

b. Face Validity. The observation checklist was submitted to a panel of five jurors. After applying the jurors' suggested modifications, they approved the validity of the final version of the observation checklist (Appendix D).

3.4.3. Teacher's Sense of Efficacy Scale (TSES)/ Ohio State Teacher Efficacy Scale (OSTES)

Teacher's Sense of Efficacy Scale (long form) is another instrument that aims at answering the study second sub-question: "To what extent will the e-mentoring model develop EFL pre-service teachers' self-efficacy?" The scale was adapted from Tschannen-Moran and Woolfolk Hoy (2001) who developed it with a group of researchers in Ohio State University.

3.4.3.1. Objectives of the TSES. The teacher's Sense of Efficacy Scale was adapted with the aim of understanding the difficulties pre-service teachers face during their practicum in the three main aspects of teaching efficacy: classroom management, student engagement, and instructional practices. The scale is also an instrument for evaluating the effectiveness of the suggested e-mentoring model in developing student teachers' teaching efficacy.

3.4.3.2. Construction of TSES. The long form of the teachers' sense of efficacy scale includes 24 questions that focus on three distinct elements of teaching efficacy: classroom management, student engagement, and instructional practices. The original version of the scale has the 24 questions without locating specific questions into the three main elements of the teaching efficacy. The adapted version of the scale used in this study divided the 24 questions as follows: the first eight questions focus on efficacy in classroom management, the second eight questions deal with efficacy in student engagement, and the third eight questions measure efficacy in instructional practices. The original version includes 9-point likert scale: 2, 4, 6, and 8 represent "no response", while 1 equals "nothing", 3 is "very little", 5 is "some influence", 7 is "quite a bit", and 9 is "a great deal". The new adapted version has only 5-point likert scale ranging from 1 "nothing" to 5 "a great deal" (Appendix E).

3.4.3.3. Pre-post Administration of the TSES. Participants were asked to fill the scale once prior to the intervention of the e-mentoring model and once after it. They were given instructions on how to fill the scale and were given one hour to put their responses.

3.4.3.4. Reliability and Validity of the TSES

a. Reliability of TSES. Teacher's Sense of Efficacy Scale (TSES), also known as Ohio State Teacher Efficacy Scale (OSTES) consists of three main factors (subscales): efficacy for student engagement, efficacy for instructional practices, and efficacy for classroom management. Each of these factors includes a number of questions (items) to be answered by teachers who are expected to respond to a 9-point likert scale for each question (1-nothing, 3-very little, 5-some influence, 7-quite a bit, and 9-a great deal). OSTES was tested through three different studies to determine how reliable it is in assessing efficacy. The scale was modified until it reached its final form used in the current study.

In the first study, the first version of OSTES which consisted of 52 items was tested on a sample of 224 participants, including 146 pre-service teachers and 78 in-service teachers, all of whom were students in Ohio State University. The results led scale developers to select 32 of the original 52 items for further testing. In the second study, the 32-item scale was tested on 217 participants comprising 70 pre-service teachers and 147 in-service teachers. Participants of the second study were students in three universities (Ohio State, William and Mary, and Southern Mississippi).

After the second study, the 32 items of the scale were further reduced to 18 items by omitting redundant items, items that have the lowest loadings within each of the three factors, and items loaded on more than one factor. For example, the items: “How much can you do to adjust your lessons to the proper level for individual students?” and “To what extent are you able to tailor your lessons to the academic level of your students?” were loaded on the same factor and were correlated *(r=0.54).*Thus, the second item was removed. Moreover, an efficacy subscale score was computed for each factor by calculating the mean of the responses to the items retained within each factor. Reliabilities for the subscales were 0.82 for engagement, 0.81 for instruction, and 0.72 for management.

The findings of the second study were encouraging since the 18-item scale’s factors were found to be sound representations of the various teaching tasks. However, the management factor was weak as compared to the strength of the instructional strategies and student engagement. Developers of the scale justified the weakness of the management factor with the fact that the questions representing the factor are only three. They, consequently, developed new management items consulting Emmer’s (1990) teacher efficacy for classroom management scale. Furthermore, they included items to asses some teaching that have been neglected in the measurement of teacher efficacy. After modification, the instrument consisted of 36 (15 items for instructional strategies, 15 items for student engagement, and 9 items for classroom management). The 36-item version of the scale was tested on the participants of the third study with the aim of further modification.

The third study included 410 participants comprising 103 pre-service teachers and 255 in-service teachers. Participants were students in three universities (Ohio State, William and Mary, and Cincinnati). The factor analysis of the results of this study helped the developers of the scale to reduce the scale by selecting only 8 items with the highest loading on each factor. An efficacy subscale score was computed for each factor by calculating the mean of the eight responses to the items loading highest on that factor. Reliabilities for the teacher efficacy subscales were 0.91 for instruction, 0.90 for management, and 0.87 for engagement. To further examine the appropriateness of calculating a total score for the 24-item scale, developers conducted a principal-axis factor analysis specifying one factor. The reliability for the 24-item scale was 0.94.

Thus the subscale scores and the total score for the 24-item form is a reliable instrument to assess efficacy.

b. Validity of TSES. To examine the validity the 24-item scale (OSTES), scale developers assessed the correlation of this scale and other existing measures of teacher efficacy (Kerlinger, 1986). In the aforementioned third study, participants responded to the OSTES as well as to the Rand Items and the Hoy and Woolfolk (1993) 10-item adaptation of the Gibson and Dembo Teacher Efficacy Scale (TES). Total scores on the OSTES (24-item long form) were positively related to both the Rand items *($r = 0.18$ and 0.53, $p < 0:01$)* as well as to both the personal teaching efficacy (PTE) factor of the Gibson and Dembo measure *($r = 0.64$, $p < 0:01$)* and the general teacher efficacy (GTE) factor *($r = 0.16$, $p < 0:01$).*

Positive correlations with other measures of personal teaching efficacy proved the validity of OSTES. The results of the previously mentioned analysis reliability and validity of the scale indicate that the OSTES is considered reasonably valid and reliable. With either 24 or 12-item forms, it should prove to be a useful tool for researchers who want to explore the construct of teacher efficacy. Furthermore, OSTES is deeper than previous measures since it captures a wider range of teaching tasks. As for Gibson and Dembo instruments, the focus is more on dealing with student difficulties and disruptions as well as coping with unsupportive environment while lacking the assessment of supporting students' thinking, dealing with capable students, teaching creatively, and the flexibility in applying alternative assessment and teaching strategies. On the other hand, OSTES covers the three domains of efficacy for instructional practices, student engagement, and classroom management, which represent the richness of teachers' work, methods of dealing with students in different situations, and the requirements of good teaching.

3.4.4. Trait Emotional Intelligence Questionnaire – (TEIQue)

The researcher administered the TEIQue to answer the third and last sub-question of the study: "To what extent will the e-mentoring model develop EFL pre-service teachers' emotional intelligence?" TEIQue family of measurements was developed by Petrides (2009), a professor of Psychology and Psychometrics at University College London (UCL) and the founding director of the London Psychometric Laboratory. The TEIQue is s self-report

inventory with 7-point likert scale. The long form of the questionnaire includes 153 items that measure 15 EI facets with 4 factors for each facet plus global trait EI. It measures global trait intelligence. Other forms of TEIQue are used for a variety of contexts.

3.4.4.1. Objective of TEIQue (Short Form - SF). The TEIQue (short form) was adopted to measure pre-service EFL teachers' trait emotional intelligence before and after the intervention of the e-mentoring model during their initial practicum experience (Appendix F). The questionnaire mainly measures 15 trait emotional intelligence facets that fall into four major corresponding factors: emotionality, sociability, well-being, and self-control. In an attempt to make sure that the TEIQue - SF is suitable for study participants without any modifications, the researcher emailed Dr. Petrides, the founder of the questionnaire and asked him if it can be applied to pre-service EFL teachers. Dr. Petrides (2019) clarified: "*The TEIQue family of instruments is deliberately general, so that it can be applied regardless of circumstances and contexts. Therefore, we do not advise any customization."* (Appendix G).

3.4.4.2. Construction of TEIQue (SF). The short form of TEIQue comprises 30 items and is based on the full form but only two items of each of the 15 facets of TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total facet scores. Both full form and short form have 7-point likert scale for responses (1 = completely disagree and 7 = completely agree). The short form can be used in studies where EI is a peripheral variable (as in the current study) or with studies with limited experimental time (Cooper & Petrides, 2010; Petrides & Furnham, 2006).

3.4.4.3. Pre-post Administration of TEIQue (SF). Participants were asked to fill the questionnaire two times: one time was prior to the beginning of their practicum and the intervention of the e-mentoring model and the other time at the end of their practicum and the intervention. In both times, participants were given instructions on how to fill the questionnaire.

3.4.4.4. Validity and Reliability of TEIQue. Farzam Azghandi et al. (2007) conducted a study on a sample of 936 Iranian middle-school and high-school students to investigate the validity and reliability of the Trait Emotional Intelligence questionnaire (Petrides & Furnham, 2000). The sample was randomly selected and given this questionnaire and the Shrink's Emotional Intelligence (1999) Test. Factor analysis of data referred to the result that the TEIQue

measures the main aspects the emotional intelligence construct (i.e. perception, assessment of affects in self and others, optimism, self-awareness, and social skills). High correlations among different scores of the two scales assured the validity of the scales. Additionally, the internal consistency and test-retest methods confirmed scale reliability at 0.76 and 0.71. Finally, findings referred to the validity and reliability of the Trait Emotional Intelligence questionnaire.

3.5. The E-Mentoring Model

In order to answer the first sub-question of the study: "What are the components of the e-mentoring model?" the researcher reviewed previous studies and related literature on teaching efficacy and emotional intelligence and reached the three main areas where teaching efficacy can be improved (instructional practices, student engagement, and classroom management). She also reached the conclusion that emotional intelligence can be improved throughout building a community of support for pre-service teachers, which is represented in the online community of the e-mentoring model. Participants' responses in the semi-structured interview questions asked to participants prior to the intervention proved that they need to be improved in the aforementioned three teaching efficacy areas. Later, the researcher looked at a number of TEFL books, online videos, and websites with special attention to selecting helpful techniques and strategies that can be related to participants' needs and interests and located within the three areas of teaching efficacy. Moreover, previous studies and related literature were reviewed to pinpoint the underpinning theories of the model. Later, the model's content and tasks were determined in light of the model's objectives. Finally, the researcher designed the mentee's book and the mentor's manual that included the model's objectives, content, tasks, and evaluation techniques. Thus, the first sub-question of the study was answered.

3.5.1. The Overall aim of the E-Mentoring Model

The researcher designed and applied the suggested e-mentoring model with the overall aim of developing teaching efficacy and emotional intelligence of third year students at English Language Department, Faculty of Education, Ain Shams University. The main aim of the program was phrased in specific objectives distributed on each of the weekly sessions of the program.

3.5.2. Objectives of the E-Mentoring Model

By the end of the e-mentoring model, participants would be able to fulfill the following objectives:

a. Cognitive Objectives

1. Identify different learning styles.
2. Pinpoint the activities that cater for the different learning styles.
3. Differentiate between what classroom management is and what it is not.
4. Identify different solutions for possible problems in the language classroom.
5. Differentiate between traditional grammar teaching methods and communicative grammar teaching.
6. Identify ways of teaching the form of words.
7. Identify ways of teaching the meaning of words.

b. Metacognitive Objectives

1. Design teaching activities that serve different learning styles.
2. Use suitable techniques of engaging students based on their learning styles.
3. Establish classroom rules, procedures, and consequences.
4. Deal with different types of troublemakers.
5. Design communicative grammar teaching activities.
6. Create activities that engage learners while teaching vocabulary.

c. Emotional Objectives

1. Show supportive attitude towards colleagues.
2. Adapt an understanding attitude towards learners.
3. Build rapport with students.
4. Believe in one's good qualities.
5. Adapt a flexible attitude in different circumstances.
6. Motivate one's self and others.
7. Build good relations with supervisors and principals.

3.5.3. Construction of the E-Mentoring Model

The e-mentoring model consists of a mentee's booklet (Appendix H) and a mentor's guide (Appendix I). The e-mentoring model design is based on distant learning and learning by doing.

The final form of the mentee's booklet consists of four sessions:

Session 1. Student Engagement (Motivation). This session focused on the following:

- Learning styles and a video for illustrating them.
- Ways of engagement/motivation plus two videos with ideas on how to engage/motivate students.
- A website that offers free teaching resources and worksheets.

Session 2. Classroom Managament. This session consists of the following:

- What is classroom management?
- How to manage classroom?

✓ Classroom rules, procedures, and consequences.

✓ Dealing with different types of troublemakers.

Session 3. Teaching Grammar Communicatively. This session focused on:

- What is communicative language teaching?
- How to teach grammar communicatively?
- Videos for real applications.

Session 4. Teaching Vocabulary. This session sheds light on:

- Ways to illustrate meaning of the word.
- Ways to teach the form of the word.
- Ways to engage learners while teaching vocabulary.
- 3 examples of vocabulary games and four videos on vocabulary teaching activities.

3.5.4. Administering the E-Mentoring Model

The e-mentoring model was applied within a ten-week practicum block. The idea of this e-mentoring model is to participate in pre-service teachers' education throughout a cycle of procedures, some of which are carried out by the researcher and others by the pre-service teachers: identifying pre-service teachers' needs (shared responsibility between participants and researcher), building a practical content based on participants' needs and challenges (researcher's responsibility), trying out the ideas included in the practical content (participants' responsibility), reflecting on whether the ideas worked or not (shared responsibility between participants and researcher), and then developing further practical content accordingly (researcher's responsibility). Thus, implementing the model was a shared responsibility between the researcher and the participants.

Prior to the actual implementation of the e-mentoring model, the researcher conducted an on-site orientation session, where participants got to identify the objectives of the model, the importance of their participation in it, and the expectations from their own part. The researcher also conducted an interview with participants to explore their needs, beliefs, and fears. The interview was also conducted once more at the end of the e-mentoring model to track participants' progress and get their feedback on the model.

In their first week (first day of practicum), participants were assigned a theme to observe and reflect upon based on their real experience: classroom management. At the end of the day, participants were invited to share their reflections on their performance in classroom management, the challenges they faced, and offer suggestions for one another on Edmodo platform. Based on participants' needs and challenges in classroom management, the researcher starts modifying the material of the first session by adding resources that meet participants' needs. The resources included written tips (problems and solutions) and links to videos for teachers who faced the same challenges and how they overcame them. The first session was then uploaded on Edmodo for participants. Before applying the ideas and tips in their coming class, participants were given enough time to go through the material and ask questions about it if they had any. Both Edmodo and WhatsApp were open channels for communication between the researcher and the participants. After applying the ideas and tips in the class, participants reflected on their performance once more on Edmodo platform. They clarified why some

ideas were successful and why others did not work. The researcher monitored the discussion, directed participants for modifications in some ideas, and concluded further points of challenge to be included in the following session.

The following week participants went to their classes with a new theme to reflect on: their ability to engage students. They shared the incidents that happened to them and reflected on them on Edmodo. They thought together about the reasons that might have made students bored or reluctant to participate. From their discussion on Edmodo, the researcher designed the following session that includes tips on engaging learners based on their learning styles. The session was then shared with participants who were invited to ask any questions before implementing the ideas in their coming class. After trying out the ideas, participants started evaluating the suitability of each idea in reality throughout group reflection led and directed by the researcher.

The same cycle of inspecting challenges and needs, designing practical materials, trying out ideas, and reflecting on the ideas in action was repeated for the other two sessions: one for teaching vocabulary and the other for teaching grammar, which together refer to "instructional practices". It is worth mentioning that "teaching grammar and vocabulary" were chosen as parts of the training based on participants' needs that they had expressed in the semi-structured interview. The researcher also made class visits and filled an observation checklist for each participant. One class visit was before starting the e-mentoring model and the other was after it. Additionally and throughout the ten weeks, participants were invited twice to the researcher's office for open discussions, where they could talk about the academic and the non-academic challenges they encountered in their schools. They exchanged ideas and received the researcher's advice on how to deal in certain stressful situations they might encounter during their practicum.

3.5.5. Assessment Techniques of the Program

Since the e-mentoring model was built to meet pre-service teachers' needs in their initial year of practicum, it depended mainly on formative assessment or assessment for learning. Formative assessment used along the e-mentoring model helped the researcher modify the designed model according to the needs reflected by the participants on weekly basis. Formative assessment was accomplished by mentees' reflective log and mentor's constructive feedback.

After each session, participants were asked to upload the videos they recorded to themselves while applying the ideas suggested in the session. Reflection in action was carried out by participants throughout sharing their perception of the experience of applying new ideas, mentioning the ideas that worked well and those which did not, and trying to find out reasons why the ideas did not work and ways to make them work in the coming class. Participants' reflection in action was followed by constructive feedback from the researcher. The researcher commented on every video shared by participants by mentioning the points of strength and points that needed further development.

From the reflective log and constructive feedback, participants could gain insights on what should be done and what should not while applying certain ideas and techniques. This gave participants the confidence to try other ideas in their subsequent classes. They also showed progress in the three areas of self-efficacy: classroom management, student engagement, and instructional practices.

Briefly, this chapter tackled the experimental design of the study, gave details about the study participants, clarified study variables and instruments, and shed light on the construction of the e-mentoring model. The following chapter will deal with study results, analysis of qualitative quantitative data, and discussion of study results in light of related studies.

Chapter Four: Results and Discussion

This chapter presents study results along with data analysis, and discussion of both the quantitative and qualitative aspects of the study.

4.1. Quantitative Results

The results of this study are reported in terms of the study hypotheses. For all hypotheses, Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants' before and after the administration of the e-mentoring model. Also, to measure the effect size of the e-mentoring model on developing each of self-efficacy and emotional intelligence, Fritz, Morris and Richer's equation was used as follows:

$\eta = \frac{Z}{\sqrt{N}}$, where;

η = effect size

N = number of participants

Z = value of Paired Samples Wilcoxon Test

The value of the effect size can be traced from the following table:

Effect size	Small effect size	Medium effect size	Large effect size
η value	0.1	0.2	0.3

4.1.1. The First Hypothesis

The first hypothesis of the present study states: "There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the teacher self-efficacy scale in overall domains of the scale in favor of the post administration."

In order to verify this hypothesis, Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants' before and after the administration of the e- mentoring model.

Table (4. 1)

Pre-Post Paired Samples Wilcoxon Test Results of Participants' Scores in Overall Domains of the Teacher Self-Efficacy Scale

Teacher Self-efficacy Scale	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	19	10.00	190.00	80.3	95.73	12.14	6.93	3.325	0.00	0.76
Negative Ranks	0.00	0.00	0.00							
Ties	0.00	0.00	0.00							
Total	19									

From table (4.1) above, it is observed that positive ranks are 19 (100%) while there are no negative ranks or ties. This indicates that all study participants had overall higher marks in the post-administration of the teacher self-efficacy scale than the pre-administration. Moreover, the level of significance of the teacher self-efficacy scale is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the teacher self-efficacy scale at the level of (0.01) in favor of the post administration, where Z=3.325. Thus, the first hypothesis of the study is proven statistically valid. Moreover, the effect size of the e-mentoring model on developing self-efficacy is 0.76, which means that the model has a large effect on developing participants' self-efficacy.

4.1.2. The second Hypothesis

The second hypothesis of the present study states: "There would be statistically significant differences between the study participants' mean scores in the pre-post administration of the teacher self-efficacy scale in each domain of the scale in favor of the post administration."

To prove the validity of this hypothesis, Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants' in each efficacy of the scale in terms of the pre-post-administration. The efficacies are classroom management, student engagement, and instructional practices and they are illustrated in the following tables.

Table (4. 2)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in "Classroom Management"

Classroom Management Domain	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	17	10.88	185	25.8	31.4	4.4	3	3.627	0.00	0.83
Negative Ranks	2	2.5	5							
Ties	0	0.00	0							
Total	19									

Table (4.2) shows that the positive ranks are 17 and the negative ranks are 2, while there are no ties. This indicates that 17 of the study participants had higher marks in the post-administration of the teacher self-efficacy scale in the domain of "classroom management" than in the pre-administration. And 2 of the study participants had lower marks in the post administration of the teacher self-efficacy scale in the domain of "classroom management" than in the pre-administration. Moreover, the level of significance of the teacher self-efficacy scale is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the teacher self-efficacy scale in the domain of "classroom management" at the level of (0.01) in favor of the post-administration, where Z=3.627. Moreover, the effect size of the e-mentoring model on developing the domain of "classroom management" is 0.83, which means that the model has a large effect on developing participants' efficacy in classroom management.

Table (4. 3)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in "Student Engagement"

Student Engagement Domain	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	17	10.9	171	27.9	32.2	5.1	2.6	3.088	0.00	0.70
Negative Ranks	2	9.25	18.5							
Ties	0	0.00	0							
Total	19									

Table (4.3) shows that the positive ranks are 17 and the negative ranks are 2, while there are no ties. This means that 17 of the study participants had higher marks in the post-administration of the teacher self-efficacy scale in the domain of "student engagement" than in the pre-administration. And 2 of the study participants had lower marks in the post-administration of the teacher self-efficacy scale in the efficacy of "student engagement" than in the pre-administration. Moreover, the level of significance of the teacher self-efficacy scale is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the teacher self-efficacy scale in the domain of "student engagement" at the level of (0.01) in favor of the post administration, where Z=3.088. Moreover, the effect size of the e-mentoring model on developing the efficacy of "student engagement" is 0.70, which means that the model has a large effect on developing participants' efficacy in student engagement.

Table (4. 4)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in "Instructional Practices"

Instructional practices Domain	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	19	10	190	26.5	32.0	3.9	3.0	3.828	0.00	0.88
Negative Ranks	0	0.00	0.00							
Ties	0	0.00	0							
Total	19									

Table (4.4) shows the positive ranks are 19, while there are no negative ranks or ties. This means that all of the study participants had higher marks in the post-administration of the teacher self-efficacy scale in the domain of "instructional practices" than in the pre-administration. Additionally, the level of significance of the teacher self-efficacy scale is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the teacher self-efficacy scale in the domain of "instructional practices" at the level of (0.01) in favor of the post administration, where Z=3.828. Also, the effect size of the e-mentoring model on developing the efficacy of "instructional practices" is 0.88, which means that the model has a large effect on developing participants' efficacy in instructional practices.

The above tables show that "Z" value of the self-efficacy scale distributed on the three efficacies of the scale varied from each other but confirmed to be significant at the level of (0.01). The "Z" value of each of the first, second, and third efficacies of the scale are; (3.627), (3.088), and (3.828), respectively. Therefore, there are statistically significant differences between the study participants' mean scores in the pre-post- administration of the teacher self-efficacy scale in each domain of the scale in favor of the post administration. Thus, the second hypothesis of the study is proven statistically valid.

4.1.3. The Third Hypothesis

The third hypothesis of the study is: "There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the teaching performance observation checklist in overall domains of the checklist in favor of the post-administration."

In order to verify this hypothesis, Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants before and after the administration of the teaching performance observation checklist.

Table (4. 5)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in the Teaching Performance Observation Checklist

Observation Checklist	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	19	10	190	58.5	84.9	6.4	8.3	3.826	0.00	0.87
Negative Ranks	0	0.00	0.00							
Ties	0	0.00	0							
Total	19									

Table (4.5) above illustrates that positive ranks are 19, while there are no negative ranks or ties. Thus, all study participants had overall higher marks in the post-administration of the teaching performance observation checklist than the pre-administration. Moreover, the level of significance of the checklist is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the teaching performance observation checklist at the level of (0.01) in favor of the post administration, where Z=3.826. Thus, the third hypothesis of the study is proven statistically valid. Moreover, the effect size of the e-mentoring model on developing observed teaching efficacy is 0.87, which means that the model has a large effect size on developing participants' observed teaching efficacy.

4.1.4. The Fourth Hypothesis

The fourth hypothesis of the study is: "There would be statistically significant differences between the study participants' mean scores in the pre-post administration of the teaching performance observation checklist in each observed domain in favor of the post administration."

In order to prove this hypothesis valid, Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants' in each domain of the teaching performance observation checklist in terms of the pre- post-administration. The observation checklist domains represent the observed efficacies of classroom management, student engagement, and instructional practices, and they are presented in the following tables.

Table (4. 6)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in the Observed "Classroom Management"

Observed Classroom Management	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	19	10	190	24.15	17	2.8	2.9	3.833	0.00	0.88
Negative Ranks	0	0.00	0.00							
Ties	0	0.00	0							
Total	19									

Table (4.6) illustrates that there are 19 positive ranks, no negative ranks, and no ties. This means that all of the study participants had higher marks in the post-administration of the teaching performance observation checklist in the observed domain of "classroom management" than in the pre-administration. Moreover, the level of significance of the observed efficacy of "classroom management" is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the observation checklist in the observed domain of "classroom management" at the level of (0.01)

in favor of the post administration, where Z=3.833. Additionally, the effect size of the e-mentoring model on developing the observed domain of "classroom management" is 0.88, which means that the model has a large effect on developing participants' observed efficacy of classroom management.

Table (4. 7)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in Observed "Student Engagement"

Observed Student Engagement	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	19	10	190	16	25.7	2.5	2.7	3.832	0.00	0.88
Negative Ranks	0	0.00	0.00							
Ties	0	0.00	0							
Total	19									

Table (4.7) presents 19 positive ranks, no negative ranks or ties. This means that all of the study participants had higher marks in the post administration of the teaching performance observation checklist in the observed domain of "student engagement" than in the pre-administration. Moreover, the level of significance of the observed domain of "student engagement" is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the observation checklist in the observed domain of "student engagement" at the level of (0.01) in favor of the post administration, where Z=3.832. Additionally, the effect size of the e-mentoring model on developing the observed domain of "student engagement" is 0.88, which means that the model has a large effect on developing participants' observed efficacy of student engagement.

Table (4. 8)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in the Observed "Instructional Practices"

Observed Instructional Practices	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	19	10	190	25.5	35	3.4	5.0	3.829	0.00	0.88
Negative Ranks	0	0.00	0.00							
Ties	0	0.00	0							
Total	19									

Table (4.8) shows that there are 19 positive ranks and no negative ranks or ties. This means that all of the study participants had higher marks in the post administration of the teaching performance observation checklist in the observed domain of "instructional practices" than in the pre-administration. Moreover, the level of significance of the observed domain of "instructional practices" is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the observation checklist in the observed domain of "instructional practices" at the level of (0.01) in favor of the post administration, where Z=3.829. Additionally, the effect size of the e-mentoring model on developing the observed domain of "instructional practices" is 0.88, which means that the model has a large effect on developing participants' observed efficacy of instructional practices.

The previous tables illustrate that "Z" value of the teaching performance observation checklist distributed on the three observed efficacies of the checklist are varied from each other but confirmed to be significant at the level of (0.01). The "Z" value of each of the first, second, and third observed domains of the checklist are; (3.833), (3.832), and (3.829), respectively. Therefore, there is a statistically significant difference between the study participants' mean scores in the pre and post administration of the teaching performance observation checklist in each observed domain in favor of the post administration. Thus, the third hypothesis of the study is proven statistically valid.

4.1.5. The Fifth Hypothesis

The fifth hypothesis of the study says: "There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the Trait Emotional Intelligence Questionnaire (TEQ) in favor of the post administration."

In order to verify this hypothesis, Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants before and after the administration of the Trait Emotional Intelligence Questionnaire.

Table (4. 9)

Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of the Participants' Grade Ranks in the Trait Emotional Intelligence Questionnaire

TEQ	N	Mean Rank	Sum of Ranks	M		S.D		Z	Sig. level	Effect Size η
				Pre	Post	Pre	Post			
Positive Ranks	19	10	190	98.9	131.4	16.15	12.37	3.823	0.00	0.87
Negative Ranks	0	0.00	0.00							
Ties	0	0.00	0							
Total	19									

Table (4.9) above illustrates that positive ranks are 19, while there are no negative ranks or ties. Thus, all study participants had overall higher marks in the post-administration of the trait emotional intelligence questionnaire than in the pre-administration. Moreover, the level of significance of the questionnaire is less than 0.01, which means that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the trait emotional intelligence questionnaire at the level of (0.01) in favor of the post administration, where Z=3.823. Thus, the fifth hypothesis of the study is proven statistically valid. Moreover, the

effect size of the e-mentoring model on developing trait emotional intelligence is 0.87, which means that the model has a large effect size on developing participants' trait emotional intelligence.

The previous part tackled the obtained quantitative data along with their analysis in light of the study hypotheses. In the following part, the qualitative data of the study will be dealt with in terms of participants' perspectives and researcher's reflections on implementing the e-mentoring model.

4.2. Qualitative Data Analysis

This section will present the qualitative data with the aim of introducing in-depth analysis of the findings of the study. In so doing, the researcher reflects on the experience of conducting the e-mentoring model and presents a description of how the participants perceived it.

4.2.1. Participants' Qualitative Data

Qualitative data was collected from participants throughout their responses to the semi-structured interview questions before and after the intervention, which also includes their overall final feedback on the e-mentoring experience. Data were also collected from participants' feedback after each session (reflective log).

4.2.1.1. Participants' Responses to the Semi-structured Interview Questions. The semi-structured interview questions covered the three teaching efficacy domains the e-mentoring model aimed at improving. The questions were asked before and after the intervention to reveal the changes in participants' self-efficacy beliefs about and practices in classroom management, student engagement, and instructional practices.

a. Classroom Management and Student Engagement Efficacy Beliefs. As for classroom management, participants were asked to define classroom management according to what they believe, evaluate themselves in managing the classroom on a scale of ten, clarify ways to deal with different kinds of undesirable behaviors including demotivated students, and mention what they needed to be trained on in the area of classroom management before starting their

practicum. Limited understanding and misconceptions of the meaning of classroom management were apparent in participants' answers. As for the definition of classroom management meaning, participants said:

"Classroom management is control the students."
"It means making a lesson plan."
"Control the class and make it without noise and side talks."
"Classroom management is making students silent."
"I should be the only speaker and controller to manage the class"

Only one participant gave an accurate definition of classroom management and she stated the same definition in the pre- and post- interview question; she demonstrated:

"It is a way to prevent disruptive behavior and making sure students are attentive in the class."

After the intervention, most of the participants demonstrated better understanding of what classroom management means and what helps in keeping students attentive. Some of their responses are:

"It means using varying activities to grab attention."
"It means making many activities and competitions to keep students attentive"
"Shouting does not work in classroom management"
"Giving students roles helps in managing the class"

Moreover and after the intervention, participants shared their experiences concerning the best practices in classroom management and student engagement:

"Good warming up keeps students attentive."
"The best ways for me in engaging students is to make activities to make them interact."
"Giving students the feeling that they are responsible keeps them engaged."
"Good rapport makes them respect me instead of shouting and punishing to control them."

"Being friendly with them helps them feel secure and develop faster."
"Rewarding them for behavior and academic achievement keeps them motivated."

Regarding dealing with specific undesirable behaviors, participants showed change in the way they think of the solutions they would apply with different students after the intervention. Before the e-mentoring model, most of participants' ideas on how to deal with sleepy students, for instance, referred to using punishment and posing surprising questions:

"I will punish them with making them stand in corner then punish with deducting marks."
"I will ask him to wash his face and warn him he will be asked anytime."
"Making him stand up & ask him a lot."

After the e-mentoring model, participants suggested different and more practical solutions that have nothing to do with embarrassing students or giving verbal or non-verbal punishment, for example:

"I will give him a chance and let him wash his face. If it didn't work, I will engage him in activities to keep him focused."
"Changing teacher's tone of voice/ asking questions/using movement activities will help the sleepy student to focus again."
"For the sleepy student, I suggest giving him a task for monitoring his peers/ helping the teacher in distributing or giving notebooks."

Participants also demonstrated change of beliefs and attitude in dealing with other types of troublemakers like talkative, showy, and demotivated students. Before the intervention, participants suggested some solutions that focused on warnings, threatening, punishment, and embarrassing students with hard questions:

"I will warn them two times then threat and punish them by standing in the corner."
"I will use punishment with standing in corner then warning he will be asked/punishment with H.W."
"I will deal with them by asking them hard questions and embarrassing them."

On the contrary and after the intervention, participants understood that each type of trouble makers has some needs that should be met by applying some behaviors from the part of the teacher. Avoiding punishment, embarrassing, and threatening, participants expressed other ideas to deal with talkative and showy students:

"For the showy students, I will make them lead and give them attention."
"I will Build rapport with showy students and motivate them to behave well. Also I will give them responsibilities."
"… making troublemakers leaders or asking them to make presentations instead of punishing them. For talkative students, I will use eye contact and then ask them quietly to stop talking. For demotivated students, I will use activities that grab attention like competitions."

In the same vein, one of the participants who had difficulty dealing with showy students shared her success story after trying out the ideas suggested in the e-mentoring model:

"One of the students was showy and when I made him leader, I won him. I started to see the problem of each student as something that I can use to make the session successful. For example, instead of shushing talkative students, I asked them to make presentations and it worked."

As for talkative and demotivated students, participants showed change of the way they think about and deal with their students:

"I started making one to one meetings with demotivated students to motivate them and encouraging them to have a target and follow it."
"I started talking to them after the class and giving them advice like their parents."
"I tried using competitions when students don't want to participate and they became very active because they were motivated to win over the other team."

In the area of classroom management and student engagement, participants evaluated themselves before and after the intervention and stated what they needed to learn before starting their practicum. On a scale of ten, participants gave themselves in classroom management and student engagement marks that ranged between five and six before the intervention. After the intervention, participants gave themselves marks that ranged from seven to nine. As for what they needed to learn, they expressed that they wanted to be trained on dealing with interruptive students, how to seem confidence, and how to grab students' attention. Participants' expression of their needs and their self-evaluation in classroom management and student engagement gave the researcher insights on how to construct the e-mentoring model in these areas.

b. Instructional Practices Efficacy Beliefs. Regarding instructional practices in the pre- and post- semi-structured interview questions, participants were asked about the types of teaching activities they use in their classes, how confident they feel they are in teaching language communicatively, and the areas they needed to be trained on before their practicum.

As for the teaching activities, participants' responses showed that the intervention gave them variety of ideas for activities that can be used in different teaching contexts after their ideas about teaching activities were limited to using the board and giving examples. They clarified:

"I will explain using the board and then giving examples"
"I will explain the lesson and write questions on the board"

After the intervention, participants mentioned other activities they knew and applied in their classrooms with better understanding of the effectiveness of each activity:

"Using activities that involve movement make students engaged and happy."
"Inductive grammar teaching/ using pictures and definitions of words and students guess the meaning."
"Using competitions is the most effective kind of activity for me and I plan to use it again in the coming term because it helped my students to be active and engaged all the time."
"Activities using flashcards and pictures make students attentive and concentrating."

Speaking of how confident participants are in teaching language communicatively, their answers to the semi-structured interview questions prior to the intervention connote either their lack of confidence, their misunderstanding of communicative language teaching, or their fear of teaching in real classrooms:

"I am confident because I can listen carefully."
"I have the ability to communicate information and make them understand by using simple ways."
"I didn't want to be a teacher fearing the challenges I will face."
"I don't have any previous experience in real classrooms."

After the intervention, participants could demonstrate practical understanding of communicative language teaching and their confidence using it:

"I am much more confident that before since I now know how to deal with challenges that I didn't know how to deal with before."
"I am pretty confident now about my abilities to perform communicative teaching activities because now I know what it means to stand in a classroom and explain a lesson to students, to answer their questions, or to ask them questions."
"I think I became confident enough to perform communicative teaching because now I know a lot of activities and strategies that help me teach communicatively."

One of the participants mentioned that watching her own videos teaching gave her confidence as a teacher and made her self-image better:

"I am much more confident about using my body language and even my voice became higher. I don't feel nervous or afraid anymore before entering the class. When I see my videos while teaching, I feel confident about myself as a teacher."

When asked about the areas they needed to be trained on before their practicum, participants mentioned “dealing with different types of students”, “managing the classroom”, “activities for teaching grammar”:

“I needed to be trained on dealing with different types of students and troublemakers.”
“To have an idea about activities for teaching grammar because I understand the rule but I cannot find ways to convey it to the students.”
“Dealing with different situation that I may face in the class.”

Participants also expressed their satisfaction about the e-mentoring model when asked to give an overall feedback on the training they have received during their practicum:

“I think it helped me a lot and I have benefitted a lot from this training because now when I enter the class, I know exactly what I should do and my ideas are arranged. I also became more confident about my teaching skills. I reached this by watching the assigned videos and applying strategies from them in my classroom.”

“It was very beneficial although it was exhausting. It gave me insights on how to understand every student and deal with him according to his needs without considering him a troublemaker and punishing him. Also I gained confidence about how to stand in the class and convey the information in different ways, which helped me reach all students. I also became able to estimate the time for each activity and specify the due time for explanation and for activities.”

“The training period in the first semester was beneficial for me because we now know our mistakes, which will help us not to commit the same mistakes again. Also we knew how to deal with each and every student. We also got the idea that not all solutions can be used with all students who make trouble in the class since there are individual differences between them.”

Comparing participants’ needs and low self-confidence at the beginning of the intervention to their overall feedback on the whole e-mentoring experience, it is shown that the suggested e-mentoring model has a positive impact on the target areas of classroom

management, student engagement, and instructional practices. Additionally, participants have gained better self-confidence and self-image while coping with their new identities as teachers.

Continuous support throughout offering pedagogic solutions and holding open discussions on the interpersonal challenges participants faced during their practicum has raised their emotional intelligence level. They were then able to develop better ways to deal with their supervising teachers, principals, parents, peers, and students. Accordingly, participants managed to establish positive social relations in their new community as teachers, which have contributed to maintaining their well-being during the practicum. By the end of the e-mentoring model, they have expressed their desire to become teachers in the future after expressing their desire not to join the teaching career before starting the e-mentoring model:

> *"Now I can deal with types of students without panicking as I did at the beginning of the practicum. I gained confidence about using different teaching activities as well and about dealing with supervisors in the school. Now I have no problem with being a teacher."*

> *"I got answers to all of my questions and solutions to my problems. If I can find this kind of support in my teaching job, I would like to be a teacher."*

> *"I became more confident now and I want to become a teacher."*

This change of attitude, belief, and self-perception indicates that the construction of the e-mentoring model met participants' needs, alleviated their fears and self-doubts, and had a positive impact on their teaching efficacies and emotional intelligence.

4.2.1.2. Participants' Reflective Log. From the first week till the last week of the program, participants were asked to post the challenges they face in the classes on weekly basis and according to the theme of each week (classroom management, student engagement, and instructional practices). They were also asked to post their feedback on applying the ideas offered to help them overcome the challenges they have posted earlier. As for student engagement and classroom management, participants expressed how hard their first day was, narrated some of the incidents that happened to them in the classes, and sought for help.

a. Reflections on Classroom Management and Student Engagement. These are some of participants' reflection in action posted on the Edmodo before receiving the first session in managing the classroom and engaging students:

> *"Yesterday was really a tough day! The students don't pay attention even when I raise my voice, they stop talking for a while and then they make noise again. And I was not quiet with them by the way!"*

> *"Yesterday was really a hard day for me. I entered the class with the teacher, she only came to tell the students that I'm their English teacher and they have to be polite, but after she left the class they raised their voices and hit each other. I said sit down please, I don't want to listen your voice, stop talking. They looked at me and continued. I told them stand up and put your hands up and they did that, but with laughing. Also a boy changed his seat and hit his friend when I'm there, I punished him then he raised his voice at me, I took him to the teacher and she hit him and said don't do that again. When we came back to the class he did the same thing again and I was depressed all the lesson to the break and i really hate that class, what should I do?"*

> *"Boys are very bad. A boy imitates me. He talked in a bad way. At the first, I tried to solve it correctly. I asked him to read something. When he imitates me, I ordered him to go to the corner. After few minutes, he came and said sorry to me. I forgive him but he was still naughty."*

Participants' posts expressed their frustration and disappointment about their experience in their first day in classes. The first step of building a community of support was done by the researcher who encouraged discussions and offering solutions from peers to peers:

> *"Oops! That wasn't the best solution, dear. I will share some ideas with you all shortly. But let's see if any of your fiends have any solutions or suggestions for this issue."*

Accordingly, participants started sharing similar experiences, offering ideas and solutions, and providing support throughout their comments on their peers' posts. Some of their replies advised the post writers to be very tough, other replies directed the post writers to use rewards instead of punishment, while other replies denoted just sharing the same challenge, which made each individual of the participants feel like she is not alone in these challenging situations:

> *"All boys are very naughty wallahi! I think you should warn him that if he won't be quiet, you will not only make him go to the corner but you will also call his teacher or headmaster. Do that in a loud voice and hard facial expressions."*

> *"In this case I think you should reward them using anything like chocolates, lollipops. By doing it, they will be happy as or more than before and repeat with you! And we should raise our voices with boys and tell them that if they will not control themselves, I will reward only the girls and the girls will be the winners!"*

> *"We really suffered a lot with them. I think that we should call their teacher to come and control them but our time was up and we were very tired from their noise and just wanted to end the lesson in any way."*

> *"I think these kinds of children need to be punished from someone like his father or mum! The teacher should order one of his parents to come and tell him/her about the boy's attitude and his disrespectful way of dealing with his teachers. Maybe he will be afraid of them."*

> *"Yeah it's a very bad problem that we all suffer from."*

Participants' feeling of support and that they are not alone encouraged them to try again to engage their students and manage their classes, but this time with using some of the tips presented in the first sessions of student engagement and classroom management. Participants' feedback after applying the tips showed increased engagement of their students and stronger rapport between them and their students; one of the students narrated how she managed the class with making a deal with her students:

"The last Thursday was nice more than the other one I entered the same class with the teacher and she left me again. After she left the class I said that I will explain the lesson then we will practice and if you listened to me carefully and helped me to do that quickly, we will talk to each other and play many games after explaining the lesson to the end of the class, but if i turned to write anything on the board and listened to anyone speaking, I will sit down and won't explain anything or play. I think that way was too much suitable for those students, because they really sat down silently and paid attention."

Another participant tells a scenario of how she started using games to engage the learners; she said:

"Yesterday my team and I had the chance to teach 1st preparatory the future tense. Some of us did the presentation part and others did the practice and the conclusion part." The class is from 8:45 till 10:15, and I have noticed that some of the students are still kind of sleepy in that time of the day so I thought instead of giving them questions in a traditional way I might do it using a game. I have prepared 6 cards with questions and pictures on them and told them that I have a small ball made of paper which I will throw in their direction and the one who the ball touches first is going to pick one of the cards to answer it, and the awards will be a small size chocolate and a high five. What I have noticed is that the whole class got excited and they wanted to participate even when they don't know what kind of question will appear for them. And when I finished my part they were more focused on what was being said than before."

One of the challenges that participants' faced was the different beliefs of their school supervisors, who did not encourage them to use unfamiliar ideas in most cases. For example, the same participant got demotivating feedback from her school supervisor about what she had done to engage the students; she clarified:

"But after the class their teacher said that what I did was nice and all but it succeeded just because the class has a fewer number of students than other classes and that they are the most polite class and if it was in a different class, things will go out of control. And he said that it's better for this to be done with a younger age and I should never use

chocolates as rewards because it may cause problems between students or even they will try to steal it from me! So I wonder if what I did wasn't the right way to engage students. And if it is ok to do this what kind of awards should I give to them?"

Here comes the role of the mentor who redirects participants and guides them to learn from their mistakes, and accept different viewpoints but after analyzing them. The mentor replied:

"Dear M., what you did was actually a great way of engaging students; it does not take a lot of time neither did it make any chaos. In fact, you can follow this strategy for engagement with any age not only young learners; even adults get curious and excited about such games. As for the number, it is of course good to have small number of students. But if you used it with bigger number of students, it will not be a mess only if you put some rules that would keep the class managed during the activity. The thing I want to stress here is that there is not "sole" correct way of doing something, and that every different situation will teach you something; embrace mistakes. For example, you found the game great with that group; you might add other modification to it to suit another group and so forth. But never stop using such techniques because you worry things will go out of control; worrying from the unknown will take you nowhere. As for the chocolates, you might use smaller candies or stickers instead. And be selective concerning the student who will get the prize; don't give a prize for everyone. Am I clear? If you have any further questions, please let me know.

Another example is in classroom management. The participant shared the solutions she tried to apply and asked for more help for they did not work. Accordingly, the mentor shared more tips with her:

Y: "I faced a problem with a student he is in 5th grade. It was a spare class so I decided that I am gonna read with them choosing 2 students every time to read with me their story. It was some kinda of fun, but there was a student who refused to participate. Even when I said to him If you go out to read, I am gonna make you choose whoever you want to read with but it was not convincing for him and he found it a silly thing to do. So what

am I supposed to do with students like him should I leave him alone or Force him although it didn't work out for him??!

Mentor: "Dear Y, Thanks for sharing, this situation. Next time you face such an issue, take that student alone and talk to him; try to understand what he wants to do now and listen to him. First, he will feel that he is cared for and that he is not forced to do anything. Second, if you customized the activity to something that he is interested in, you will win his loyalty and he will be one of your favorite students."

Later, the same participant pointed out that one-to-one meetings with students did work with her and they helped in building good rapport with students; she explained:

Y: "When I took the student outside the class and asked him what he wants to do, he became happy and he never misbehaved again. Now he helps me manage the class when I chose to make him the leader of his group."

Thus, participants gained confidence in trying techniques, embracing mistakes, reflecting on their trials, asking for help, modifying ideas and re-applying them to manage their classes and motivate their students.

b. Reflections on Instructional Practices. As for instructional practices, participants shared the issues they faced in teaching grammar and vocabulary. Not knowing variety of ways to teach grammar and vocabulary was the main challenge that they faced. Some of their responses are:

"I have a problem with explaining the grammar because I don't know how to make sure that all the students understand me. And I don't want to explain the grammar lesson by using a traditional ways (form, usage, negative) what should i do to be more creative?"

"My problem is there are some grammar lessons I understand but I couldn't communicate the idea of the lesson to them like (the present prefect) I couldn't make them differentiate between it and the (the past simple) in some points."

"I do not know many ways of teaching vocabulary. I just say the word in English and Arabic. I feel students find this boring and then forget the meanings of words."

After taking the sessions on how to teach grammar and vocabulary, participants expressed their satisfaction due to having variety of ideas to apply in their instructional practices. Participants shared how they have developed more active instructional practices and how their students were more engaged:

"The day was almost better than before. At first I told them a sentence about (can & couldn't) then I wrote it and started to ask them about what they can do and what they can't. I tried to ask them about things related to their life, I also tried to make something like interview, one of the students asks the other about anything he can do or he can't. They loved to share ideas and asked each other."

"First, I told them in order to make this more fun i will write a question and the first one who is going to raise his/her hand is going to answer and if the answer is right he/she will take a point and if it was wrong he/she will lose a point. Then when we moved to a different type of questions I told them that we will do something different, I am going to choose one to answer and if he/she got the answer right he/she will get to choose who is going to answer next. At the end I divided them into 2 groups. First I gave them the instructions, which were the group who is going to write a paragraph of 6 sentences with no mistakes is going to be the winner. I wrote the topic on the board and gave them the time to write and after they finished I asked one of each group to come and write their paragraphs on the board at the same time then we read it line by line together to search for any mistakes. Winners were announced after giving feedback on their paragraphs. Students were engaged and motivated from the beginning till the end of the session."

"In the grammar I followed the inductive method into (the future simple) really it helped me so much and all the time they were thinking about the structure of the sentence and try to imitate my sentence and create new sentences have the same structure until they got the idea of the form of the tense. This method made the students think and interact with me positively all the time. By the end, I divided them into two groups A. B and I have

chosen pairs of each group and asked them to make a role play about what will they do in the next Friday? They ask each other and they did it very well. Really I am sure enough the structure of the tense fixed in their minds."

"Yesterday, my friend and I entered 1 prep class and gave them unit 6 which talks about food. To teach them the vocabulary I wrote the new words on the board and I stuck cards with descriptions of some of the words on the other side of the board, then I asked them to read the descriptions and think before I start asking them to match it with the words. I was inspired to make this activity from the activity in the video called "grab the word" that you shared with us last session. For the rest of the words, I used a different strategy, I told them that I will give them hints and they have to find out what is it by themselves. Students were excited about learning the new words since they made effort to find their meanings."

As it is apparent from participants' feedback on how to teach grammar and how to teach vocabulary sessions, they have gained confidence to try new techniques and ideas, monitor their students' responses to them, and compare students' responses to traditional and active instructional practices.

4.3. Limitations

1. While observing students, supervisors insisted on making everything appear perfect. One of them insisted on entering the class with the student-teacher and managing it for her. The supervisor took most of the time of the session that the researcher could not observe the student teacher alone. The supervisor was talking most of the time.
2. Participants suffered from the lack of organization in assigning them tasks from the part of school supervisors. In most cases, they were not given a hint about the part they are going to teach the following session, so they were not given the chance to prepare well. They were put on the spot and asked to teach or write a certain part on the board just to make time of the session pass.
3. The researcher found it challenging to visit all participants in a given school at the same time since most of them were having concurrent sessions. After a while, the researcher asked the

participants to videotape their sessions and send them on Edmodo for reflection and feedback.

4. In the middle of the e-mentoring model, participants got reluctant to participate and they were invited for a meeting in the researchers' office. The meeting was an open discussion with the aim of resolving any challenges that keep the participants from participating. After the meeting, participants were encouraged to share ideas and participate more in the model.

4.4. Discussion of Study Results

The aim of the current research was to investigate the effect a suggested e-mentoring model on developing pre-service teachers' self-efficacy and emotional intelligence. Participants of the study are pre-service teachers in the third year of study in English Department, Faculty of Education, Ain Shams University. Participants started the e-mentoring model simultaneously with their practicum, which lasted for ten weeks (from October 10th, 2019 to December 12th, 2019). The following part will discuss study results in terms of teaching efficacy beliefs and emotional intelligence.

a. Overall Teaching Efficacy Beliefs

Results of the study showed that there is a statistically significant difference between the participants' mean scores in the pre-post administration of the teacher self-efficacy scale in favor of the post administration with large effect size of 0.76. Additionally, all study participants had overall higher marks in the post administration of the teaching performance observation checklist than the pre administration. Hence, it has been proven that the suggested e-mentoring model developed the participants' overall teaching efficacy beliefs. This might be due to the self-confidence participants gained from the constant help and support offered along the e-mentoring model. The mentor posted solutions for participants' challenges on weekly basis and encouraged them to share their own experiences on every time they enter the classroom and to accept mistakes as paths to development.

Additionally, the solutions provided via the e-mentoring model were tailored according to participants' needs and the reflective log helped them modify their performance over weeks, which made them gain positive beliefs about how they can engage their students, manage their classes, and implement various activities in their instructional practices. This result is closely related to the studies of Woolfolk Hoy and Davis (2006), and Guo et al. (2012). According to their studies, there is a mutual positive relation between high level of teaching efficacy and teacher's quality of teaching represented in high-quality planning, actual performance in the classroom in terms of teaching, managing the classroom, and motivating students, as well as the belief in one's ability to implement new instructional methods.

b. Classroom Management and Student Engagement Efficacy Beliefs

The e-mentoring model worked on three teaching efficacy domains: classroom management, student engagement, and instructional practices. As for classroom management and student engagement, 17 of the participants had higher marks in the post administration of the teacher self-efficacy scale in the domains of "classroom management" and "student engagement" than in the pre administration, while 2 of them had lower marks in the post administration of the teacher self-efficacy scale in the efficacies of "classroom management" and "student engagement" than in the pre administration.

Unlike the results of the teacher self-efficacy scale, the results of the teaching performance observation checklist showed that all of the 19 participants had higher marks in the post administration of the teaching performance observation checklist in the observed efficacy domain of "classroom management" and "student engagement" than in the pre-administration. This discrepancy between the results of the teacher self-efficacy scale and the teaching performance observation checklist may be attributed to a number of factors.

First of all, the discrepancy might be due to different expectations of the researcher and the participants. The observation checklist expresses the researcher's evaluation of participants' performance that took place once at the beginning of the e-mentoring model and once at the end of the e-mentoring model and it took place during one teaching period. And this observation denotes that there is a noticeable development in participants' classroom management and student engagement efficacies. On the other hand, the teacher self-efficacy scale represents pre-

service teachers' self-evaluation before and after the intervention. It is possible that two of the participants expected more development from the model in the areas of "classroom management" and "student engagement" and that they needed longer time of training on these areas.

Secondly, the program was implemented in ten weeks (one semester), which might be considered a short period of time. Extending the e-mentoring model to the second semester was planned but it could not be fulfilled due to the outbreak of Covid-19 which resulted in the lockdown and school suspension. A third factor is the level of commitment from the part of participants; not all the 19 participants were 100% committed to the e-mentoring sessions. Probably the two participants did not attend the "classroom management" and "student engagement" sessions or maybe they have attended but were reluctant to apply the tips of managing the class and motivating students.

Nevertheless, results showed that there is an overall statistically significant difference between the participants' mean scores in the pre-post administration of the teacher self-efficacy scale in the domains of "classroom management" and "student engagement" in favor of the post administration with large effect size of 0.83 and 0.70, respectively. The development of classroom management efficacy conforms to how participants' beliefs changed from the beginning to the end of the e-mentoring model. In the semi-structured interview questions, participants expressed their beliefs about classroom management as a behavior of control from the side of the teacher as the sole authority and they mentioned physical and verbal punishment and embarrassment as ways of managing the classroom.

However and by the end of the e-mentoring model, participants viewed classroom management as an act of preparing the class for learning without personalizing students' misbehaviors. They mentioned using activities, games, one-to-one meetings, and rewards as ways of managing the classroom. According to Morris-Rothschild and Brassard (2006), trainee teachers' strategies to manage their classrooms differ according to their self-efficacy beliefs. For Gibson and Dembo (1984), teachers with low level of self-efficacy view management as a process of authority and control and they tend to personalize students' behavioral issues, which make them use verbal or non-verbal violence to control students' undesired behaviors while teachers with high level of teaching efficacy consider managing the classroom as a way of

establishing a productive learning environment by building rapport with students throughout reaching the balance of respecting students while managing the classroom (Dibapile, 2012).

The development in the domain of student engagement can be attributed to a number of factors. Firstly, the session of student engagement in the implemented e-mentoring model included tips on how to establish a positive learning environment and how to differentiate activities and teaching aids to cater for students' different learning styles and individual needs. Secondly, the two sessions of instructional practices offered variety of activities that depend on cooperation, collaboration, teamwork, and competition. Finally, the session on classroom management provided participants with different ways to deal with disruptive behaviors while keeping a positive learning atmosphere. Thus, the development in the efficacy of student engagement resulted from meeting students' needs cognitively, emotionally, and psychologically as discussed in the literature and previous studies (see for example Persinski, 2015; Skinner & Belmont, 1993; Hoffman et al., 2012; Dotterer & Lowe, 2011).

c. Instructional Practices Efficacy Beliefs

"Instructional practices" is the third teaching efficacy domain the e-mentoring model focused on developing. Results of the study showed that there are statistically significant differences between the participants' mean scores in the pre-post administration of the teacher self-efficacy scale in the efficacy of "instructional practices" and in the pre-post administration of the observation checklist in the observed efficacy of "instructional practices". This result might be explained in light of the various activities offered in the sessions of teaching grammar and vocabulary, participants' eagerness to try new ideas in teaching, and the feedback they received after trying out the new ideas. Continuous reflection and feedback made participants confident to use more communicative activities in teaching language as observed by the researcher. The high level of efficacy in "instructional practices" student-teachers reached by the end of the e-mentoring model complies with the results reached by a number of researchers who investigated the relationship between instructional practices and teacher self-efficacy (Wertheim & Leyser, 2002; Nishino, 2012; Chacón, 2005; Eslami & Fatahi, 2008; and Choi & Lee, 2018).

d. Emotional Intelligence

With reference to the second dependent variable, emotional intelligence, there is a statistically significant difference between the participants' mean scores in the pre-post administration of the trait emotional intelligence questionnaire in favor of the post administration with a large effect size of 0.87. In other words, the e-mentoring model was successful in developing EFL student-teachers' trait emotional intelligence. Petrides (2009) Trait Emotional Intelligence model (TEI) was adapted and evaluated in the present study as one construct that can be featured by participants' wellbeing (happiness, optimism, and self-esteem), self-control (emotion regulation, low impulsiveness, and stress management), sociability (Emotion management in others), emotionality (empathy), adaptability, and self-motivation.

In the present study, participants' wellbeing has been developed due to the continuous support they received along the e-mentoring model. Whenever they felt down due to a challenge they met in teaching or in maintaining good relations in their schools, they were given the chance to express themselves, speak up, and seek for help. Along the intervention, participants were invited two times to open discussions in the mentor's office. Every time, they expressed all the issues that caused them self-doubt or pessimism, received advice on not to personalize any problem they face in schools, and were told examples of successful teachers who faced similar challenges.

Additionally, they were encouraged to cooperate during their practicum both in schools and on the online platform. While teaching in schools, student-teachers were put into teams and started dividing roles among team members, e.g. someone will manage the classroom, another person will conduct the activity, while a third person will videotape the whole process for further reflection and feedback. On the e-mentoring website, Edmodo, participants were also invited to offer help by providing solutions to some problems posted by their peers. This cooperative community of practice created a sense of confidence, optimism, and the belief that every problem has a solution.

Moreover, participants' learned to offer help and support for each other, which helped increasing their empathy. In addition, stressing the idea that problem happen due to external factors that participants learn to deal with and not due to their own personalities increased their self-esteem. This, accordingly, has contributed to raising their wellbeing as teachers. The aforementioned reasons conform to the study results of a number of researchers; such as, Yıldırım's (2014) and Zee and Koomen (2016) who illustrated a positive correlation between TSE and wellbeing. Thus, the development of TSE in the present study justifies the development of pre-service teachers' wellbeing and empathy.

The development of pre-service teachers' self-control is due to the training they have received on classroom management. When trying the classroom management strategies offered in the e-mentoring model, reflecting on them, and reaching conclusions on the successful patterns of teacher behavior, student-teachers adapted different beliefs about classroom management. The new beliefs helped them change their classroom management practices from using authority and punishment to dealing with every student as a separate case that has its own needs. Maintaining good relations with students, establishing positive learning environment, and reaching the desired learning outcomes made pre-service teachers more successful in managing stress and controlling their emotions. This finding is in line with the findings reported by Sutton et al. (2009), who underscored positive correlation between effective classroom management, discipline, and teachers' relationships with students and teachers' emotion regulation.

Better classroom management practices, thus, can explain the development of emotionality, i.e. empathy, emotion expression, emotion perception, and leading good relationships. Emotionality represents the construct of effective classroom management. Additionally, empathy leads pre-service teachers to feel for their students and become more understanding in stressful situations. Emotion expression helps pre-service teachers to express their feelings towards their students and their beliefs about themselves. Emotion perception helps them become more aware of how their students' feel, and finally the previously mentioned facets of emotionality lead the pre-service teacher to maintain healthy and positive relations with students.

Training student-teachers on managing the classroom, engaging students, and applying new instructional practices (teaching efficacies) plus offering ideas for overcoming challenges on the emotional and pedagogical levels helped them adapt to the new environment of the school. And they became able to avoid stressors, deal with challenging situations, and believe in themselves and their abilities to search for new ideas, apply them, reflect on their application, and modify their performance accordingly. Thus participants' self-motivation as teachers has increased as well. Similarly, Bilim's study (2014) revealed that teaching self- efficacy has positive relation to pre-service teachers' intrinsic motivation. Also Barni et al. (2019) found out that the more self-efficacious teachers are, the more they are open to change and motivated to teach. Results of these studies explain why participants of the current study became more self-motivated after developing their teaching efficacy beliefs.

To sum up, this chapter shed light on the findings of the study with regard to the quantitative and qualitative data, validated study hypotheses, and discussed study results in connection with previous studies. The next chapter will summarize the study's main findings, offer conclusions, and introduce a set of recommendations and suggestions for further research.

Chapter Five: Summary and Recommendations

In this chapter, a brief summary of the current study is presented along with its main findings and conclusions. In addition, recommendations and suggestions for further research are offered.

5.1. Summary of the Study

After observation, conducting pilot study, and reviewing related literature, it has been found out that the English Language Department student-teachers suffer from low levels of self-efficacy and emotional intelligence. Lack of self-efficacy and emotional intelligence would lessen their self-confidence and potential to start their practicum experience, where they need to deal with real students, supervisors, principals, and parents. As participants expressed in the interview questions, the new experience of practicum causes them stress and worries. This problem is attributed to the lack of academic and emotional support offered to pre-service teachers in their practicum. In order to help solving this problem and due to the paucity of research in this area - to the researcher's best knowledge - , the researcher decided to design and implement an e-mentoring model and investigate its effectiveness in developing self-efficacy and emotional intelligence of EFL pre-service teachers in Faculty of Education, Ain Shams University. Therein, the present study aimed at answering the following main question:

What is the effect of implementing an e-mentoring model on developing EFL pre-service teachers' self-efficacy and emotional intelligence?

To answer this main question, the following sub-questions were answered:

1. What are the components of the e-mentoring model?
2. What is the effect size of the e-mentoring model on developing EFL pre-service teachers' self-efficacy?
3. What is the effect size of the suggested e-mentoring model on developing EFL pre-service teachers' emotional intelligence

Moreover, the following hypotheses were validated:

1. There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the Teachers' Sense of Efficacy Scale in overall domains of the scale in favor of the post administration.
2. There would be statistically significant differences between the study participants' mean scores in the pre-post administration of the Teachers' Sense of Efficacy Scale in each domain of the scale in favor of the post administration.
3. There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the teaching performance observation checklist in overall domains of the checklist in favor of the post administration.
4. There would be statistically significant differences between the study participants' mean scores in the pre-post administration of the teaching performance observation checklist in each observed domain in favor of the post administration.
5. There would be a statistically significant difference between the study participants' mean scores in the pre-post administration of the Trait Emotional Intelligence Questionnaire (TEQ) in favor of the post administration.

In the process of validating the study hypotheses, an e-mentoring model was designed and implemented, where participants comprised a voluntary group (N = 19) of participants from third year (basic education), English Language Department, Faculty of Education, Ain Shams University.

The following instruments were used to collect the data for the current study:

- Semi-structured interview questions.
- Trait Emotional Intelligence Questionnaire.
- Teacher Sense of Efficacy Scale.
- Teaching Performance Observation checklist.

5.2. Findings of the Study

The following findings emerged from the current study:

- The e-mentoring model was effective in developing EFL student-teachers self-efficacy and emotional intelligence.
- There is a positive relation between the development of teaching efficacy and emotional intelligence traits.
- "Instructional practices" teaching efficacy was the most developed efficacy.
- Among the target teaching efficacies, "classroom management" and "student engagement" needed more training time.
- Overall, the effect size of the e-mentoring model was high.
- Participants expressed their satisfaction about the training they received throughout the e-mentoring model.

5.3. Conclusions

To the researcher's best knowledge, there is no published study in Egypt that attempted to develop EFL student-teachers' teaching-efficacy and trait emotional intelligence depending on an e-mentoring model. The current study investigated the effect of an e-mentoring model based on Edmodo platform on developing EFL student-teachers' teaching-efficacy and trait emotional intelligence at the Faculty of Education, Ain Shams University. Several instruments were implemented to collect data. Results of the study indicated that the implemented training program was effective in developing EFL student-teachers' teaching-efficacy and trait emotional intelligence. Furthermore, while trait emotional intelligence was developed; teaching efficacies were not equally developed due to a number of factors. Additionally, participants expressed their satisfaction about the proposed training program and expressed their intention to apply the ideas and strategies they got from the training in their future classes. Based on the previously mentioned results, the e-mentoring model is proven to be effective in developing EFL student-teachers' teaching-efficacy and trait emotional intelligence.

5.4. Recommendations

The following recommendations emerged from the findings of the study:

- *Recommendations for Faculties of Education:*

1. Offering EFL student-teachers orientation sessions before the beginning of their practicum to highlight the challenges that they will face and provide guidance on how to deal with them.
2. Providing an online platform to best communicate with EFL student-teachers during their practicum, receive their problems, and offer resources and academic and emotional support.
3. Initiating periodical meetings for EFL student-teachers where they can showcase their achievements in practicum, receive feedback from their mentors, and discuss any challenges they face in their practicum.
4. Preparing for more cooperation between practicum mentor from the university and school supervisor for they need to plan for the whole practicum ahead of time before its beginning.
5. Deliberately specifying roles and responsibilities of both mentors and supervisors and announcing these roles to trainee teachers so that they can seek help from the right person whenever needed.
6. Arranging for periodical visits to schools where university mentors can communicate with trainee teachers, evaluate their performance, and discuss any challenges with the school supervisors.
7. Announcing trainee teachers' roles and responsibilities as well as the assessment criteria of their practicum.

- *Recommendations for Ministry of Education:*

1. Providing appropriate training for school supervisors that would enable them to lead a productive supervision on trainee teachers during their practicum.
2. Including emotional intelligence in training supervisors.
3. Allocating time in supervisors' schedule for supervision tasks. In so doing, they will not be burdened by their supervision responsibilities.

5.5. Suggestions for Further Research

The following topics are suggested for future research:

1. Investigating the effect of developing each teaching efficacy on every emotional intelligence trait among student-teachers.
2. Investigating the challenges faced by school supervisors during practicum.
3. Conducting a study investigating mentors and mentees' attitudes towards e-mentoring in comparison to blended mentoring and on-site mentoring.
4. Exploring school supervisors' expectations from university mentors.
5. Exploring student-teachers' expectations from their school supervisors and university mentors.
6. Replicating this study on larger samples in different geographical locations.
7. Replicating this study but with selecting different sub-skills in the three domains of teaching efficacy.
8. Investigating the relationship between teachers' self-efficacy, emotional intelligence, and their use of different assessment techniques.

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Appendix (A): Semi Structured Interview Questions for Pre-administration

Semi Structured Interview Questions for Pre-administration

a. Questions on classroom management and student engagement

1. What is classroom management for you?
2. Give yourself a mark out of 10 on classroom management.
3. What do you think are the best ways for managing the class?
4. How would you deal with a sleepy student?
5. How would you deal with (trouble-makers/talkative/demotivated/showy students)?
6. What do you think you need to be trained on in the area of classroom management?

b. Questions on teaching pracices

1. What types of teaching activities and techniques you frequently use in your practicum?
2. How confident you think you are about your abilities to perform communicative teaching?
3. Why do you think you are confident/not confident about your abilities to perfrom communicative teaching?
4. What is the most challenging skill(s) for you as a teacher (reading/writing/speaking/listening/grammar/vocabulary) and why?
5. What do you think you needed to be more trained on, in the area of teaching practices, before starting your practicum?

Appendix (B): Semi Structured Interview Questions for Post-administration

Semi Structured Interview Questions for Post-administration

1. What is your idea about classroom management now?

2. Give yourself a mark out of 10 on classroom management after the training you received in the first term.

3. What do you think are the best ways for managing the class?

4. How would you deal with a sleepy student?

5. How would you deal with (trouble-makers/talkative/demotivated/showy students)?

6. What types of teaching activities and techniques you will frequently use in the coming term?

7. How confident you think you became about your abilities to perform communicative teaching? Why?

8. What is the most challenging skill for you as a teacher (grammar/vocabulary?)

9. Do you think the training you received in the first term was beneficial? Specify why and how?

Appendix (C): Observation Checklist before Jury Members' Modifications

Dear jury member

The researcher is conducting a Ph.D. study entitled "A Suggested E-Mentoring Model to Develop EFL Student-Teachers' Self-Efficacy and Emotional Intelligence". One of the procedures of this study is to observe the teaching efficacy of the EFL student-teachers before and after the intervention in terms of three main domains: classroom management, student engagement, and instructional practices.

Following is the observation checklist of the teaching efficacy domains designed by the researcher and based on some references and literature review. Kindly you are required to see if every statement in the checklist is suitable for measuring its domain, i.e. classroom management, student engagement, and instructional practices. Please suggest, delete, or modify any of the statements based on your vision.

Your efforts are highly appreciated

Amira Mahmoud El-Sayed

Teaching Performance Observation Checklist

Student's name: _____

Date:_____ Grade Level: _____

Subject/Topic/Skill:_____

Key:

DM (Does not meet)

PM (Partially meets)

M (Meets)

Ss (Students)

T (Teacher)

Classroom Management			
	DM	PM	M
1. T communicates expectations and rules.			
2. Ss follow teacher's directions.			
3. Ss demonstrate respect for teacher and each other.			
4. T uses minimal time for transitions, discipline, and organization.			
5. T uses Preventive discipline.			
6. Ss are under control during the session.			
7. T reinforces appropriate student behavior positively.			
8. T redirects/stops inappropriate behaviors.			
9. T is constantly monitoring the class while teaching.			
10. T understands how to handle disruptive behaviors.			
Student Engagement	DM	PM	M
1. Ss exhibit high amount of time on task.			
2. Ss demonstrate understanding of instructions.			
3. T demonstrates high expectations for all students.			
4. Ss are engaged during the tasks.			
5. T uses variety of attention getting strategies.			
6. T maintains positive learning environment.			
7. T caters for learning styles in choosing activities.			
8. T caters for multiple intelligences in choosing teaching aids.			
9. Ss are engaged during teacher's talking time.			
Instructional Practices	DM	PM	M
1. T provides warm-up/lead in a short time (5 min.)			
2. Warm up activity is suitable for students' level.			
3. T presented topics in logical sequence (presentation-practice-production)			

4. T used good examples to clarify points			
5. T used varied explanations for complex or difficult material.			
6. T favored Active, collaborative, and cooperative learning over passive learnings.			
7. T used more than one form of instruction is used, i.e. simulations, discussions, cases.			
8. T actively encouraged student questions			
9. T asked questions to monitor student understanding.			
10. Teacher used variety of teaching aids			
11. Teacher tends to use the target language			
12. Practice is related to the content and varied.			
13. Production gives Ss freedom of constructing meaning.			
14. T varies between team-work/pair work/individual work.			
15. Clear instructions are provided before activities.			
16. T monitors Ss during activities.			
17. T gives Ss feedback after activities.			
18. Closure summarizes the whole lesson			

Appendix (D): Observation Checklist after Jury Members' Modifications

Teaching Performance Observation Checklist

Student's name: _____

Date:_____ Grade Level: _____

Subject/Topic/Skill:_____

Key:

DM (Does not meet)

PM (Partially meets)

M (Meets)

Ss (Students)

T (Teacher)

Classroom Management				
		DM	PM	M
1.	T communicates expectations and rules.			
2.	Ss follow teacher's instructions			
3.	Ss demonstrate respect for teacher and each other.			
4.	T uses minimal time for transitions, discipline, and organization.			
5.	T uses Preventive discipline.			
6.	Ss are under control during the session.			
7.	T reinforces appropriate student behavior positively.			
8.	T redirects/stops inappropriate behaviors.			
9.	T is constantly monitoring the class while teaching.			
10.	T understands how to handle disruptive behaviors.			
Student Engagement		DM	PM	M
1.	Ss exhibit high amount of time on task.			
2.	Ss demonstrate understanding of instructions.			
3.	T demonstrates high expectations for all students.			
4.	Ss are engaged during the tasks.			
5.	T uses variety of attention getting strategies.			
6.	T maintains positive learning environment.			
7.	T caters for learning styles in choosing activities.			
8.	T caters for multiple intelligences in choosing teaching aids.			
9.	Ss are engaged during teacher's talking time.			
10.	T varies between team-work/pair work/individual work.			
Instructional Practices		DM	PM	M
1.	T provides warm-up/lead in a short time (5 min.)			
2.	T presented topics in logical sequence (presentation-			

	practice-production)			
3.	T used varied explanations for complex or difficult material.			
4.	T favored Active, collaborative, and cooperative learning over passive learning.			
5.	T used more than one form of instruction is used, i.e. simulations, discussions, cases.			
6.	T actively encouraged student questions			
7.	T asked questions to monitor student understanding.			
8.	T used good examples to clarify points			
9.	Teacher tends to use the target language			
10.	Practice is related to the content and varied.			
11.	Production gives Ss freedom of constructing meaning.			
12.	Clear instructions are provided before activities.			
13.	T monitors Ss during activities.			
14.	T gives Ss feedback after activities.			
15.	Closure summarizes the whole lesson			

Appendix (E): Original and adapted versions of Teacher's Sense of Efficacy Scale (long form)

Original Version of Teacher's Sense of Efficacy Scale (long form)

Teacher Beliefs Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	How much you can do?								
	Nothing		v. little		Some influence		Quite A bit		A Great deal
1. How much can you do to get through to the most difficult students?	1	2	3	4	5	6	7	8	9
2. How much can you do to help your students think critically?	1	2	3	4	5	6	7	8	9
3. How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5	6	7	8	9
4. How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7	8	9
5. To what extent can you make your expectations clear about student behavior?	1	2	3	4	5	6	7	8	9
6. How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
7. How well can you respond to difficult questions from your students ?	1	2	3	4	5	6	7	8	9
8. How well can you establish routines to keep activities running smoothly?	1	2	3	4	5	6	7	8	9
9. How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9
10. How much can you gauge student comprehension of what you have taught?	1	2	3	4	5	6	7	8	9
11. To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
12. How much can you do to foster student creativity?	1	2	3	4	5	6	7	8	9
13. How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9
14. How much can you do to improve the understanding of a student who is failing?	1	2	3	4	5	6	7	8	9
15. How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7	8	9
16. How well can you establish a classroom	1	2	3	4	5	6	7	8	9

management system with each group of students?									
17. How much can you do to adjust your lessons to the proper level for individual students?	1	2	3	4	5	6	7	8	9
18. How much can you use a variety of assessment strategies?	1	2	3	4	5	6	7	8	9
19. How well can you keep a few problem students form ruining an entire lesson?	1	2	3	4	5	6	7	8	9
20. To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5	6	7	8	9
21. How well can you respond to defiant students?	1	2	3	4	5	6	7	8	9
22. How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7	8	9
23. How well can you implement alternative strategies in your classroom?	1	2	3	4	5	6	7	8	9
24. How well can you provide appropriate challenges for very capable students?	1	2	3	4	5	6	7	8	9

Source: Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805. sciencedirect.com/science/article/abs/pii/S0742051X01000361

Adapted Version of Teacher's Sense of Efficacy Scale (long form)

Directions

- This questionnaire is designed for understanding the difficulties pre-service teachers face during their practicum
- There is no right or wrong answer; please indicate your opinion about each of the statements below.
- Your answers are confidential.

Efficacy in Classroom Management	Nothing 1	Very little 2	Some influence 3	Quite a bit 4	A great deal 5
1. How much can you do to control disruptive behavior in the classroom?					
2. To what extent can you make your expectations clear about student behavior?					
3. How well can you establish routines to keep activities running smoothly?					
4. How much can you do to get children to follow classroom rules?					
5. How much can you do to calm a student who is disruptive or noisy?					
6. How well can you establish a classroom management system with each group of students?					
7. How well can you keep a few problem students form ruining an entire lesson?					
8. How well can you respond to defiant students.					
Efficacy in Student Engagement	Nothing 1	Very little 2	Some influence 3	Quite a bit 4	A great deal 5
1. How much can you do to get through to the most difficult students?					
2. How much can you do to help your students think critically?					
3. How much can you do to motivate students who show low interest in school work?					

4. How much can you do to get students to believe they can do well in school work?					
5. How much can you do to help your students' value learning?					
6. How much can you do to foster student creativity?					
7. How much can you do to improve the understanding of a student who is failing?					
8. How much can you assist families in helping their children do well in school?					
Efficacy in Instructional Practices	Nothing 1	Very little 2	Some influence 3	Quite a bit 4	A great deal 5
1. How well can you respond to difficult questions from your students?					
2. How much can you gauge student comprehension of what you have taught?					
3. To what extent can you craft good questions for your students?					
4. How much can you do to adjust your lessons to the proper level for individual students?					
5. How much can you use a variety of assessment strategies?					
6. To what extent can you provide an alternative explanation or example when students are confused?					
7. How well can you implement alternative strategies in your classroom?					
8. How well can you provide appropriate challenges for very capable students?					

Appendix (F): Trait Emotional Intelligence Questionnaire (short form)

Trait Emotional Intelligence Questionnaire (short form)

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There is no right or wrong answers. There are seven possible responses to each statement ranging from Completely Disagree (number 1) to Completely Agree (number 7).

1 ---------- 2 ---------- 3 ---------- 4 ----------5 ---------- 6 ---------- 7

Completely Disagree

Completely Agree

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I	1	2	3	4	5	6	7

want to.							
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Source: Petrides, K. (2009). Psychometric Properties of the Trait Emotional Intelligence Questionnaire. In C. Stough, *Assessing emotional intelligence* (pp. 85-99). Springer. https://link.springer.com/chapter/10.1007/978-0-387-88370-0_5

Appendix (G): Dr. Petride's Email

Dr. Petride's Email

PK

Petrides, Konstantinos <k.petrides@ucl.ac.uk>
Wed 7/17/2019 10:56 AM
To: amira elsayed <amira_elsayed@edu.asu.edu.eg>

Dear Amira,

Thank you for your email. Please see brief answers interspersed below.

All the best,
Dino

From: amira elsayed <amira_elsayed@edu.asu.edu.eg>
Sent: Tuesday, July 16, 2019 8:44:22 PM
To: Petrides, Konstantinos
Subject: Amira's Ph.D Inquiry

Dear Dr. Petrides

Hope this email finds you well. This is Amira El-Sayed, a Ph.D candidate at Curriculum and EFL Instruction, Ain Shams University, Cairo, Egypt. My Ph.D focuses on developing emotional intelligence for pre-service EFL teachers. In my review of literature, I read about some EQ models and I read a number of your published articles on trait EQ. I am convinced of your criticism of other models (Salovey and Mayer, Goleman, and Bar-On's models). However, I have a couple of questions since my research focuses on pre-service teachers:

1. Is trait emotional intelligence more needed by pre-service EFL teachers than the broadly known "emotional intelligence"?

I would say, yes, but this is for you to research, justify, and substantiate.

2. Can I use the trait EQ questionnaire for pre-service EFL teachers or it is too general and I need to customize something specifically for teachers

The TEIQue family of instruments is deliberately general, so that it can be applied regardless of circumstances and contexts. Therefore, we do not advise any customization.

...

I hope this helps and wish you good luck with your research,
Dino

Appendix (H): Mentee's Booklet

Topic 1

Session 1: Student Engagement (Motivation)

There are two main pieces of information that you need to know to motivate your students:

1. Learning styles.
2. Ways of motivation.

You posted problems related to student motivation. In fact, all of the problems you shared in the first week are because students are demotivated. And Students become demotivated when they are bored. And they are bored when they do not find your way of teaching interesting to them. Let's see how to make your teaching related to their interests…

How many of you understand more from reading than listening/watching? How many of you prefer learning a new thing by watching a video/listening to a lecture? How many of you like to do the new thing by themselves to learn it?

Actually, each & every one of us has a mix of the learning habits/learning styles. Some people have a dominating habit/style that they prefer to use more or in certain circumstances. So let's see what the learning styles are.

Learning styles are the preferred ways of absorbing, processing, and retaining new information and skills (Reid, 1995).

Now let's see what every learning style requires in the process of learning:

Visual learning style: visual learners benefit from seeing graphics & pictures, writing down information, watching the person who is speaking, and, imagining pictures of new information.

What should you do for visual students?

- ✓ Use graphs/maps/drawings on the board.
- ✓ Use flash cards/ pictures
- ✓ Be near to them while talking; they learn better when they see you around.

Auditory learning style: auditory learners benefit form hearing the new information, saying the new information aloud, imagining saying the words aloud, brainstorming ideas with others, forming study groups, recording lectures, music, & videos discussions.

What should you do for visual students?

- ✓ Ask them to make short presentations.
- ✓ Ask them to discuss ideas with others.
- ✓ Show them videos related to the topic you are teaching.

Kinetic learning style: kinetic learners benefit from movement when learning, drawing new information, gesturing new information, role playing. Tactile learners benefit from touching, modeling, handling objects.

What should you do for visual students?

- ✓ Ask students to make role-play.
- ✓ Make competitions/activities that require movement.
- ✓ Bring them real objects in the class and let them touch the objects; they need to feel the new information to learn it.

Now it's time to watch and think ☺

- Watch this video (1): learning styles – real classroom https://online-video-cutter.com/
- You will find examples for applying activities that cater for different learning styles from real classroom.

- What do you think is the learning style the teacher was caring for in each activity?

Activity	Learning Style

Motivation!

How many times did you feel bored? How many times did you feel that your students are bored? Good news!! You, as teachers can increase your students' interest in the topic you are teaching if you know more about motivating learners.

How to motivate students?

- Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally. This can be done through:

✓ Share your own personal interest in the English language with your students.
✓ Tell students how they will benefit from learning English language.

- Increase the students' expectancy of success in particular tasks and in learning in general.

✓ Make sure that they receive sufficient preparation and assistance.
✓ Make sure they know exactly what the requirements of success in the given task.

- Make the curriculum and the teaching materials relevant to the students.

✓ Relate the subject matter to the everyday experiences and backgrounds of the students. For example, if they like a football player, give examples about his life; they will pay more attention.

- Break the boredom of classroom events.

✓ Vary the learning tasks and other aspects of your teaching as much as you can.
✓ Focus on the motivational flow and not just the information flow in your class.
✓ Occasionally do the unexpected; talk about a personal experience, a joke, lead a short discussion in the middle of the class for 1 or 2 minutes. This will break boredom and keep students engaged.

- Build your learners' confidence.

✓ Draw your learners' attention to their strengths and abilities.
✓ Indicate to your students that you believe in their effort to learn and their capability to complete the tasks.

- Promote cooperation among learners.

✓ Set up tasks in which teams of learners are asked to work together towards the same goal.
✓ Take into account team products and not just individual products in your assessment.

Now it's time to watch more ways of motivating students ☺

Watch the video (2): https://www.youtube.com/watch?v=dI2YqjQWgRI

And guess what!!! You are not alone; check out this video for a teacher who faced similar problems to yours and found out solutions: https://www.youtube.com/watch?v=ROj12TOnn0g

You now need to do 2 things before the coming class:

1. Design activities that serve different learning styles.
2. Think of ways to motivate your students during the coming class.

A website that might help: https://busyteacher.org/

♥ I will visit you this Thursday isA to see if you still have this problem of motivating students or not.

Topic 2

Session 2: Classroom Management

What is classroom management?

- Classroom management is everything teachers do to organize students' behaviors, interactions, movements and the whole physical environment in the classroom in a way that will enable learning to happen in the most effective way.
- Classroom management is NOT done by "shouting".
- Classroom management does NOT aim to making the class silent all of the time.

How to manage the classroom?

1. Establish classroom rules, procedures, and consequences:

✓ Classroom rules: identify what the teacher expects from students. Rules cannot be broken. For example, a teacher might establish the rule "Respect others and their property." This single rule addresses a wide range of expected behaviors from students. When you establish a rule, make it simple for students to understand. Post the rules in a place that is visible from all parts of the classroom (a wall for example). Post no less than three rules and no more than six rules.

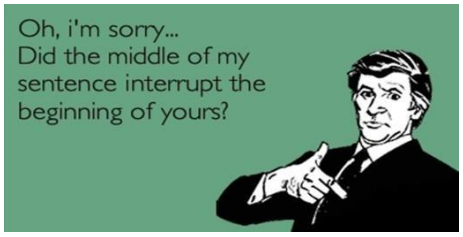
✓ Classroom procedures: refer to expectations for specific behaviors. After a while, they become routines. For example, if a student always participates in collecting homework, he will always do that and this becomes the procedure for "collecting homework". Examples of behaviors that need procedures: Entering the classroom, leaving the classroom, asking a question, listening to and responding to questions, sharpening pencils, turning in papers, using the restroom/drinking water, and homework.

- ✓ Consequences: When students break the rules, they must know ahead of time that there are consequences. The teacher must acknowledge students' behavior, reinforcing acceptable behavior and providing negative consequences for unacceptable behavior.

2. Put a solution for every problem:

Problems	Solutions
What if the students are at different levels in the same class?	▪ Use different materials (search for worksheets for the same lesson but for different levels). You will find worksheets for different levels on: www.busyteacher.org) ▪ Do different tasks with the same material (for example, some students might read the text only, while others might read and make a summary of the text "according to their level"). ▪ Use the students (divide them into teams of different levels and make high achievers help low achievers to reach the same goal, winning a competition for example).
What if the class is very big?	▪ Use pair work and group work to make sure all of them will participate. ▪ Use chorus reaction (divide the class into two big teams & make them read conversations in front of each other). ▪ Use group leaders (make 5/6 students responsible for 5/6 groups of students in different points like collecting homework, questions, or explaining part of a lesson, etc. This will make your task easier in large classes).
What if the students are uncooperative?	▪ Talk to individuals (on-to-one meetings) about their misbehaviors & make them feel responsible. ▪ Use activities that suit different interests. ▪ Ask students for help; make them feel responsible.

3. Know how to deal with troublemakers:

Type of the trouble maker	Solutions
Mr. Objection 	▪ In the beginning, try to win the rest of the class to your side before he affects them. ▪ Ask for the rest of the class's opinion in what he says. ▪ Be ready with answers to popular questions, this will minimize the objections. ▪ Don't lose your temper or debate, and if you reached a blocked path, then say "It seems we need to discuss it in details after the session". ▪ You will find that most of them won't continue debating.
Mr. "I know it All" 	▪ Don't make fun of him, or underestimate him. ▪ Stick to facts, avoid debating in theories. ▪ Speak about what you know and your experience, and don't question his. ▪ Quote from known experts' words. ▪ Ask him for evidence or reference of what he pretend to know.
The interrupter 	▪ Be direct: gently ask him to give the rest of the class a chance to express their opinions. ▪ Direct your speech to another person quickly after he finishes his point. ▪ Give equal chance to everyone to talk ▪ Summarize the points: gently summarize his/her point of view and move to another student. ▪ Ask students to raise hands before speaking. ▪ Parking lot (make part of the board for questions – whenever a student wants to say a comment or ask a question, he should go an write his comment/question in this part).

The Side Talker 	▪ Use eye contact or get nearer to them ▪ Ask a general question then ask him about his opinion (quietly without threatening). ▪ Mention names maybe in examples, while talking, or to ask a question; that will grasp their attention. ▪ Make a silent stare: Try not to look angrily at anyone. You can simply stand quite for a minute and look at the ground for a minute. After a while, every student will shush the one next to him. ▪ Ask them directly to stop speaking: don't do it in front of everyone else. You can simply go to them while others are doing an activity and ask them if there is a problem. If they said no, then ask them gently to stop the side talks since they are distracting everyone else. ▪ Get firm, but do not shout.
The Silent one 	▪ Open questions: calling that person with his name and ask him a general question that cannot be answered shortly with a yes or no. (like: what do you think about? Or what's your experience in? ▪ Use break time: get to know the person closely and try to ask him about his opinion about the session.
The sleepy one 	▪ Make sure that the interaction continues with the rest of the students. ▪ Make sure you use various audios and videos. ▪ Play with your tone of voice. ▪ Change your speaking approaches (discussion/brainstorming). ▪ Use stories and jokes to grab the attention.

The clowns 	▪ Use break time to give one to one feedback: In the break, ask the student to reduce the jokes a little. You can give him a nice compliment in the beginning saying that he or she is humorous but joking all the time is distracting others. ▪ Be firm: If it is done again and he repeated joking, don't laugh. Put on a very serious and firm face and continue explaining. You don't have to look at him while doing that. ▪ Give them attention: The jokers usually try to be under the spotlight by grapping everyone's attention. They are attention seekers. You can give them a chance to be under the spot light. You can give them time to create role plays or presentations. This way, s/he will do what he wants the way YOU want. He will have fun in a more disciplined way.

♥ I will visit you this Thursday isA (7/11) to see if you could apply these solutions or not.

Topic 3: Instructional Practices

Session 3: Teaching Grammar Communicatively

Before digging into ways of teaching grammar communicatively, you need to know what communicative language teaching is.

What is communicative language teaching (CLT)?

- Communicative language teaching has to do with using authentic input (classroom discussions/teacher's talks/newspapers/magazines/Advertisements, travel brochures/restaurants menus/movies/songs) and communicative output (designing communicative activities that have information gap – plays, role-plays, presentations, controversial discussions & language games).
- English language learners are not native speakers of the language and they don't master it as natives; they only need to communicate effectively using it.
- To communicate effectively using language, learners need to master 3 competences:

✓ Linguistic competence: Use grammar & vocabulary "most teachers focus only on this competence for finals & discard real communication in the language"

 Sociolinguistic competence: Using language appropriately in terms of social situations, topic, and the relationships among the people communicating.

 Strategic competence: Recognize and autocorrect mistakes in communication.

This video from Cambridge University Press will help you understand the idea of authentic input in communicative language teaching. Here the teacher explains the lesson using real language from real life situations:

(video1) https://www.youtube.com/watch?v=TNaG1uN40gI

How to teach grammar communicatively?

Before teaching any grammar lesson, you need first to make sure you are 100% familiar with the topic of the lesson. This link will lead you to a playlist with some videos that briefly explain various grammatical points (you can use them to understand the rules & to help students understand them):

The link has the brief explanation of almost 40 grammar lessons:
https://www.youtube.com/watch?v=leQdCqfAkvk&list=PLA6AEFFFF35FE8B79

Now let's look at the tips for teaching grammar communicatively:

Tip	Details and Example
1. Relate it to their interests	This can be done through bringing to the classroom interesting topics to your students to introduce the grammatical point. For example, if you are going to teach *"comparative & superlative"* adjectives, bring magazine pictures of students' beloved celebrities & ask them to start describing their celebrities: "Brad Pitt is taller than Angelina Jolie". Give them the chance to tell more examples.
2. Relate it to their lives	Make your students say/write real examples from their own lives to use the grammatical point. For example, if you are going to present the "past perfect tense", you can make your students' use their own Facebook timelines to describe events that happened before other events in the past., e.g. "Your timeline tells that when you went to school, the revolution had erupted 2 years earlier"
3. Do not tell the rule, let them do!	The widespread method is that teachers write the title of the grammar lesson on the board & start writing the rules/equations

	(am/is/are + verb + ing). This is called the *deductive method* of teaching grammar. Although it saves time, it makes rules less *memorable* to Ss. Use the *Inductive method* to let students discover the rules themselves; this will make your students more active & will make the rules stick to their minds in spite of the fact that it's needs more time! For example, Rule: *"used to"* Deductive method: pronouns + used to + inf. Inductive method: ▪ Show students two pictures for the same man. One picture from the past in which the man plays piano & in the new one he paints. ▪ Provide one example "he used to play piano, but now he paints pictures" ▪ Let students provide more examples & compare the sentences to guess the rule.
4. Create communicative contexts for teaching grammar	Example: Rule: past simple *Traditional way*: ▪ Teach the regular *-ed* form with its two pronunciation variants, each the doubling rule for verbs that end in *d* (for example, *wed-wedded*) ▪ Hand out a list of irregular verbs that students must memorize ▪ Do pattern practice drills for *–ed* *Communicative way:* ▪ Distribute two short stories about recent experiences or events, each one to half of the class ▪ Teach the regular *-ed* form, using verbs that exist in the texts as examples. Teach the pronunciation and doubling rules if those forms occur in the texts. ▪ Teach the irregular verbs that exist in the text.

Need real application of the previously mentioned tips?

♥ This video from Shaping The Way We Teach English shows some ideas for teaching grammar (songs/interactions/role-play/presentation). It also deals with different levels of language learners. Have a look at it:

(video2) https://www.youtube.com/watch?v=Qu2JRqTdtGQ

♥ This video from Macmillan introduces some ideas for grammar practice, check it out:

(video3) https://www.youtube.com/watch?v=5CWB_hxeoyU

Still have a problem with classroom management?

♥ These two videos present more ideas on classroom management, watch them:

https://www.youtube.com/watch?v=u086rr7SRso

https://www.youtube.com/watch?v=I9Jk74XO98M

For next Thursday (5 marks):

1. Make videos and take photos of your application of any of the ideas in this lesson.
2. Post your application videos/pictures on Edmodo with written feedback on how the idea you used was effective or not effective and provide reasons.

Topic 3: Instructional Practices

Session 4: Teaching Vocabulary

To teach grammar you need to be familiar with:

1. Ways to teach meaning of the word.
2. Ways to teach the form of the word.
3. Ways to engage learners while teaching vocabulary.

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1) Ways to illustrate meaning of the word:

Method	Explanation	Suitable for…
Direct method	This method depends on pointing at the object or the picture that has the word and making students repeat the word. For example, showing pictures for fruits and making students repeat every word. Another example is showing objects in the class (window/door/desk) and making students repeat after you.	Beginners, young students, mixed-nationality classes.
Total physical response (TPR)	In this method, the teacher makes use of some objects, pictures, and/or the objects in the classroom. He gives the learners some commands related to the objects/pictures, and expects learners to do as directed. In the following examples, the underlined words are the new vocabulary: - Point at the apple. - Pick the picture of the flower. - Close the door.	Beginners, young learners, mixed-nationality classes.

	- Put the pen on the desk. - Give the banana to Samar. - Shake hands with your friend. PS. • You can bring plastic fruits and vegetables to the class or even some colored pictures of the new words. • You also can use pictures from magazines (food items/clothing/furniture /etc.	
Teaching words through words	This method is suitable when you don't have a visual aid or a real object for the word. The method includes: • Providing an example situation (a scenario which clearly puts the target word in a situation). For example, if you want to teach the word "embarrassing", you will make this short story: Nariman was walking in the street when she saw her friend Naida from her back. She tapped on her shoulder and shouted: "Nadia". It wasn't her friend and Nariman felt very embarrassed! • Example sentences (putting the target word in different sentences to clarify meaning). For example, if you want to teach the word "fancy", you might use the following sentences:	Intermediate and advanced learners and teenagers and adult learners.

	- He is nice, yet I don't fancy him. - I fancy eating out tonight, don't you? - Do you fancy a cup of coffee? • Using antonyms and synonyms (teaching the word by other words that are opposite to it or equal to it in meaning). For example, "light is the opposite of heavy" and "pretty is equal to beautiful". • Using the dictionary definition of the word.	

2) Ways to highlight the form of the word:

Method	Explanation	Suitable for …
Analysis	This method focuses on: - analyzing the word to its basic components (prefix/suffix/root). For example, the word "replacement" has a prefix "re", a root "place", and a suffix "ment". - mentioning the part of speech of the word: noun/verb/adjective/adverb. And relating it to its word family. For example, place (n.), place (v.), replace (v.), replacement (n.).	Intermediate and advanced learners as well as teenagers and adults.

Listening drills	Simply say the word many times and let learners repeat after you. You can also divide the class into two teams and ask each team to say the word altogether one time and then the other team replies to them.	Beginner learners of all ages.

Check out these videos for real classroom examples of how to teach vocabulary (while watching each video, think of the method that is used in it):

https://www.youtube.com/watch?v=f3gi0DT_Hlg

https://www.youtube.com/watch?v=_7D14HrJ8ow

https://www.youtube.com/watch?v=ArHL_k1P5YI

https://www.youtube.com/watch?v=AbRxBPY1vsc

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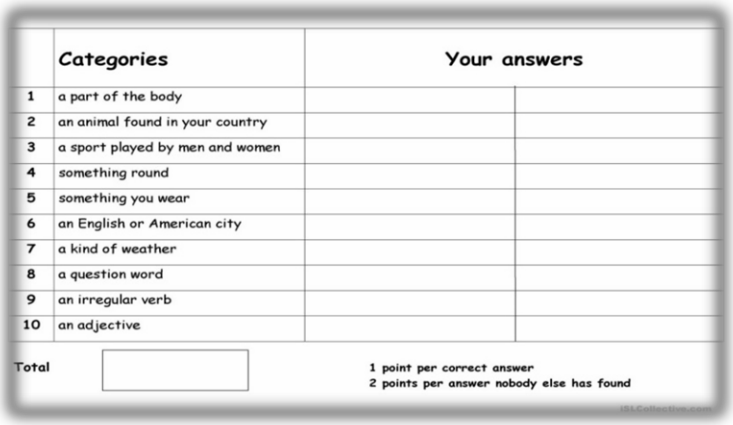
3. Ways to engage learners while teaching vocabulary:

- ✓ Using pictures and flash cards
- ✓ Miming or acting
- ✓ Using body language or gestures
- ✓ Using guessing (give a context "definition/picture/short story/etc" and let them guess the word).
- ✓ Drawing pictures, diagrams, maps
- ✓ Bringing maps, charts, graphs
- ✓ Using games: examples of the games are:
- Categories game:

1. Divide the class into two or three teams and have them think up team names. Give each team a blank sheet of paper and ask them to create an answer sheet by copying the category layout on the board.



	Categories	Your answers	
1	a part of the body		
2	an animal found in your country		
3	a sport played by men and women		
4	something round		
5	something you wear		
6	an English or American city		
7	a kind of weather		
8	a question word		
9	an irregular verb		
10	an adjective		

Total

1 point per correct answer
2 points per answer nobody else has found

2. Choose a letter of the alphabet. Write it next to your table so you don't repeat yourself later.
3. As quickly as possible teams must try to think of a word that fits each category and which begins with the given letter. They should write their answers under the appropriate category on their answer sheet. For example, if category headings include Animals and Drinks, and the letter you've chosen is B, teams might write Bear and Beer in the appropriate categories. The game can be made more difficult by choosing more challenging letters.
4. As soon as a team has a word for every category they should shout stop! The other team(s) must immediately stop writing and put their pens down.
5. Take the answers from the first team to finish and give a point for each word that fits correctly, then collect the answers from the other teams and award further points. If there are allegations of cheating you can always check the team's answers on their answer sheets. The team with the most points at the end of x rounds is the winner.

- The coffee pot game

1. One person thinks of a word and makes sentences, changing the word to „coffee pot'.
2. Other people have to guess what the word "coffee pot" is or represents. For example:

Mariko: I have a silver coffee pot. I come to school on my coffee pot almost everyday.

Yuki: Bicycle?

Mariko: Good try. It's like a bicycle but my coffee pot has an engine.

Yuki: Motorbike! Mariko: That's right!

3. You can choose any type of word (noun, verb, adverb, adjective, etc.), and people can also ask questions, too. For example:

Yuki: I like coffee potting in winter, but it is a bit expensive.

Mariko: Where do you coffee pot?

Yuki: I usually go coffee potting in Nagano.

Ayana: Skiing? Yuki: Hmm. No, but I do go coffee potting in the snow.

Mariko: Snowboarding! Yuki: Good guess, but it's another winter activity. Ayana: What equipment do you need?

Yuki: Snow shoes and poles.

Mariko: Ah, I know! Snow-walking!

Yuki: You got it! Or you can say „snow-shoeing'.

Ayana: Cool!

4. The person who gets the right answer thinks of the next word, or you can just take turns.

- Back to the board game: check it here

https://www.youtube.com/watch?v=p7j-2xteKB4

- More activities and games are illustrated in the following videos:

https://www.youtube.com/watch?v=xrVh0ZlUrN8

https://www.youtube.com/watch?v=MFLbIIeq2LA

https://www.youtube.com/watch?v=OfIQfWLSLnc

For next Thursday (5 marks):

1. Make videos and take photos of your application of any of the ideas in this lesson.
2. Post your application videos/pictures on Edmodo with written feedback on how the idea you used was effective or not effective and provide reasons.

Deadline for posting your tasks on Edmodo is Saturday 30th of November. If you post later than this date, you won't get the mark.

PS.

Posting irrelevant videos (where you just teach generally without using any of the provided ideas will deduct from your mark).

Appendix (I): Mentor's Guide

Introduction

What is the e-mentoring model?

The e-mentoring model is an online training that targets pre-service EFL teachers in their first year of practicum. The model will be administered in Edmodo platform and participants will receive their log in information prior to the administration of the model.

What is the aim of the e-mentoring model?

The e-mentoring model aims at developing EFL pre-service teachers' self-efficacy and emotional intelligence. Teacher self-efficacy will be developed throughout offering solutions to students' problems in the areas of classroom management, motivating students, and instructional practices. Emotional intelligence, on the other hand, is expected to be developed throughout participants' cooperation on the platform as well as the help and support offered by the mentor in any non-academic challenges they face, such as challenges in dealing with supervisors and principals, challenges in believing in themselves, and challenges in building rapport with colleagues and students.

What is the role of the participants and the mentor in sequencing the e-mentoring model?

a) Mentees' role

Participants are expected to post the challenges they face in their practicum according to the topic they are asked to focus on (classroom management/motivating students/instructional practices). They are encouraged to suggest possible solutions to their colleagues' problems on the platform. After they discuss the suggested solutions with the help of the mentor, they receive the session of the week that includes some solutions to the problems they have posted previously. The session includes written tips, practical ideas, ready-to-use activities, and links to videos of real activities used in real classrooms. Participants are asked to review the materials and resources posted on the platform to get ready for applying the offered solutions/techniques the following week. After applying the solutions/techniques, participants are asked to post their reflections on the platform in terms of what worked for them, what did not work, and why? They are also encouraged to post videos and pictures that support their reflections. Afterwards, they

receive feedback from their colleagues and the mentor on applying the given solutions/techniques.

b) Mentor's role

The mentor is responsible for making sure that all participants post the problems they face according to the assigned topic (classroom management/student motivation/instructional practices). She also is responsible for monitoring and correcting mentees' suggestions concerning solving their colleagues' problems as well as enhancing the discussion by sharing some additional suggestions and involving mentees in the discussion.

The mentor also designs the session of the week based on mentees' challenges and needs and posts it on the platform 3 days before the day of the practicum. She posts on Whatsapp instructions on how to use the uploaded materials and receives mentees' questions about the materials if there is any. Later and after mentees apply the techniques posted earlier on the platform, the mentor receives and discusses mentees reflections on applying the techniques.

Moreover, the mentor visits mentees in schools to ensure that they apply the techniques posted on the platform and to evaluate their teaching performance on regular basis. She also holds a couple of meetings in her office for open discussion with mentees to give them the chance to express their overall impression on the model, the extent to which the techniques work for them, and any additional challenges they face. In addition, the mentor contacts supervisors at schools to adjust their training at schools to the training they receive from the e-mentoring model.

Topic 1

Session 1: Student Engagement (Motivation)

Objectives:

By the end of this session, participants will be able to:

- Identify different learning styles.
- Pinpoint the activities that cater for the different learning styles.
- Design teaching activities that serve different learning styles.
- Pick suitable ways of motivating students based on their learning styles.

There are two main pieces of information that you need to know to engage your students:

3. Learning styles.
4. Ways of motivation.

You posted problems related to student motivation. In fact, all of the problems you shared in the first week are because students are demotivated. And Students become demotivated when they are bored. And they are bored when they do not find your way of teaching interesting to them. Let's see how to make your teaching related to their interests…

How many of you understand more from reading than listening/watching? How many of you prefer learning a new thing by watching a video/listening to a lecture? How many of you like to do the new thing by themselves to learn it?

Actually, each & every one of us has a mix of the learning habits/learning styles. Some people have a dominating habit/style that they prefer to use more or in certain circumstances. So let's see what the learning styles are.

Learning styles are the preferred ways of absorbing, processing, and retaining new information and skills (Reid, 1995).

Now let's see what every learning style requires in the process of learning:

Visual learning style: visual learners benefit from seeing graphics & pictures, writing down information, watching the

person who is speaking, and, imagining pictures of new information.

What should you do for visual students?

- ✓ Use graphs/maps/drawings on the board.
- ✓ Use flash cards/ pictures
- ✓ Be near to them while talking; they learn better when they see you around.

Auditory learning style: auditory learners benefit form hearing the new information, saying the new information aloud, imagining saying the words aloud, brainstorming ideas with others, forming study groups, recording lectures, music, & videos discussions.

What should you do for visual students?

- ✓ Ask them to make short presentations.
- ✓ Ask them to discuss ideas with others.
- ✓ Show them videos related to the topic you are teaching.

Kinetic learning style: kinetic learners benefit from movement when learning, drawing new information, gesturing new information, role playing. Tactile learners benefit from touching, modeling, handling objects.

What should you do for visual students?

- ✓ Ask students to make role-play.
- ✓ Make competitions/activities that require movement.
- ✓ Bring them real objects in the class and let them touch the objects; they need to feel the new information to learn it.

Now it's time to watch and think ☺

- Watch this video (1): learning styles – real classroom https://online-video-cutter.com/
- You will find examples for applying activities that cater for different learning styles from real classroom.

- What do you think is the learning style the teacher was caring for in each activity?

Activity	Learning Style

Motivation!

How many times did you feel bored? How many times did you feel that your students are bored? Good news!! You, as teachers can increase your students' interest in the topic you are teaching if you know more about motivating learners.

How to motivate students?

- Demonstrate and talk about your own enthusiasm for the course material, and how it affects you personally. This can be done through:

✓ Share your own personal interest in the English language with your students.

✓ Tell students how they will benefit from learning English language.

- Increase the students' expectancy of success in particular tasks and in learning in general.

✓ Make sure that they receive sufficient preparation and assistance.

✓ Make sure they know exactly what the requirements of success in the given task.

- Make the curriculum and the teaching materials relevant to the students.

✓ Relate the subject matter to the everyday experiences and backgrounds of the students. For example, if they like a football player, give examples about his life; they will pay more attention.

- Break the boredom of classroom events.

✓ Vary the learning tasks and other aspects of your teaching as much as you can.

✓ Focus on the motivational flow and not just the information flow in your class.

- ✓ Occasionally do the unexpected; talk about a personal experience, a joke, lead a short discussion in the middle of the class for 1 or 2 minutes. This will break boredom and keep students engaged.
- Build your learners' confidence.
- ✓ Draw your learners' attention to their strengths and abilities.
- ✓ Indicate to your students that you believe in their effort to learn and their capability to complete the tasks.
- Promote cooperation among learners.
- ✓ Set up tasks in which teams of learners are asked to work together towards the same goal.
- ✓ Take into account team products and not just individual products in your assessment.

Now it's time to watch more ways of motivating students ☺

Watch the video (2): https://www.youtube.com/watch?v=dI2YqjQWgRI

And guess what!!! You are not alone; check out this video for a teacher who faced similar problems to yours and found out solutions: https://www.youtube.com/watch?v=ROj12TOnn0g

You now need to do 2 things before the coming class:

3. Design activities that serve different learning styles.
4. Think of ways to motivate your students during the coming class.

A website that might help: https://busyteacher.org/

♥ I will visit you this Thursday isA to see if you still have this problem of motivating students or not.

Topic 2

Session 2: Classroom Management

Objectives

By the end of this session, participants will be able to:

- Differentiate between what classroom management is and what it is not.
- Identify different solutions for possible problems in the language classroom.
- Establish classroom rules, procedures, and consequences.
- Deal with different types of troublemakers.

What is classroom management?

- Classroom management is everything teachers do to organize students' behaviors, interactions, movements and the whole physical environment in the classroom in a way that will enable learning to happen in the most effective way.
- Classroom management is NOT done by "shouting".
- Classroom management does NOT aim to making the class silent all of the time.

How to manage the classroom?

4. Establish classroom rules, procedures, and consequences:

✓ Classroom rules: identify what the teacher expects from students. Rules cannot be broken. For example, a teacher might establish the rule "Respect others and their property." This single rule addresses a wide range of expected behaviors from students. When you establish a rule, make it simple for students to understand. Post the rules in a place that is visible from all parts of the classroom (a wall for example). Post no less than three rules and no more than six rules.

- ✓ Classroom procedures: refer to expectations for specific behaviors. After a while, they become routines. For example, if a student always participates in collecting homework, he will always do that and this becomes the procedure for "collecting homework". Examples of behaviors that need procedures: Entering the classroom, leaving the classroom, asking a question, listening to and responding to questions, sharpening pencils, turning in papers, using the restroom/drinking water, and homework.
- ✓ Consequences: When students break the rules, they must know ahead of time that there are consequences. The teacher must acknowledge students' behavior, reinforcing acceptable behavior and providing negative consequences for unacceptable behavior.

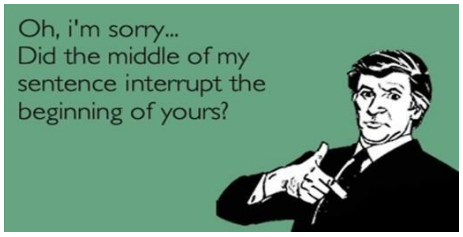
5. Put a solution for every problem:

Problems	Solutions
What if the students are at different levels in the same class?	▪ Use different materials (search for worksheets for the same lesson but for different levels). You will find worksheets for different levels on: www.busyteacher.org) ▪ Do different tasks with the same material (for example, some students might read the text only, while others might read and make a summary of the text "according to their level"). ▪ Use the students (divide them into teams of different levels and make high achievers help low achievers to reach the same goal, winning a competition for example).
What if the class is very big?	▪ Use pair work and group work to make sure all of them will participate. ▪ Use chorus reaction (divide the class into two big teams & make them read conversations in front of each other).

	▪ Use group leaders (make 5/6 students responsible for 5/6 groups of students in different points like collecting homework, questions, or explaining part of a lesson, etc. This will make your task easier in large classes).
What if the students are uncooperative?	▪ Talk to individuals (on-to-one meetings) about their misbehaviors & make them feel responsible. ▪ Use activities that suit different interests. ▪ Ask students for help; make them feel responsible.

6. Know how to deal with troublemakers:

Type of the trouble maker	Solutions
Mr. Objection 	▪ In the beginning, try to win the rest of the class to your side before he affects them. ▪ Ask for the rest of the class's opinion in what he says. ▪ Be ready with answers to popular questions, this will minimize the objections. ▪ Don't lose your temper or debate, and if you reached a blocked path, then say "It seems we need to discuss it in details after the session". ▪ You will find that most of them won't continue debating.

Mr. "I know it All" 	▪ Don't make fun of him, or underestimate him. ▪ Stick to facts, avoid debating in theories. ▪ Speak about what you know and your experience, and don't question his. ▪ Quote from known experts' words. ▪ Ask him for evidence or reference of what he pretend to know.
The interrupter 	▪ <u>Be direct:</u> gently ask him to give the rest of the class a chance to express their opinions. ▪ <u>Direct your speech to another person quickly</u> after he finishes his point. ▪ <u>Give equal chance</u> to everyone to talk ▪ Summarize the points: gently summarize his/her point of view and move to another student. ▪ Ask students to raise hands before speaking. ▪ Parking lot (make part of the board for questions – whenever a student wants to say a comment or ask a question, he should go an write his comment/question in this part).

The Side Talker 	▪ Use eye contact or get nearer to them ▪ Ask a general question then ask him about his opinion (quietly without threatening). ▪ Mention names maybe in examples, while talking, or to ask a question; that will grasp their attention. ▪ Make a silent stare: Try not to look angrily at anyone. You can simply stand quite for a minute and look at the ground for a minute. After a while, every student will shush the one next to him. ▪ Ask them directly to stop speaking: don't do it in front of everyone else. You can simply go to them while others are doing an activity and ask them if there is a problem. If they said no, then ask them gently to stop the side talks since they are distracting everyone else. ▪ Get firm, but do not shout.
The Silent one 	▪ Open questions: calling that person with his name and ask him a general question that cannot be answered shortly with a yes or no. (like: what do you think about? Or what's your experience in? ▪ Use break time: get to know the person closely and try to ask him about his opinion about the session.

The sleepy one 	▪ Make sure that the interaction continues with the rest of the students. ▪ Make sure you use various audios and videos. ▪ Play with your tone of voice. ▪ Change your speaking approaches (discussion/brainstorming). ▪ Use stories and jokes to grab the attention.
The clowns 	▪ <u>Use break time to give one to one feedback:</u> In the break, ask the student to reduce the jokes a little. You can give him a nice compliment in the beginning saying that he or she is humorous but joking all the time is distracting others. ▪ <u>Be firm:</u> If it is done again and he repeated joking, don't laugh. Put on a very serious and firm face and continue explaining. You don't have to look at him while doing that. ▪ <u>Give them attention</u>: The jokers usually try to be under the spotlight by grapping everyone's attention. They are attention seekers. You can give them a chance to be under the spot light. You can give them time to create role plays or presentations. This way, s/he will do what he wants the way YOU want. He will have fun in a more disciplined way.

✓ Announce a visit in (7/11) to see if participants' could apply these solutions or not.

Topic 3: Instructional Practices

Session 3: Teaching Grammar Communicatively

Objectives

- Differentiate between traditional grammar teaching methods and communicative grammar teaching.
- Design communicative grammar teaching activities.

Before digging into ways of teaching grammar communicatively, you need to know what communicative language teaching is.

What is communicative language teaching (CLT)?

- Communicative language teaching has to do with using authentic input (classroom discussions/teacher's talks/newspapers/magazines/Advertisements, travel brochures/restaurants menus/movies/songs) and communicative output (designing communicative activities that have information gap – plays, role-plays, presentations, controversial discussions & language games).
- English language learners are not native speakers of the language and they don't master it as natives; they only need to communicate effectively using it.
- To communicate effectively using language, learners need to master 3 competences:

✓ Linguistic competence: Use grammar & vocabulary "most teachers focus only on this competence for finals & discard real communication in the language"

✓ Sociolinguistic competence: Using language appropriately in terms of social situations, topic, and the relationships among the people communicating.

✓ Strategic competence: Recognize and autocorrect mistakes in communication.

This video from Cambridge University Press will help you understand the idea of authentic input in communicative language teaching. Here the teacher explains the lesson using real language from real life situations:

(video1) https://www.youtube.com/watch?v=TNaG1uN40gI

How to teach grammar communicatively?

Before teaching any grammar lesson, you need first to make sure you are 100% familiar with the topic of the lesson. This link will lead you to a playlist with some videos that briefly explain various grammatical points (you can use them to understand the rules & to help students understand them):

The link has the brief explanation of almost 40 grammar lessons:
https://www.youtube.com/watch?v=leQdCqfAkvk&list=PLA6AEFFFF35FE8B79

Now let's look at the tips for teaching grammar communicatively:

Tip	Details and Example
1. Relate it to their interests	This can be done through bringing to the classroom interesting topics to your students to introduce the grammatical point. For example, if you are going to teach *"comparative & superlative"* adjectives, bring magazine pictures of students' beloved celebrities & ask them to start describing their celebrities: "Brad Pitt is taller than Angelina Jolie". Give them the chance to tell more examples.

2. Relate it to their lives	Make your students say/write real examples from their own lives to use the grammatical point. For example, if you are going to present the "past perfect tense", you can make your students' use their own Facebook timelines to describe events that happened before other events in the past., e.g. "Your timeline tells that when you went to school, the revolution had erupted 2 years earlier"
3. Do not tell the rule, let them do!	The widespread method is that teachers write the title of the grammar lesson on the board & start writing the rules/equations (am/is/are + verb + ing). This is called the *deductive method* of teaching grammar. Although it saves time, it makes rules less *memorable* to Ss. Use the *Inductive method* to let students discover the rules themselves; this will make your students more active & will make the rules stick to their minds in spite of the fact that it needs more time! For example, Rule: *"used to"* Deductive method: pronouns + used to + inf. Inductive method: ▪ Show students two pictures for the same man. One picture from the past in which the man plays piano & in the new one he paints. ▪ Provide one example "he used to play piano, but now he paints pictures" ▪ Let students provide more examples & compare the sentences to guess the rule.

4. Create communicative contexts for teaching grammar	<u>Example:</u> Rule: past simple *Traditional way*: ▪ Teach the regular *-ed* form with its two pronunciation variants, each the doubling rule for verbs that end in *d* (for example, *wed-wedded*) ▪ Hand out a list of irregular verbs that students must memorize ▪ Do pattern practice drills for *–ed* *Communicative way:* ▪ Distribute two short stories about recent experiences or events, each one to half of the class ▪ Teach the regular *-ed* form, using verbs that exist in the texts as examples. Teach the pronunciation and doubling rules if those forms occur in the texts. ▪ Teach the irregular verbs that exist in the text

Need real application of the previously mentioned tips?

♥ This video from Shaping The Way We Teach English shows some ideas for teaching grammar (songs/interactions/role-play/presentation). It also deals with different levels of language learners. Have a look at it:

(video2) https://www.youtube.com/watch?v=Qu2JRqTdtGQ

♥ This video from Macmillan introduces some ideas for grammar practice, check it out:

(video3) https://www.youtube.com/watch?v=5CWB_hxeoyU

Still have a problem with classroom management?

♥ These two videos present more ideas on classroom management, watch them:

https://www.youtube.com/watch?v=u086rr7SRso

https://www.youtube.com/watch?v=I9Jk74XO98M

✓ Announce a task (5 marks) – Deadline Saturday 23rd of November

1. Make videos and take photos of your application of any of the ideas in this lesson.
2. Post your application videos/pictures on Edmodo with written feedback on how the idea you used was effective or not effective and provide reasons.

Topic 3: Instructional Practices

Session 4: Teaching Vocabulary

Objectives

By the end of this session, participants will be able to

- Identify ways of teaching the meaning of the words.
- Identify ways of teaching the form of the words.
- Create activities that engage learners while teaching vocabulary.

To teach grammar you need to be familiar with:

4. Ways to teach meaning of the word.
5. Ways to teach the form of the word.
6. Ways to engage learners while teaching vocabulary.

3) Ways to illustrate meaning of the word:

Method	Explanation	Suitable for…
Direct method	This method depends on pointing at the object or the picture that has the word and making students repeat the word. For example, showing pictures for fruits and making students repeat every word. Another example is showing objects in the class (window/door/desk) and making students repeat after you.	Beginners, young students, mixed-nationality classes.
Total physical response (TPR)	In this method, the teacher makes use of some objects, pictures, and/or the objects in the classroom. He gives the learners some commands related to the objects/pictures, and expects learners	Beginners, young learners, mixed-nationality classes.

	to do as directed. In the following examples, the underlined words are the new vocabulary: - Point at the apple. - Pick the picture of the flower. - Close the door. - Put the pen on the desk. - Give the banana to Samar. - Shake hands with your friend. PS. • You can bring plastic fruits and vegetables to the class or even some colored pictures of the new words. • You also can use pictures from magazines (food items/clothing/furniture.	
Teaching words through words	This method is suitable when you don't have a visual aid or a real object for the word. The method includes: • Providing an example situation (a scenario which clearly puts the target word in a situation). For example, if you want to teach the word "embarrassing", you will make this short story: Nariman was walking in the street when she saw her friend Naida from her back. She tapped on her shoulder and	Intermediate and advanced learners and teenagers and adult learners.

	shouted: “Nadia”. It wasn’t her friend and Nariman felt very embarrassed! • Example sentences (putting the target word in different sentences to clarify meaning). For example, if you want to teach the word “fancy”, you might use the following sentences: - He is nice, yet I don’t fancy him. - I fancy eating out tonight, don’t you? - Do you fancy a cup of coffee? • Using antonyms and synonyms (teaching the word by other words that are opposite to it or equal to it in meaning). For example, “light is the opposite of heavy” and “pretty is equal to beautiful”. • Using the dictionary definition of the word.	

4) Ways to highlight the form of the word:

Method	Explanation	Suitable for …
Analysis	This method focuses on: - analyzing the word to its basic components (prefix/suffix/root). For example, the word "replacement" has a prefix "re", a root "place", and a suffix "ment". - mentioning the part of speech of the word: noun/verb/adjective/adverb. And relating it to its word family. For example, place (n.), place (v.), replace (v.), replacement (n.).	Intermediate and advanced learners as well as teenagers and adults.
Listening drills	Simply say the word many times and let learners repeat after you. You can also divide the class into two teams and ask each team to say the word altogether one time and then the other team replies to them.	Beginner learners of all ages.

Check out these videos for real classroom examples of how to teach vocabulary (while watching each video, think of the method that is used in it):

https://www.youtube.com/watch?v=f3gi0DT_Hlg

https://www.youtube.com/watch?v=_7D14HrJ8ow

https://www.youtube.com/watch?v=ArHL_k1P5YI

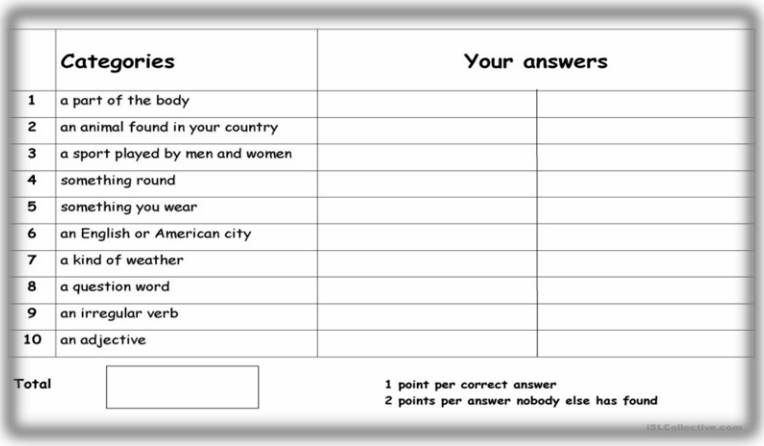
https://www.youtube.com/watch?v=AbRxBPY1vsc

3. Ways to engage learners while teaching vocabulary:

- ✓ Using pictures and flash cards
- ✓ Miming or acting
- ✓ Using body language or gestures
- ✓ Using guessing (give a context "definition/picture/short story/etc" and let them guess the word).
- ✓ Drawing pictures, diagrams, maps
- ✓ Bringing maps, charts, graphs
- ✓ Using games: examples of the games are:

- Categories game:

1. Divide the class into two or three teams and have them think up team names. Give each team a blank sheet of paper and ask them to create an answer sheet by copying the category layout on the board.



	Categories	Your answers	
1	a part of the body		
2	an animal found in your country		
3	a sport played by men and women		
4	something round		
5	something you wear		
6	an English or American city		
7	a kind of weather		
8	a question word		
9	an irregular verb		
10	an adjective		

Total

1 point per correct answer
2 points per answer nobody else has found

ISLCollective.com

2. Choose a letter of the alphabet. Write it next to your table so you don't repeat yourself later.

3. As quickly as possible teams must try to think of a word that fits each category and which begins with the given letter. They should write their answers under the appropriate category on their answer sheet. For example, if category headings include Animals and Drinks, and the letter you've chosen is B, teams might write Bear and Beer in the appropriate categories. The game can be made more difficult by choosing more challenging letters.

4. As soon as a team has a word for every category they should shout stop! The other team(s) must immediately stop writing and put their pens down.

5. Take the answers from the first team to finish and give a point for each word that fits correctly, then collect the answers from the other teams and award further points. If there are allegations of cheating you can always check the teams' answers on their answer sheets. The team with the most points at the end of x rounds is the winner.

- The coffee pot game

1. One person thinks of a word and makes sentences, changing the word to „coffee pot'.

2. Other people have to guess what the word „coffee pot' is or represents. For example:

Mariko: I have a silver coffee pot. I come to school on my coffee pot almost everyday.

Yuki: Bicycle?

Mariko: Good try. It's like a bicycle but my coffee pot has an engine.

Yuki: Motorbike! Mariko: That's right!

3. You can choose any type of word (noun, verb, adverb, adjective, etc.), and people can also ask questions, too. For example:

Yuki: I like coffee potting in winter, but it is a bit expensive.

Mariko: Where do you coffee pot?

Yuki: I usually go coffee potting in Nagano.

Ayana: Skiing? Yuki: Hmm. No, but I do go coffee potting in the snow.

Mariko: Snowboarding! Yuki: Good guess, but it's another winter activity. Ayana: What equipment do you need?

Yuki: Snow shoes and poles.

Mariko: Ah, I know! Snow-walking!

Yuki: You got it! Or you can say "snow-shoeing".

Ayana: Cool!

4. The person who gets the right answer thinks of the next word, or you can just take turns.

- Back to the board game: check it here

https://www.youtube.com/watch?v=p7j-2xteKB4

- More activities and games are illustrated in the following videos:

https://www.youtube.com/watch?v=xrVh0ZlUrN8

https://www.youtube.com/watch?v=MFLbIIeq2LA

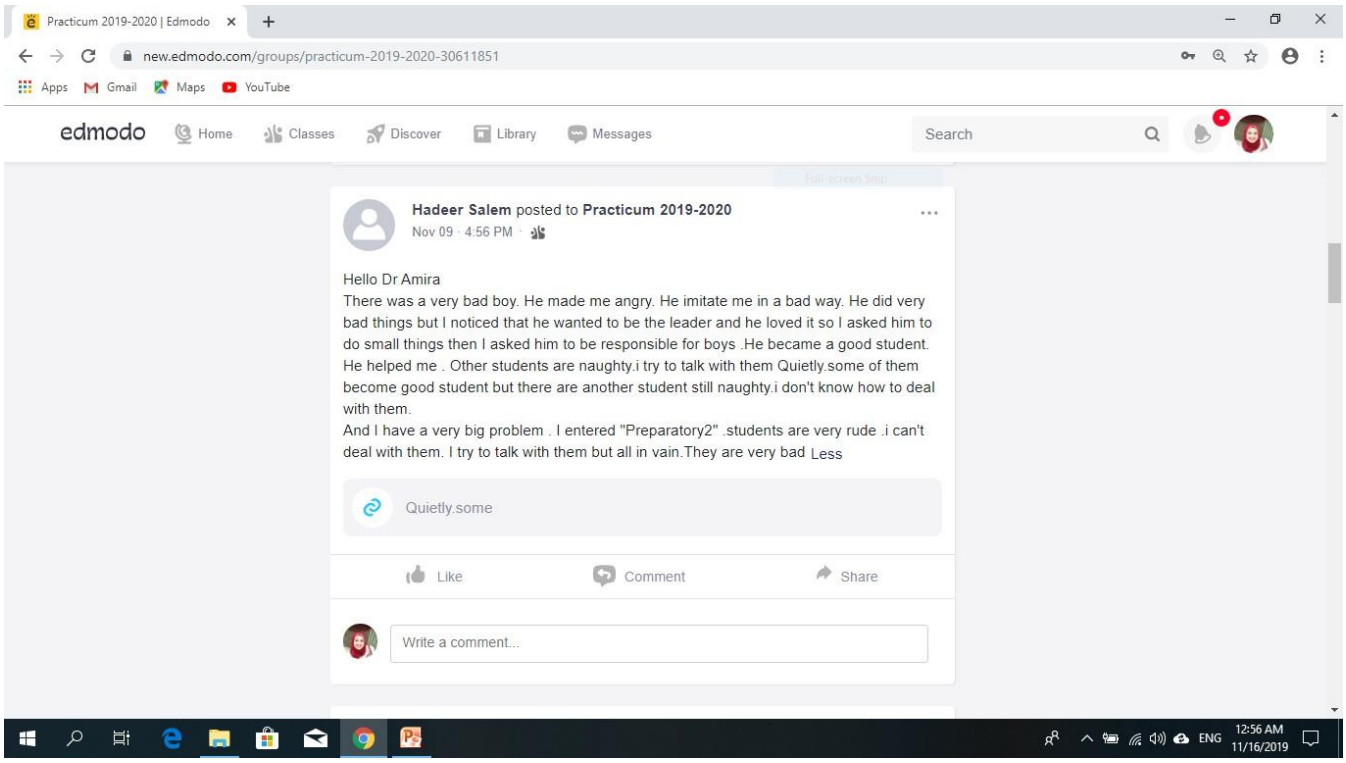
https://www.youtube.com/watch?v=OfIQfWLSLnc

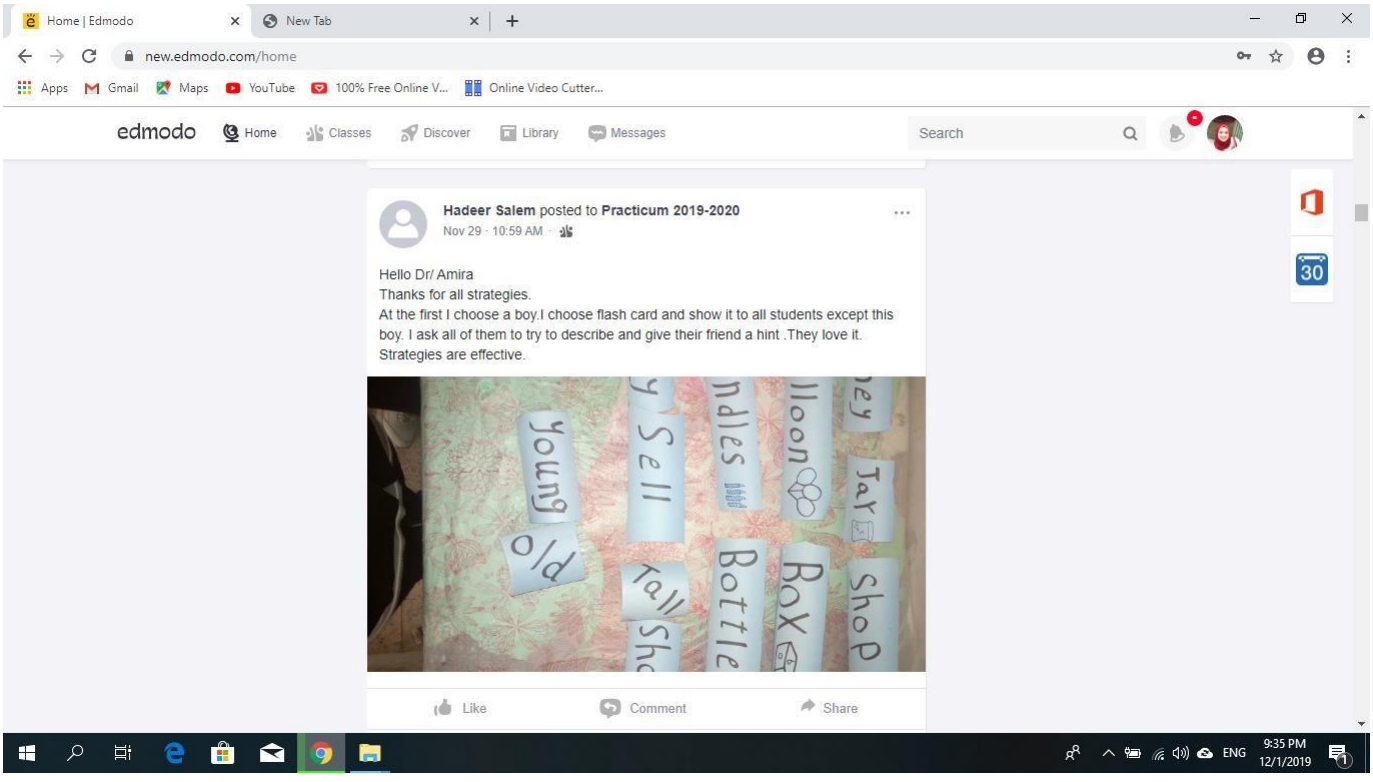
Announce a task (5 marks) - Deadline is Saturday 30th of November

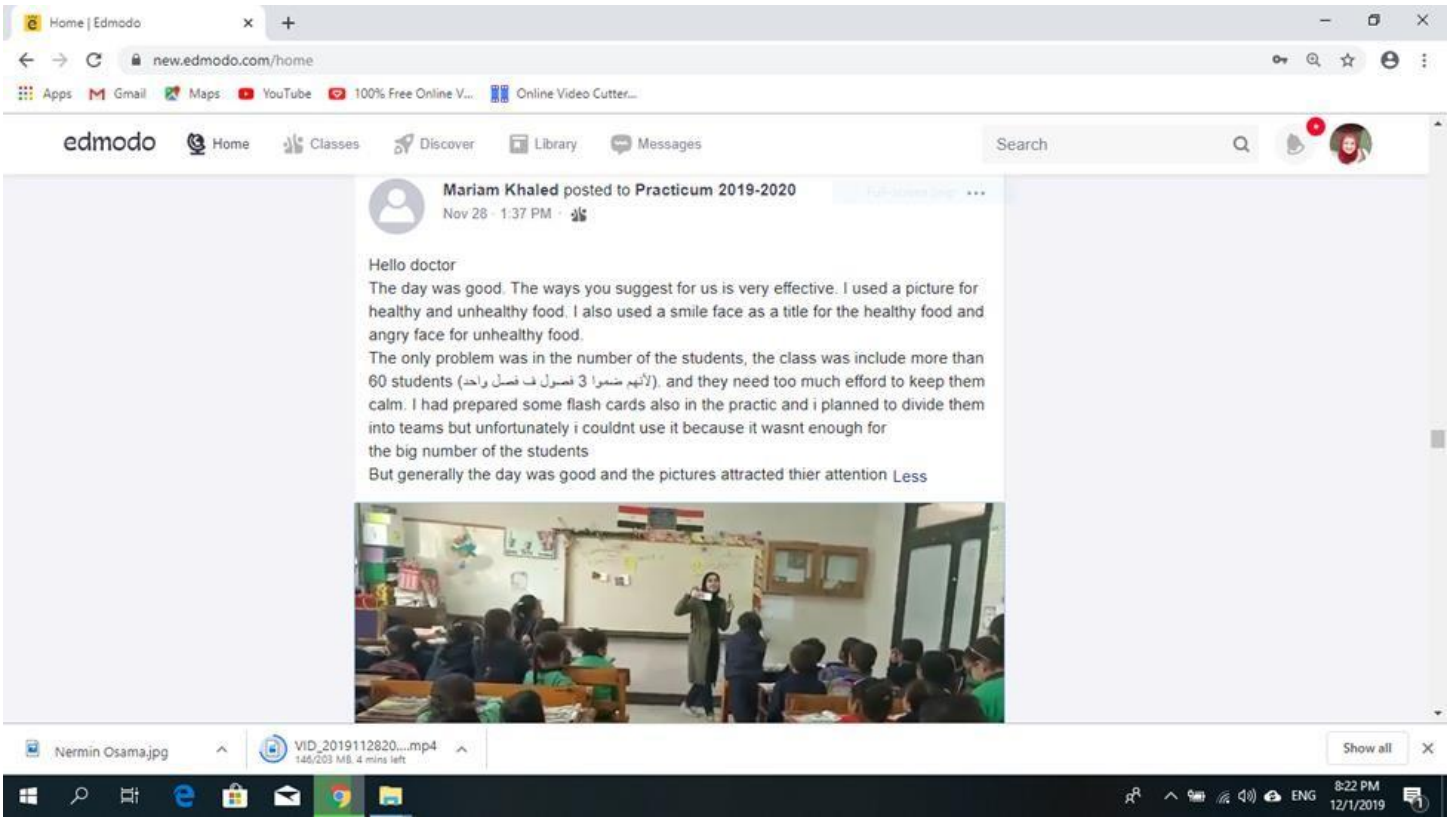
1. Make videos and take photos of your application of any of the ideas in this lesson.
2. Post your application videos/pictures on Edmodo with written feedback on how the idea you used was effective or not effective and provide reasons.

Appendix (J): Samples of Mentees' Work

1. Mentees' Participation on Edmodo



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Apps Gmail Maps YouTube 100% Free Online V... Online Video Cutter...
edmodo Home Classes Discover Library Messages Search
Mariam Khaled posted to Practicum 2019-2020
Nov 28 · 1:37 PM
Hello doctor
The day was good. The ways you suggest for us is very effective. I used a picture for healthy and unhealthy food. I also used a smile face as a title for the healthy food and angry face for unhealthy food.
The only problem was in the number of the students, the class was include more than 60 students (لأنهم ضموا 3 فصول ف فصل واحد). and they need too much efford to keep them calm. I had prepared some flash cards also in the practic and i planned to divide them into teams but unfortunately i couldnt use it because it wasnt enough for the big number of the students
But generally the day was good and the pictures attracted thier attention Less
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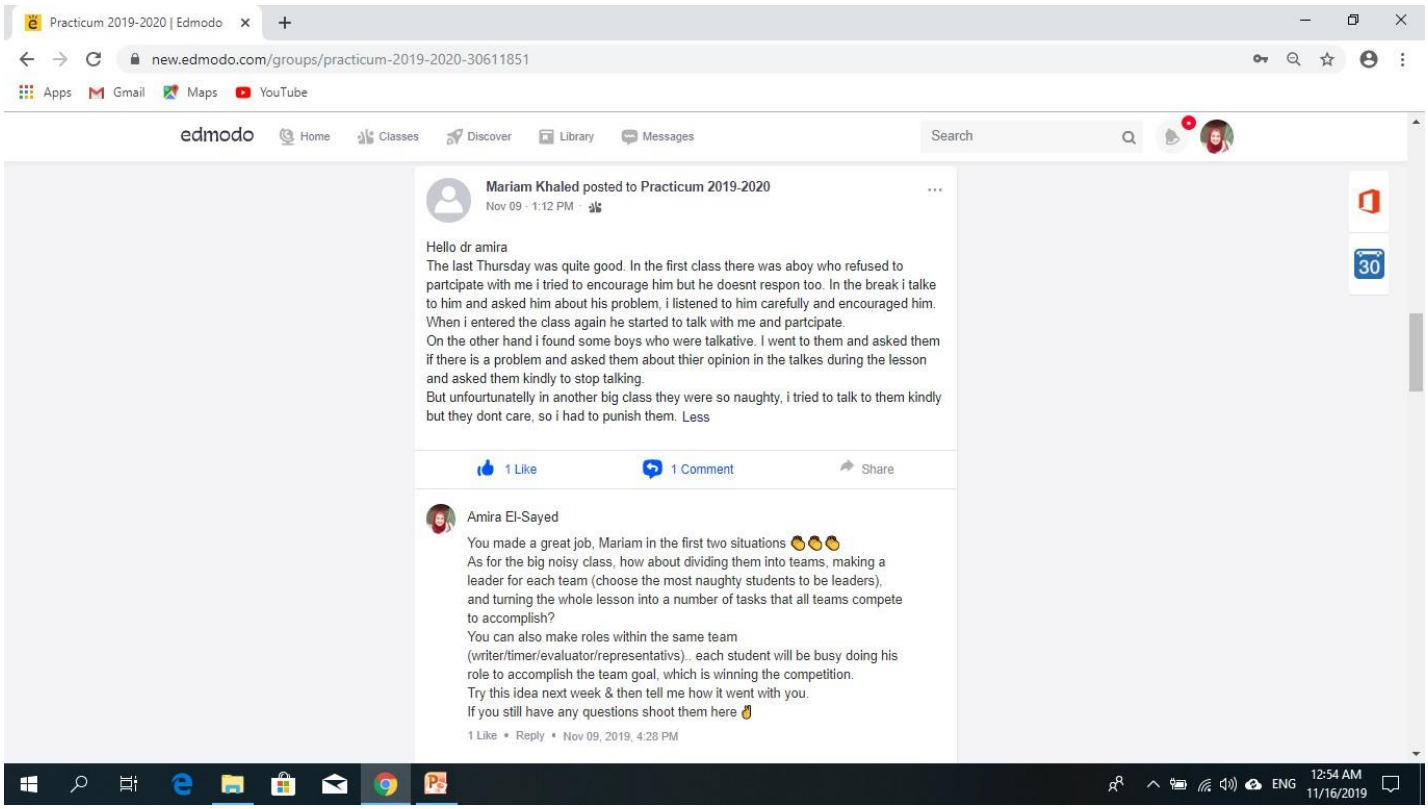
Practicum 2019-2020 | Edmodo
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edmodo Home Classes Discover Library Messages Search
Mariam Khaled posted to Practicum 2019-2020
Nov 09 · 1:12 PM
Hello dr amira
The last Thursday was quite good. In the first class there was aboy who refused to partcipate with me i tried to encourage him but he doesnt respon too. In the break i talke to him and asked him about his problem, i listened to him carefully and encouraged him. When i entered the class again he started to talk with me and partcipate.
On the other hand i found some boys who were talkative. I went to them and asked them if there is a problem and asked them about thier opinion in the talkes during the lesson and asked them kindly to stop talking.
But unfourtunatelly in another big class they were so naughty, i tried to talk to them kindly but they dont care, so i had to punish them. Less
1 Like
1 Comment
Share
Amira El-Sayed
You made a great job, Mariam in the first two situations
As for the big noisy class, how about dividing them into teams, making a leader for each team (choose the most naughty students to be leaders), and turning the whole lesson into a number of tasks that all teams compete to accomplish?
You can also make roles within the same team (writer/timer/evaluator/representativs).. each student will be busy doing his role to accomplish the team goal, which is winning the competition.
Try this idea next week & then tell me how it went with you.
If you still have any questions shoot them here
1 Like • Reply • Nov 09, 2019, 4:28 PM
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New Post

Noor El-Islam

Gamal Abdelnasser Team

Hello dr amira!
Yesterday was my firts time to entred the 1st primary class, it was very nice because all the students were super active with me and their faces were simle all the time and at first i was very nervous because they were too young and it was frist time to deal with this age. But they made me feel like everything is easy.
So i started with them and their lesson was about the shapes so i wrote the name of the shapes on papers and draw the shapes and put them on the board and stared to read the vocab and asked them to repeat after me .they were very active but when i start to spell the letters of the word they said it wrong but after two times they started to say it correctly. Then i show them the shapes by using my hand to make a triangle, square, circle and rectangle. Then i choose some students to read the vocab individual to make sure that they say it correct. And i asked them to try to draw the shapes by using their fingers.
For Practice , i omit some letters from the words and the students to complete them, but at first i asked them what's this? And they told me for example this is a square. Then i asked them what is the missing letter and let them to complete it. I found this way is veeeeery effective and suitable for this age
Finally i want to thank you alot doctor for always give me and me friend different ways to teach the student on modern way

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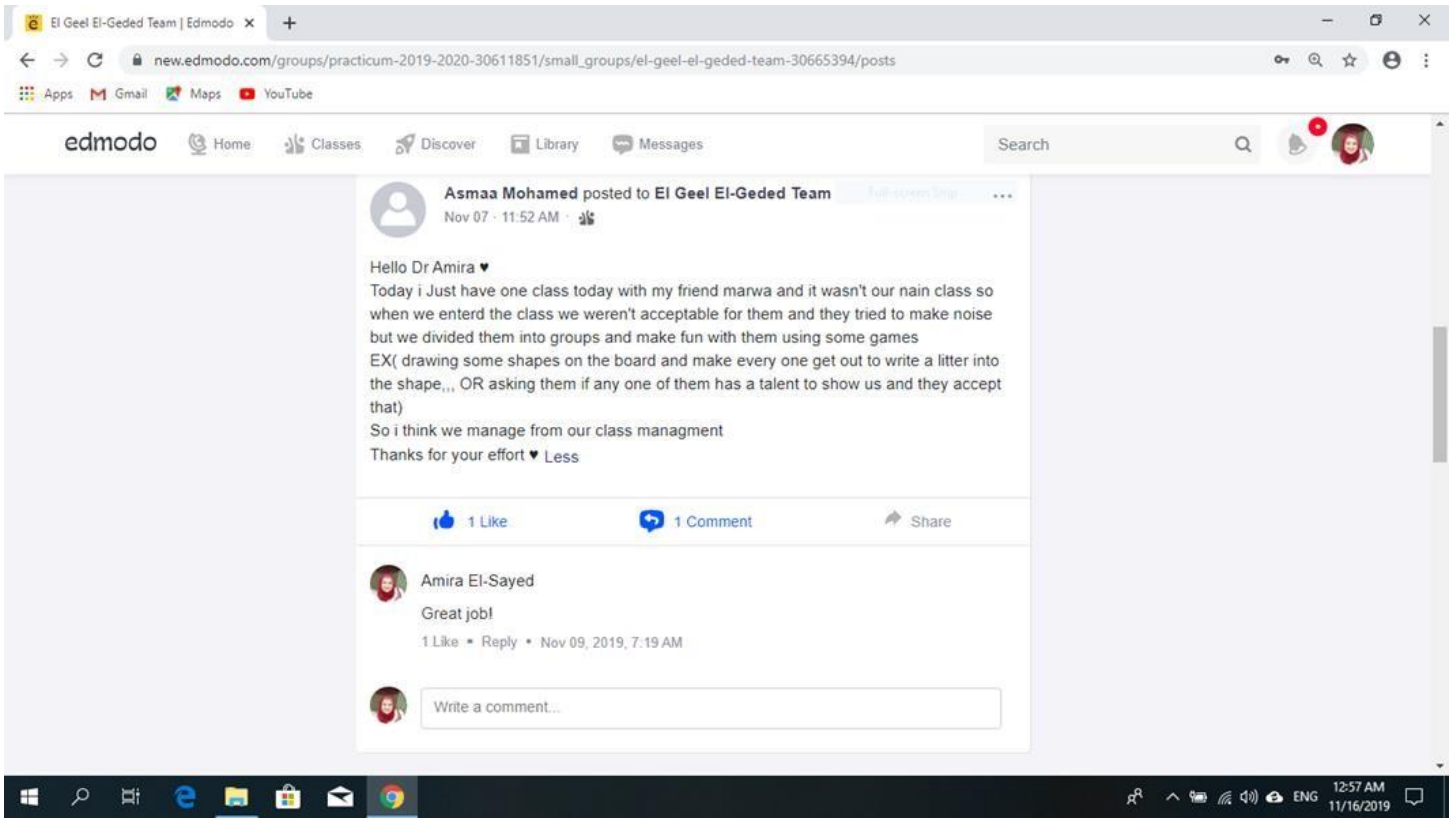
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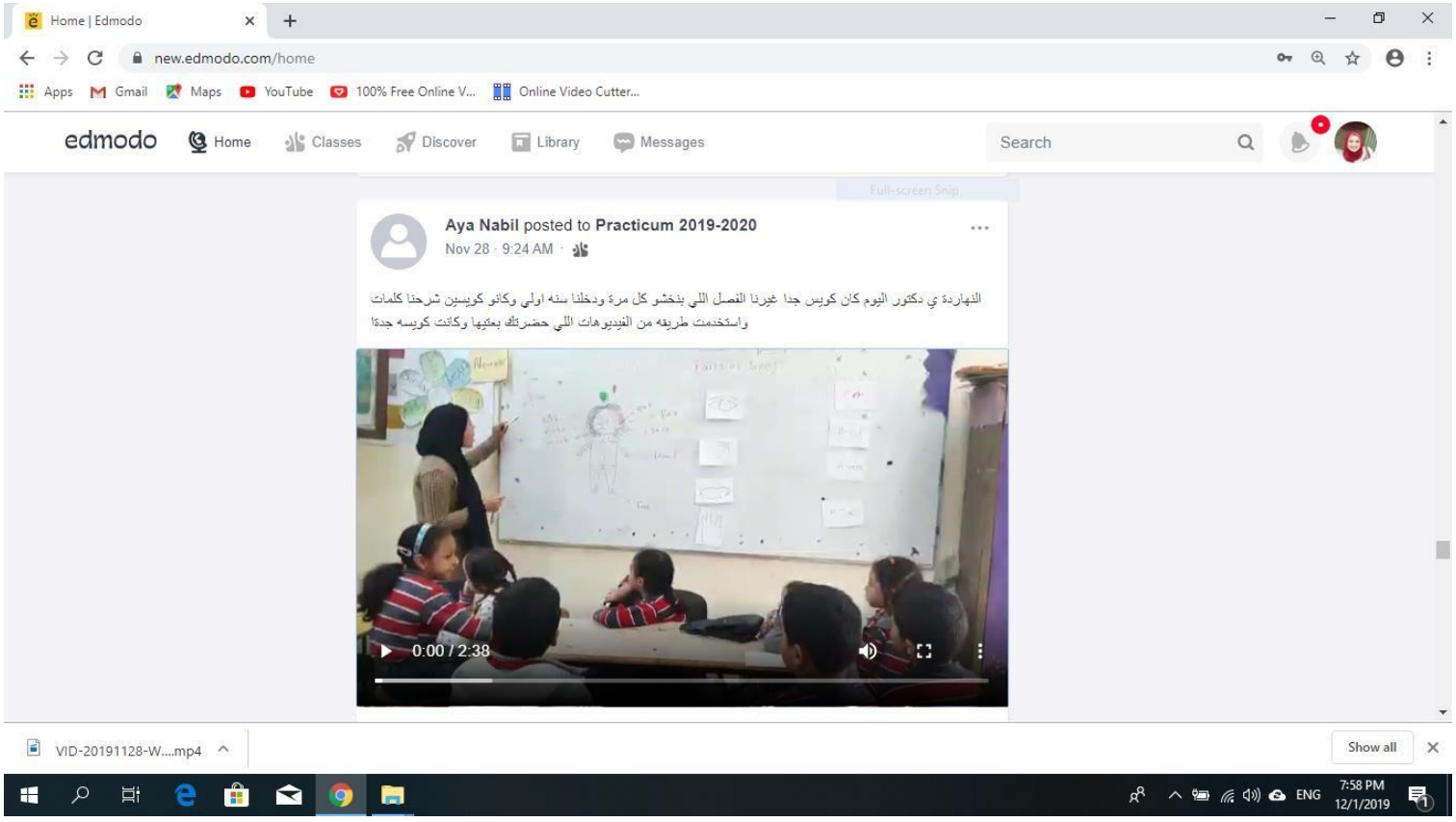
edmodo Home Classes Discover Library Messages Search
Asmaa Mohamed posted to El Geel El-Geded Team
Nov 07 · 11:52 AM
Hello Dr Amira ♥
Today i Just have one class today with my friend marwa and it wasn't our nain class so when we enterd the class we weren't acceptable for them and they tried to make noise but we divided them into groups and make fun with them using some games
EX(drawing some shapes on the board and make every one get out to write a litter into the shape,,, OR asking them if any one of them has a talent to show us and they accept that)
So i think we manage from our class managment
Thanks for your effort ♥ Less
1 Like
1 Comment
Share
Amira El-Sayed
Great job!
1 Like • Reply • Nov 09, 2019, 7:19 AM
Write a comment...
ENG 12:57 AM 11/16/2019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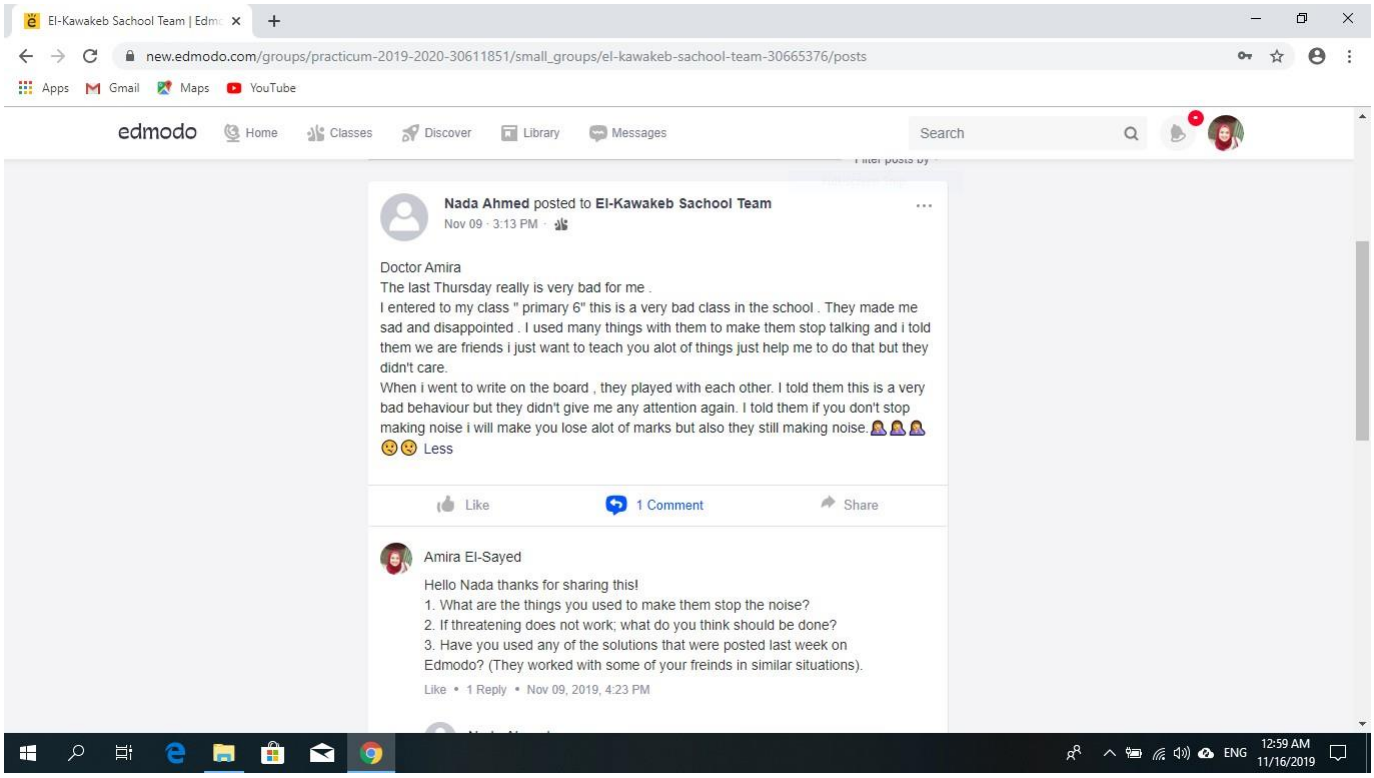
Aya Nabil posted to Practicum 2019-2020
Nov 28 · 9:24 AM
النهاردة ي دكتور اليوم كان كويس جدا غيرنا الفصل اللى بنخشو كل مرة ودخلنا سنه اولى وكانو كويسين شرحنا كلمات واستخدمت طريقه من الفيديوهات اللى حضرتك بعتيها وكانت كويسه جدا
0:00 / 2:38
VID-20191128-W....mp4
Show all
ENG 7:58 PM 12/1/2019


El-Kawakeb Sachool Team | Edm
new.edmodo.com/groups/practicum-2019-2020-30611851/small_groups/el-kawakeb-sachool-team-30665376/posts
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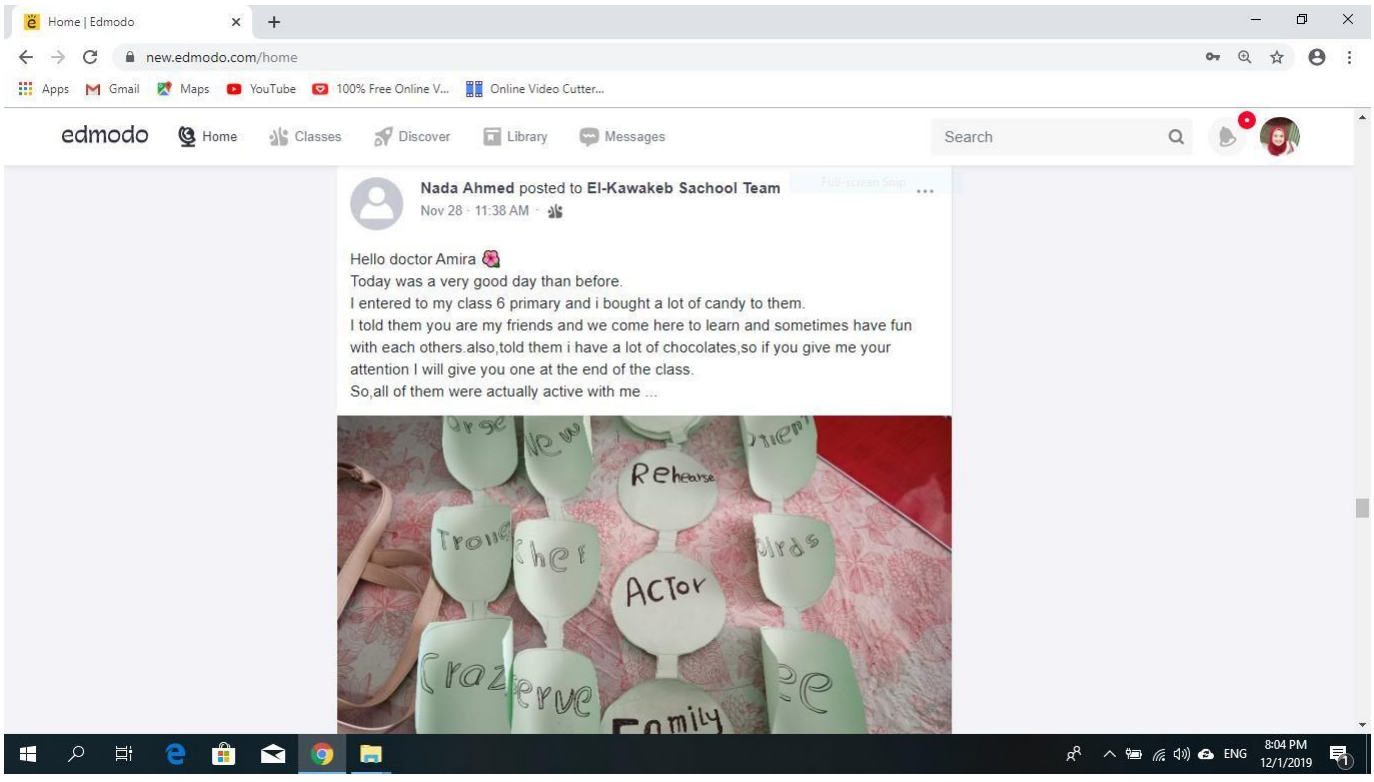
Nada Ahmed posted to El-Kawakeb Sachool Team
Nov 09 · 3:13 PM
Doctor Amira
The last Thursday really is very bad for me .
I entered to my class " primary 6" this is a very bad class in the school . They made me sad and disappointed . I used many things with them to make them stop talking and i told them we are friends i just want to teach you alot of things just help me to do that but they didn't care.
When i went to write on the board , they played with each other. I told them this is a very bad behaviour but they didn't give me any attention again. I told them if you don't stop making noise i will make you lose alot of marks but also they still making noise.
Less
Like
1 Comment
Share
Amira El-Sayed
Hello Nada thanks for sharing this!
1. What are the things you used to make them stop the noise?
2. If threatening does not work; what do you think should be done?
3. Have you used any of the solutions that were posted last week on Edmodo? (They worked with some of your freinds in similar situations).
Like • 1 Reply • Nov 09, 2019, 4:23 PM
ENG
12:59 AM
11/16/2019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Discover
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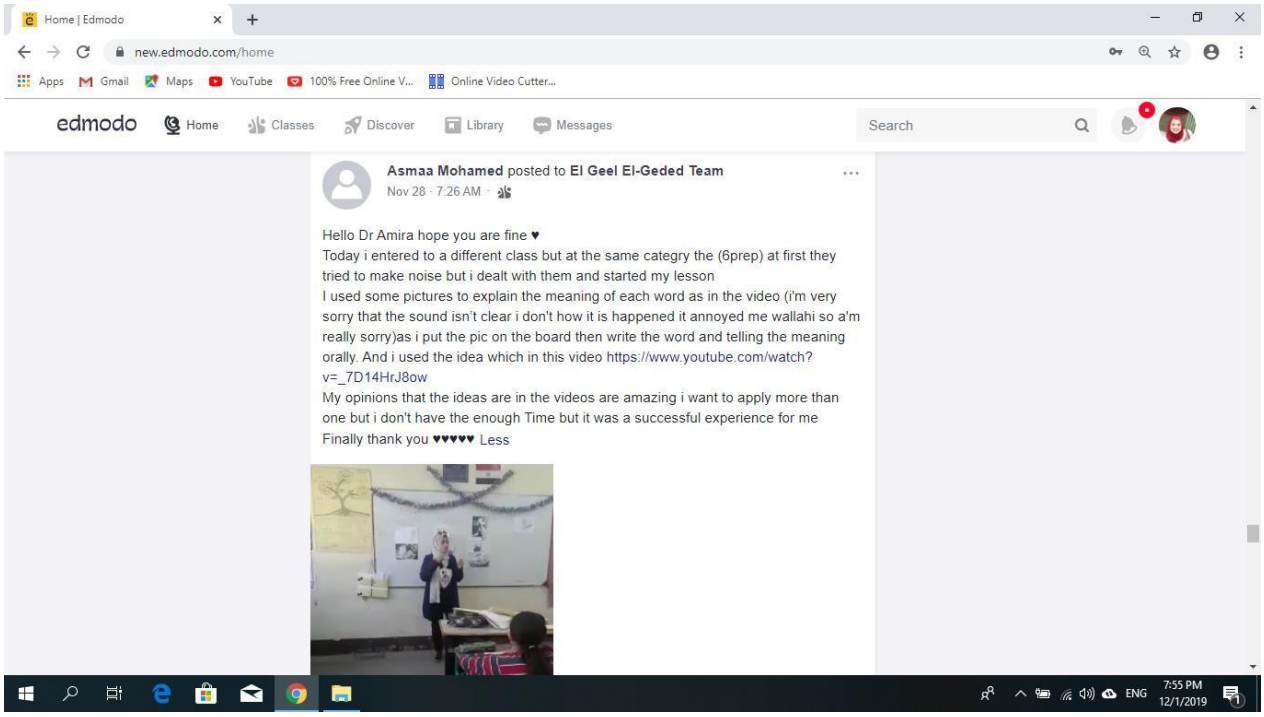
Nada Ahmed posted to El-Kawakeb Sachool Team
Nov 28 · 11:38 AM
Hello doctor Amira
Today was a very good day than before.
I entered to my class 6 primary and i bought a lot of candy to them.
I told them you are my friends and we come here to learn and sometimes have fun with each others.also,told them i have a lot of chocolates,so if you give me your attention I will give you one at the end of the class.
So,all of them were actually active with me ...
Rehearse
ACTor
ENG
8:04 PM
12/1/2019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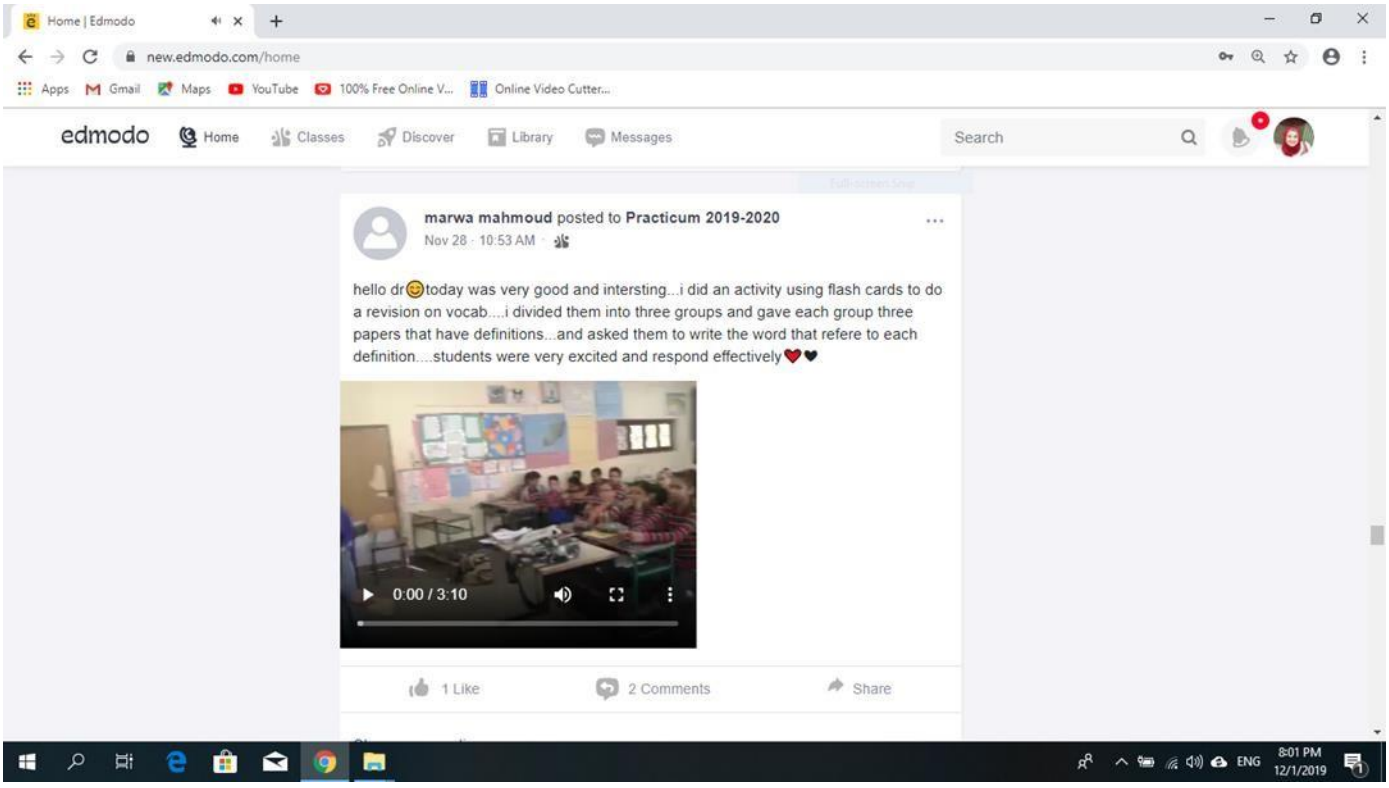
Asmaa Mohamed posted to El Geel El-Geded Team
Nov 28 · 7:26 AM
Hello Dr Amira hope you are fine ♥
Today i entered to a different class but at the same categry the (6prep) at first they tried to make noise but i dealt with them and started my lesson
I used some pictures to explain the meaning of each word as in the video (i'm very sorry that the sound isn't clear i don't how it is happened it annoyed me wallahi so a'm really sorry)as i put the pic on the board then write the word and telling the meaning orally. And i used the idea which in this video https://www.youtube.com/watch?v=_7D14HrJ8ow
My opinions that the ideas are in the videos are amazing i want to apply more than one but i don't have the enough Time but it was a successful experience for me
Finally thank you ♥♥♥♥♥ Less
ENG 7:55 PM 12/1/2019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marwa mahmoud posted to Practicum 2019-2020
Nov 28 · 10:53 AM
hello dr😊today was very good and intersting...i did an activity using flash cards to do a revision on vocab....i divided them into three groups and gave each group three papers that have definitions...and asked them to write the word that refere to each definition....students were very excited and respond effectively❤️❤️
0:00 / 3:10
1 Like
2 Comments
Share
ENG 8:01 PM 12/1/2019

Yasmin Abd Elaziz posted to **Practicum 2019-2020**
Dec 07, 2019 · 12:59 AM ·

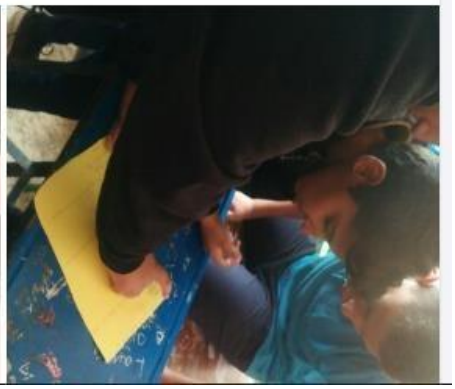
Hello dr
Last Thursday I entered 1th prep ...They finished their course so I was supposed to make a revision with them , so first I prepared some questions and I brought a kite made of paper and I played a kind of game in which the one who answers right is supposed to throw the kite into the circle which I drawed on the board If they were close to the point they will get 3 marks If not then 2 marks that was my first activity , the next one was a box full of small messages and every message got a question in it ...so I picked some of them and give them message to answer it they liked it and it was fun and it helped me to engage them ,
The first day of my practicum was completely different from now , first I wasn't confident on my writing on the board and I did alot of spelling mistakes also, I wasn't confident with me talking English most of the time , well now my writing is much better by practice there is no spelling mistakes and I started to get used to talk in English most of the time which is the greatest development for me el7 😊



Marehan Nasser posted to **Practicum 2019-2020**
Dec 06, 2019 · 7:00 AM ·

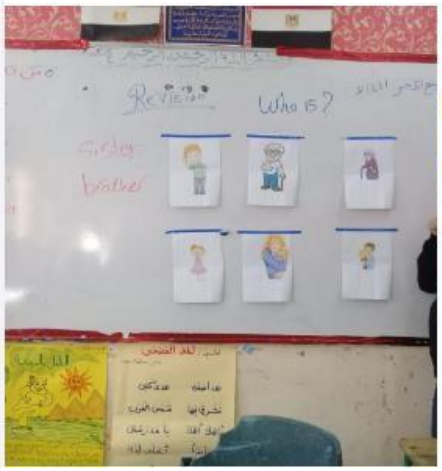
hello Dr
yesterday I entered the 6st primary class . I did a revision for them by making a competition. I divided them into two groups .(each group consist of five students) and I gave them questions on some lessons they've taken before , the team who finished first will be the winner .then I correct there mistakes they really loved this competition

Before the practical ,there were some things i didn't good but by time I improved it .like I used to shout to make them quite but now I know how to manage the class ,also there are some grammer lessons I used to find it difficult to make them understand the idea of the lesson but by watching that videos which talking about effective strategies for teaching, I knew what should I do to make them understand.

Shaza Gehad posted to **Practicum 2019-2020**
Dec 06, 2019 · 7:56 AM ·

امبارح كان يوم حلو اوي معظم الفصل حضر مخصوص مع ان الفصل ده معندهوش انجلش في اليوم ده بس اذا بستاذن ميس الفصل وبدخلهم. فجمع كلهم وفضلت معاهم من الرابعه للاخيره مكنوش راضيين يسيبوني حتي واذا ماشيه بيطلعوا معايا لحد اول الشارع امبارح عملت مراجعه علي الكلمات واخدت جرامر الدرس اللي هو مين بنقول عليه هي ومين بياخد هو من افراد المنزل وكله بالفلاش كارت واشتغلت تلاته اكتفي الاول مانش وكانت مسابقه واخترت الاسماء خلتهم كلهم يكتبوا اسمائهم واختارت سته والاكتفي التاني بردو كان احط الصوره واسمين جمبها وهما يختاروا بقي الاسم الصح والتالت عملت جروبين وحطيط صور الدرس في النص وكتبت تلت كلمات هذا وتلاته هذا والمفرود اللي هياخد الصوره يلزقها علي الاسم هو اللي يبقي فايز ولعبنا الكراسي الموسيقيه والتحكم في الفصل بقي سهل جدا ومفيش حد مش مركز والشرح بقوا يفهموا الكلام لو بالانجلش الحمدلله



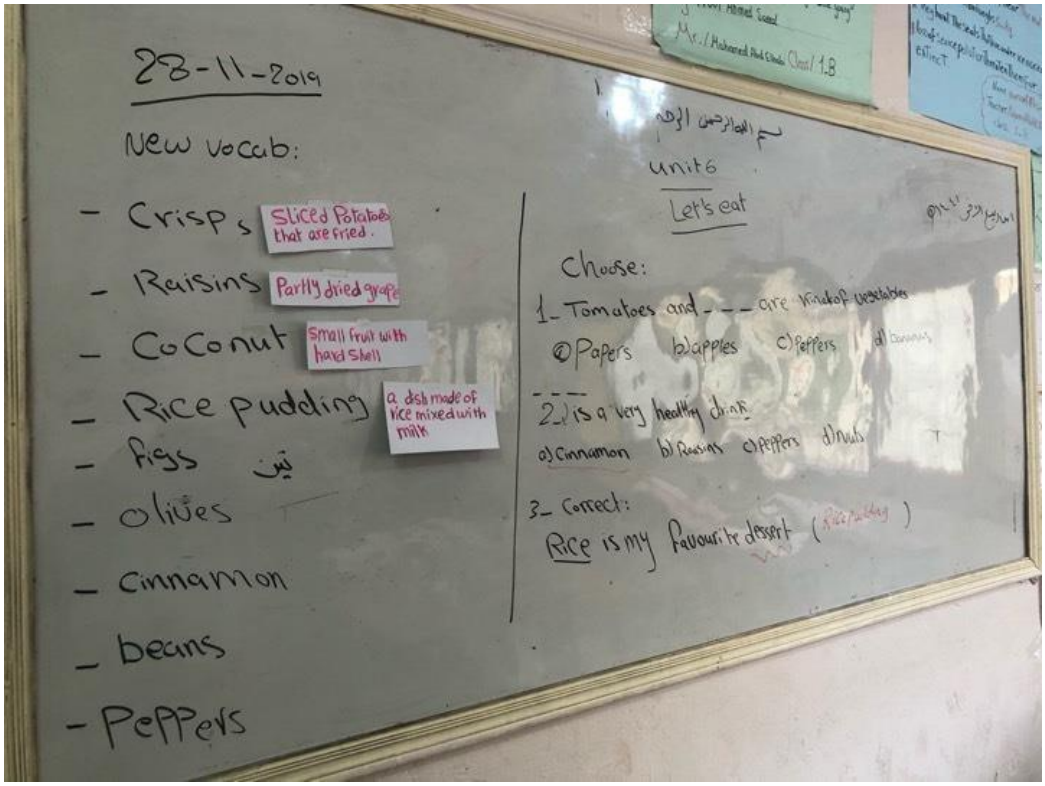
Yasmin Mohamed posted to **Practicum 2019-2020**
Dec 07, 2019 · 10:31 AM ·

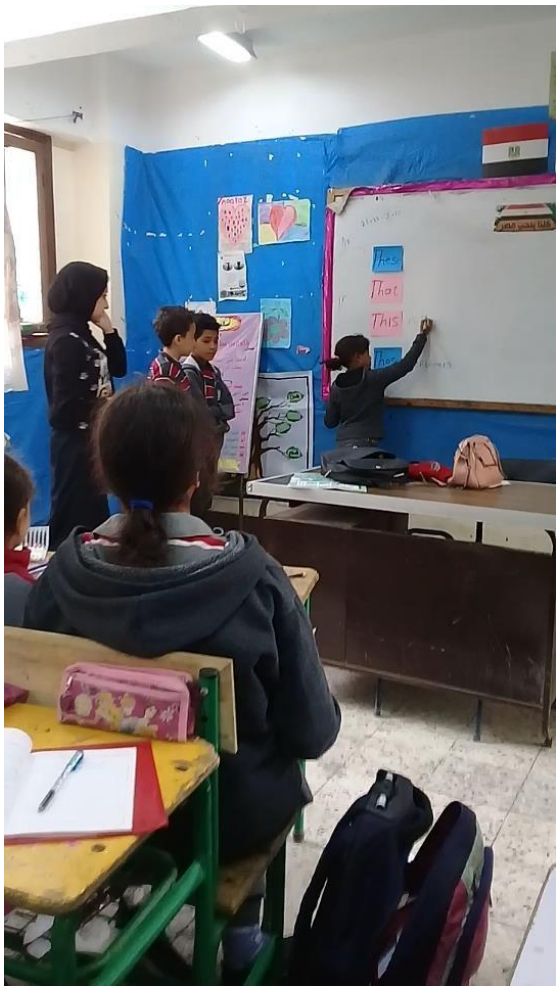
Hello dr! It was another good day as I entered the same class "3 prim"❤
I finished their course so yesterday was a revision about some lessons of what we studied ..
I showed them flash cards "this - that - these - those" and they remembered the differences among them easily and I gave them another examples (grammar)👌

Also I devided them into groups and gave every group a task about colors to make sure that they knew them well ,, then they succeeded in answerin it very well and I rewarded them all ❤(vocab)👌👍
So there was no problem elhamdullah🌸

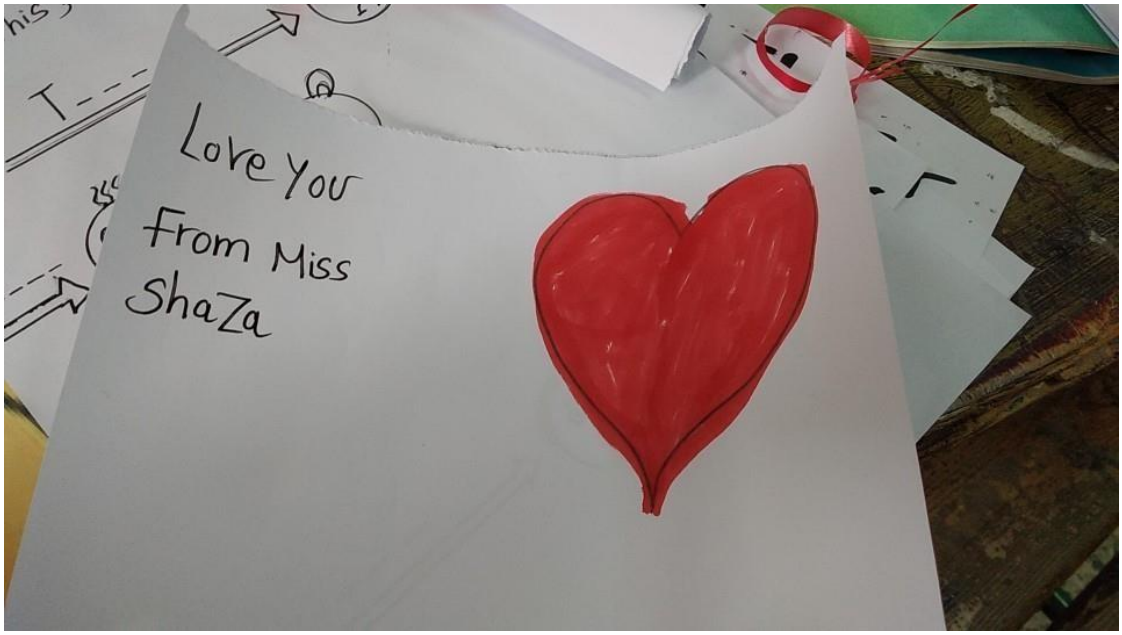
Like Comment Share

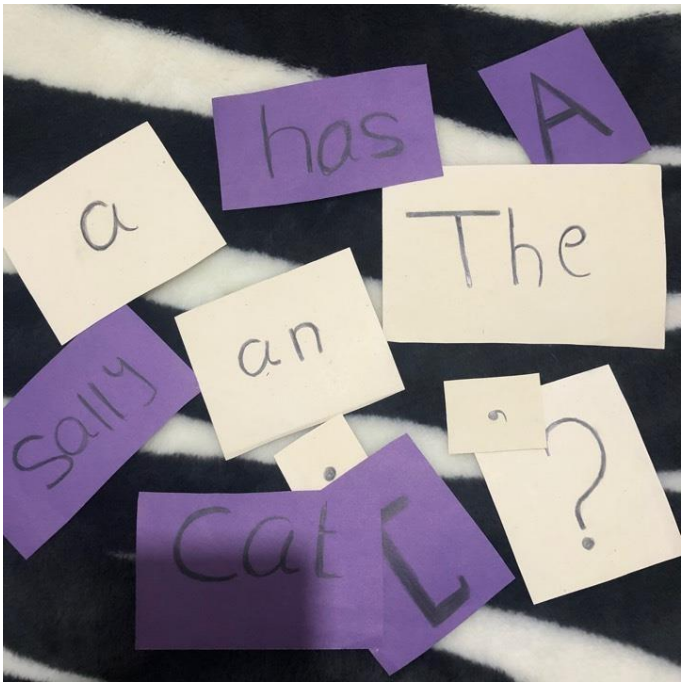
2. Mentees' Real Classroom Experiences

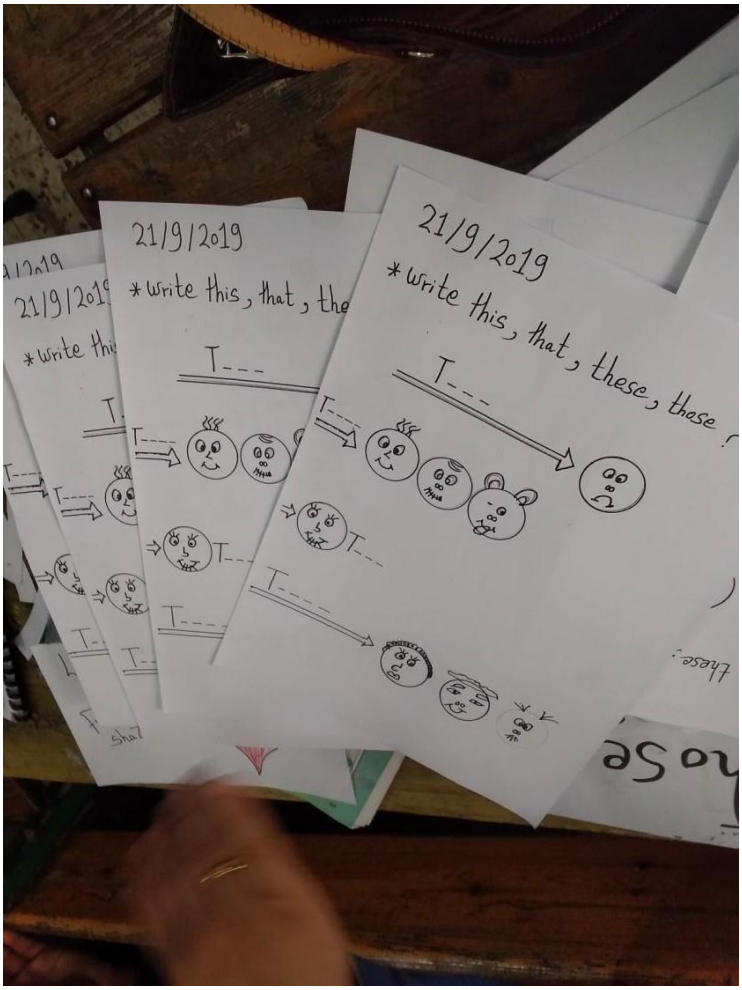


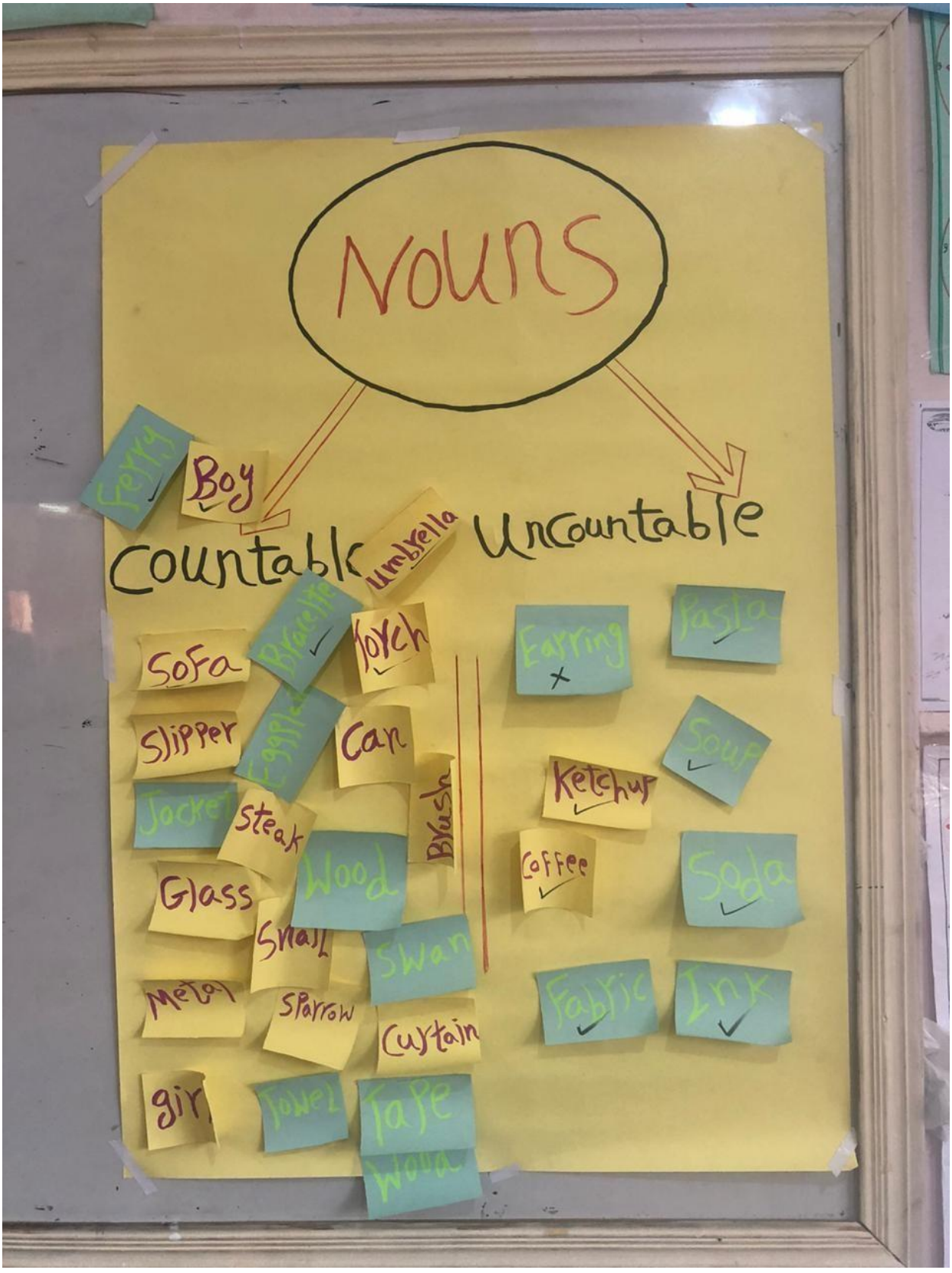

This
That
THIS

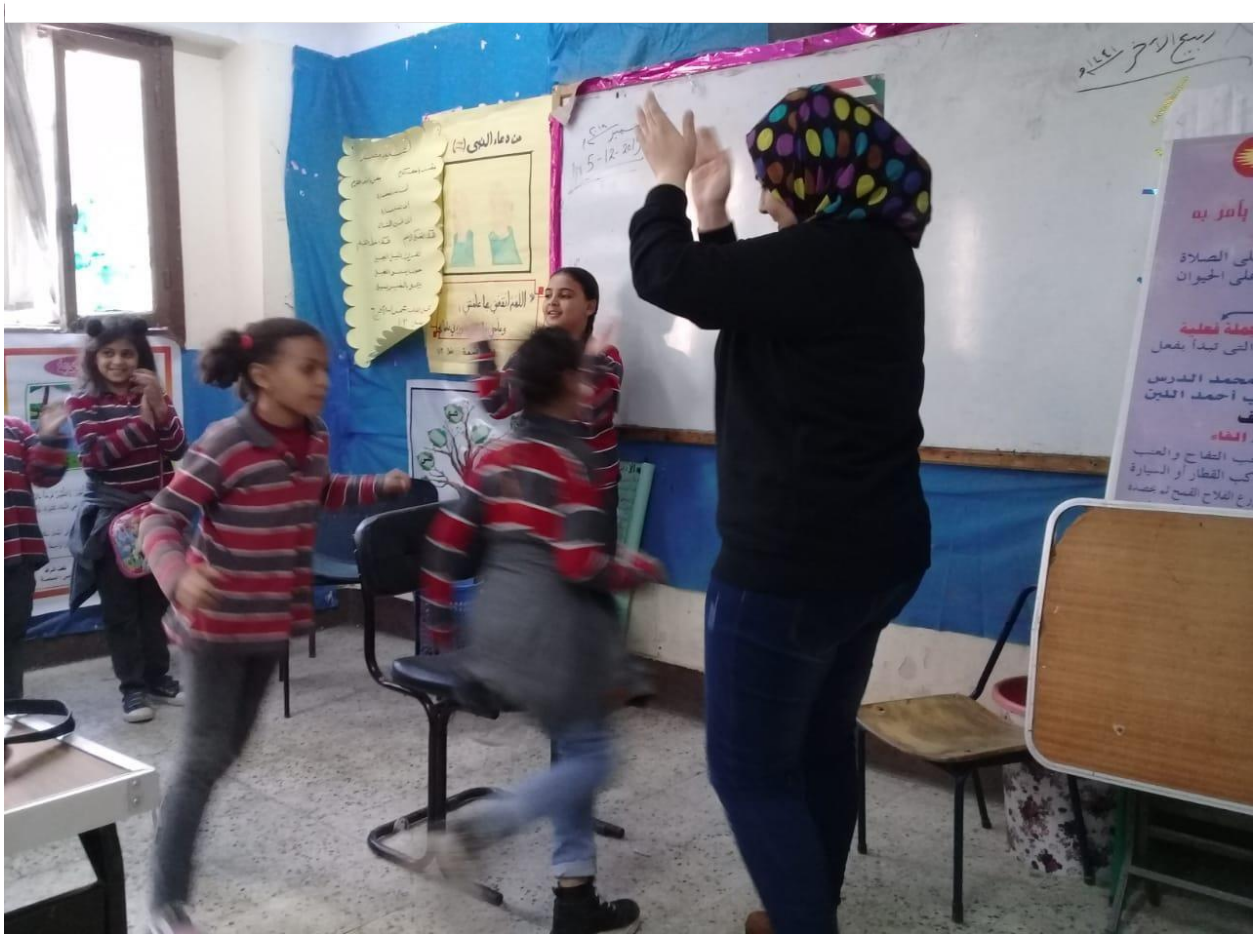

Toffee
Toffee


Love You
From Miss
ShaZa


a
has
A
The
an
Sally
Cat
?


21/9/2019
*write this, that, these, those
21/9/2019
*write this, that, the


Nouns
Countable
Uncountable
Ferry
Boy
Umbrella
Bracelet
Torch
Sofa
Slipper
Eggplant
Can
Jacket
Steak
Glass
Wood
Brush
Snail
Swan
Metal
Sparrow
Curtain
Girl
Towel
Tape
Wood
Earring
Pasta
Soup
Ketchup
Coffee
Soda
Fabric
Ink




Parts of body
eye
nose
mouth
ear
Hair
face
Hand
November
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday


بسم الله الرحمن الرحيم
5-12-2019
Revision
1) Look and Circle the word
1) Father brother
2) Sister Mother.
3) Father Grand Father.
4) Mother Grand Mother
5) Sister Mother.
6) Grand Father Father
For female She
for Male He.


It's 5 O'clock Somewhere!

Appendix (K): List of Jury Members

List of Jury Members

No	N	Position
1	**Dr. Amira Khater**	Lecturer of Curriculum and Instruction (TEFL), Faculty of Women, Ain Shams University
2	**Prof. Dr. Asmaa Ghanem Gheith**	Professor of Curriculum and Instruction (TEFL), Faculty of education, Ain Shams University
3	**Dr. Badr Abdelfattah Elkafi**	Lecturer of Curriculum and Instruction (TEFL), Faculty of Education, Ain Shams University
4	**Dr. Hagar El-Tonsy**	Lecturer of Curriculum and Instruction (TEFL), Faculty of Education, Helwan Univeristy
5	**Prof. Dr. Magdy Mahdy Ali**	Professor of Curriculum and Instruction (TEFL), Faculty of Education, Ain Shams University