

ENHANCING ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT: PORTRAYING A MENTORING PROGRAM

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Abstract: Quality English teachers are required to have a good mastery of English language skills and language teaching methodology. New teachers or lecturers, in particular, need assistance in improving these two aspects. One of the ways is through Continuing Professional Development (CPD). Traditionally, professional development (PD) is done by attending professional forums and pursuing further education. However, this traditional practice has some weaknesses, one of which is giving little opportunity for teachers to take control over their own learning (Kennedy, 2005; Rose & Reynolds, 2007). While mentoring practices as a form of CPD are common in more developed countries, they are not widely practiced in Indonesia. To respond to the scarcity of research in this area, the current study is conducted by using observations and questionnaire as the instruments to portray the implementation of a mentoring program in an English training institution in East Java, Indonesia. Specifically, the article reports the practice of the mentoring program and the mentees' perceptions of the mentoring sessions with the mentor. The findings show that the teachers respond positively to the mentoring program, and they also feel that their self-confidence is improved after joining the program. The mentoring program conducted in the institution helps the teachers to enhance their professionalism as English teachers.

Keywords: teachers, professional development, mentoring

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Quality English teachers have a good mastery of English language skills and components as well as language teaching methodology. New teachers need as-

sistance to improve these aspects. They might have optimism, a fresh perspective and a dream to contribute to the advancement of the society by educating the youth. However, stressors of teaching might defeat them (Callahan, 2016). To avoid this, they need support and guidance in applying their knowledge in real classes and gaining more experience in the classrooms (Morrissey & Nolan, 2015). In other words, novice teachers need continuing professional development (CPD) guided by effective, experienced mentors.

CPD which refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer in Lessing & de Witt, 2007), in traditional practice, is often applied by attending courses/conferences and pursuing further education. However, these practices have some weaknesses. One of them is giving little opportunity for teachers to take control over their own learning (Kennedy, 2005; Rose & Reynolds, 2007). Recently, new alternatives appear to provide teachers with more ways to improve their ability in teaching. Among the new trends in CPD are action research, coaching/mentoring in a non-threatening relationship, observing other teachers, and peer support and collaboration (Rose & Reynolds, 2007). Lessing and de Witt (2007) also suggest that guidance, support by peers and formative assessment must be integrated into professional development. The strengths of these new alternatives of CPD include providing a strong degree of professional autonomy and giving teachers the power to determine their own learning pathways (Kennedy, 2005).

As an intentional process, mentoring has the function to guide a new teacher (mentee) to proficiency, which in the case of EFL teachers, refers to skills in using English and applying ELT methodology. Among the benefits of mentoring are to upgrade teaching capacity in order to elevate students' success, to promote personal and professional condition of novice teachers, to transfer the school system culture to the new teachers, and to enhance retention of promising new teachers (Callahan, 2016).

The success of a mentoring program depends to a greater extent on the skills owned by both mentors and mentees. An effective mentor needs to have interpersonal skills, instructional effectiveness, leadership qualities, appropriate work experience, and content and grade-level expertise similar to the mentee (Callahan, 2016). Mentees should also have the skills to make the mentoring program run effectively, that is, listening actively, reflecting honestly, willingness to take responsibility, asking the right questions, deep commitment, keep-

ing trust, ability to take initiatives and follow through on commitments, ability to connect the dots, and willingness to learn.

During the mentoring process, some activities need to be conducted: pre-teaching conference with mentor, classroom observation, and post-teaching conference with mentor (Jakar, 2016). In pre-teaching conference with mentor, mentor may discuss mentee's lesson plan and give suggestions related to the aims of the lesson suitable for the students' characteristics, stages, activities and detailed procedures, as well as classroom interactions and teaching materials and aids. Meanwhile, during the classroom observation, the mentor should be fully present in the classroom, learn to listen to what is unspoken, notice the "whole person" of the mentee, view one-self in connection with the mentee, and perceive one's breath, emotions, thoughts & perceptions. In the post-teaching conference, the mentor helps mentee to reflect on his/her own teaching. It consists of some activities including comment/statement from the mentor, a reaction from the mentee, mentee's reflection on mentor's statement, realization process of the mentee through proper guidance from the mentor, and mentee's awareness of positive things and things to improve. It is the mentor's responsibility to keep the mentee on track through appropriate interventions in the process.

Successful mentoring program benefits all stakeholders, i.e., administrators, mentees, mentors, and students-parents. Administrator may get the benefits of mentoring especially in terms of recruitment and retention of new teachers (Juneau, 2005). Through mentoring, mentees may experience smooth transition and on-going support in their new profession (Callahan, 2016). They may also reach accelerated success and effectiveness, greater self-confidence, and heightened job satisfaction. They can enhance their personal and professional well-being, improve commitment to students, school and profession, and increase opportunity for building bond with the community (Hailu & Jabessa, 2010; Powell, Terrell, Furey, & Scott-Evans, 2003). Mentors, on the other hand, also boost their professionalism when providing help and support to their junior colleagues. Mentoring "acted as professional development and led towards enhancing communication skills, developing leadership roles (problem-solving and building capacity) and advancing pedagogical knowledge" (Hudson, 2013, p. 771). Students and parents also benefit from the mentoring program because it improves instructional process and consistency. Better instructions result in greater possibility of students' accomplishment which also means more success of the parents in educating their kids.

A number of studies have been done on how teachers perceive mentoring and CPD, such as those by Aminuddin (2012), Hailu and Jabessa (2010), Hustler, McNamara, Jarvis, Londra, and Campbell (2003), Lessing and de Witt (2007), and Powell, et al. (2003). Aminuddin (2012) examined teachers' perceptions of the impact of their professional development experience on teaching practice. The findings indicate that the participants would like to have a choice on the kinds of professional development activities they participate in. This qualitative study also stresses on the need for the participants to experience one kind of professional development programs at a time and to have sufficient support and follow-up guide during that time to ensure that changes in teaching practice are best sustained. Hailu and Jabessa's study (2010) focused on teachers' perceptions of school-based continuous professional development (SBCPD) by collecting data through in-depth interview, FGD, document analysis and observation. The findings indicated that SBCPD is perceived as a means to develop career, re-licence and improve immediate problem solving skills in the school. It is also found that there was no significant support provided to schools. The research also identified that there is a clear need to clarify the ultimate goal of CPD, to have supervision and training to support teachers undertaking CPD and to strengthen community and school collaboration. In another study, Hustler et al. (2003) found out that most teachers in their study were satisfied with their CPD over the last 5 years. However, some negative feelings were also found, especially those associated with 'one size fits all' standardized CPD provision which did not take into account teachers' existing knowledge, experience and needs. Unlike Hailu and Jabessa's (2010) and Hustler et al.'s (2003) studies that identified some negative responses from the teachers in some aspects, Lessing and de Witt's (2007) research found that positive responses dominate all aspects they investigated in their study on teachers' perceptions of continuous professional development. They firstly conducted a hands-on presentation to ensure that the teachers involved in their study fully understood the use of the suggested teaching methods. Following this, they distributed a questionnaire to determine teachers' perceptions of how they had experienced the workshop. The results show that the teachers responded to the workshop positively. They found the workshop important for personal development, professional support, provision of information, teaching confidence, skills development and a change in teaching habits. The teachers also view that the workshop is important to improve teaching methods, teaching competence, excellence and development of whole school growth. They admit-

ted that they had gained more from the workshop than what they had had to sacrifice (time, energy and money). The teachers also valued the workshop positively in terms of personal development, confidence and teaching support. They indicated a willingness to change their teaching habits and methods and agreed that this change would contribute to the development of the whole school growth. More importantly, they believe that the workshop had increased their efficiency. Hence, the participants view the CPD workshop positively.

While mentoring program has been practiced widely in various countries and the benefits have been acknowledged by teachers, Indonesian government has not adopted the program to support novice teachers. In Indonesia, mentoring program is mainly conducted by certain institutions and projects, for example, LAPIS-ELTIS (Learning Assistance Program for Islamic Schools – English Language Training for Islamic Schools)—a collaboration between the Ministry of Religious Affairs of the Republic of Indonesia and the Australian government. Teachers joining the program have cited the great benefits from the program which include the administration of classroom observation and feedback session with the trainers (Rohmah, 2010). However, the government appears to give little attention to mentoring programs in Indonesia, which might be one of the reasons why research focusing on mentoring programs in Indonesia is inadequate.

To address the scarcity of research focusing on mentoring programs in Indonesia, the present study aims to collect data from a non-formal institution providing learning opportunities outside of school context in Indonesia. Unlike schools which are bound to follow the program determined by the government, a language course as a non-formal institution is free to design its own curriculum and program. The researcher was invited to conduct a mentoring program in an English training institution in Indonesia to help improve the pedagogical knowledge and skills of the teachers working in the institution. The current research answers three research questions related to how the mentoring program was conducted, the teachers' perceptions of the mentor and benefits of the mentoring program as perceived by the teachers. By observing the mentoring practice and teachers' perceptions of the program in a non-formal institution, the portrait of a self-designed mentoring program can be presented to consider its strengths and weaknesses. It is expected that the results of the research can provide useful input for the government to develop a mentoring program to support teachers, especially the novice ones, so that the success of the students can also be enhanced.

METHOD

The current research was conducted in an English training institution in East Java, Indonesia. The institution shows a good commitment to improve the quality of the teachers, especially by providing continuous professional development programs ranging from monthly workshops, monthly coordination meetings, peer observations, observations by a mentor, pre- and post-teaching conferences with the mentor and so on. The researcher took part as a mentor of nine novice teachers in the institution in the period of August 2015 to December 2016. The mentoring program is based on a needs analysis which was conducted to identify the aspects of teaching the teachers would like to develop. The program consisted of monthly workshops, classroom observations by the mentor, pre- and post-teaching conferences with the mentor, and observation and feedback report.

The data collection was done by observing the monthly workshops, teachers' classroom implementation, and pre-and post-teaching conferences between the mentor and the teachers, as well as by distributing questionnaires to the teachers. The participants of the workshops were twenty teachers in the institution, nine of whom were novice—teaching less than three years—therefore, were assisted by the mentor and more senior teachers. Each of the new teachers (identified as AR, DH, AY, ZT, RN, KY, KK, DZ, RA) was observed by the mentor at least three times. During the observation of the classroom teaching, the observer used an observation form consisting of columns of activities, positive aspects, things to improve and comments. In the column of activities, the observer wrote stages of activities— one row for one stage consisting of some learning steps. At the end of the data collection, questionnaires were distributed to the nine new teachers. The questionnaire inquires into the teachers' perceptions of the mentor, quality of the mentoring program and improvement they felt they had made after joining the mentoring program. The questionnaire consisted of ten multiple choice items with four choices of 'strongly disagree', 'disagree', 'agree', and 'strongly agree', and a blank space for the teachers to write any feedback related to the implementation of the mentoring program.

The collected data were then analyzed by generating percentages of the teachers' responses to the multiple choice items in the questionnaire and by coding the qualitative data in the form of verbal description. Data collected from the questionnaires were analyzed first to answer the three research questions. Then, data obtained from the observations of the monthly workshops,

classroom observations, and pre-and post-teaching conferences were analyzed afterwards to support the data collected from the questionnaires. Data related to the quality of the mentoring program and improvement the teachers make were analyzed from both the questionnaires and the observations. Meanwhile, data concerning the mentor were mainly based on the teachers' perceptions collected from the questionnaire.

FINDINGS AND DISCUSSION

Findings

As mentioned earlier, the mentoring program was conducted from August 2015 to December 2016. It consisted of monthly workshops, classroom observations by the mentor, pre- and post-teaching conferences with the mentor, and observation and feedback report.

The workshop was conducted once a month and all teachers—both senior and novice teachers—joined the workshops. The topics of the workshops were joyful learning activities, lesson staging, learning styles, different classroom activities, materials adaptation, adapting activities, asking questions, giving feedback, teaching grammar inductively, various ways of teaching vocabulary, giving instructions, elicitation techniques, and using videos to teach English. The workshops introduce hands-on activities which can be applied by the teachers in the classrooms. Theories of language and language teaching are inserted in various activities including individual undertakings, pair work, group work and classroom activities. During the group work activities, senior and newer teachers are mingled in the groups. The senior teachers are expected to share their experience during discussions and assist the junior ones when working in the group activities.

The Carrying out of the Mentoring Program

One of the CPD programs conducted by the institution was monthly workshops. During the study, at the start of each workshop, the mentor explicated the aims of the program and at the end she checked whether the aims had been achieved. Each workshop was followed by the new teachers' classroom implementations observed by the mentor. The observation was to see whether the teachers applied principles of good English teaching, especially the ones intro-

duced in the preceding workshop(s). The teachers' performance in the classroom also provided ideas for the mentor in tailoring the following workshops.

While the monthly workshop was always followed by classroom observations of the new teachers, the pre-teaching conference did not always take place. The mentor had offered help and consultation to the new teachers related to the lesson plans they made, but not all of them made use of the opportunity. Sixty percent of the teachers showed their plans to the mentor. Seventy percent of the lesson plans were approved without any revision, while thirty percent should be revised especially in terms of the lesson stages. Some activities in the earlier stages were more difficult than those in the latter stages. In this case, the mentor recommended that the teacher change the order of activities or make the earlier activities less complex. Another issue with the lesson plans was that some teachers did not carefully consider the vocabulary they would introduce to their students. Some teachers introduced words out of their head in the earlier stages of the lesson without enough thoughts before the class and assigned students to use different vocabulary in the latter stages—which increased the difficulty level of the lesson. The implication is clear—the students needed longer time to finish the tasks because they did not know the different words mentioned by the teachers. In this situation, the mentor tried to raise the teachers' awareness that giving a thought and planning which vocabulary to teach is very important in the preparation stage. This may impact on the effectiveness of the activities and time management.

After each classroom observation, the mentor and the teacher had a post-teaching conference to discuss how the teacher felt during and after teaching. During the observation, the observer, i.e., the mentor, made notes on all activities and identified some positive aspects and areas to improve. In the post-teaching conference, the mentor tried to first praise the teacher for good aspects of his/her teaching. After the teacher looked comfortable, she continued with discussing some aspects to improve in the teacher's lesson. Finally, the mentor motivated the teacher and assured him/her that he/she would be able to perform better the next time they would teach. These were the general procedures applied during the post-teaching conference.

It is clear that the teachers feel being observed is not easy. It is a kind of 'burden'; however, they understand that it is one way to develop professionally. Therefore, after the observation and the conference, most of the teachers looked relieved as they are free from the 'burden' and they are happy because they know the aspects that they need to improve and the way they can make

progress. There was an exception, however, to this general practice. One of the new teachers, AY, could not accept that she received ‘too many’ suggestions from the mentor. It was the first time AY was observed and she and the mentor did not have enough time to have a conversation. They had only ten minutes because AY had another class to teach. That is why the mentor did the whole procedures very quickly. She did not open the conference properly, nor did she do enough warm-ups by praising the teacher appropriately. In addition, instead of discussing only some urgent things to improve, the mentor raised all issues she had noted during the observation. As a result, AY left the conference room discontentedly.

Realizing this, the mentor asked more time to the Director of the institution to have a better dialog with AY the second time she observed her. Here, the mentor tried to fix the wrong things that happened in the first post-teaching conference. The conversation lasted one hour in which the mentor and the teacher clarified the misunderstanding that occurred in the last conference and addressed the issues found in the second observation. At the end of the conference, the teacher thanked the mentor for the input the mentor provided for her. With proper procedures, both of them ended the conference happily.

The issue of adequacy of time for feedback sessions is also raised in the questionnaire. Figure 1 shows that most of the teachers (56%) think that the time allocation is enough and 11% show high satisfaction with the time allotment. However, thirty three percent of the teachers were not happy with this. They feel that that they need longer time to have discussion with the mentor. This might be related to AY’s situation described previously, where s/he had only ten minutes to receive feedback from the mentor.

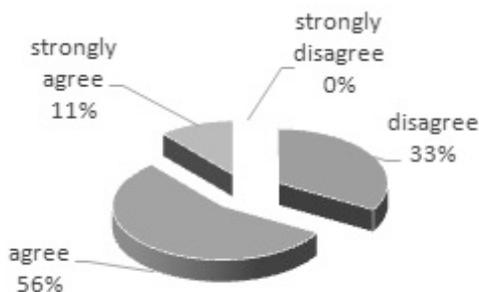


Figure 1. Adequacy of Time for Feedback Sessions

After each classroom observation and post-teaching conference, the mentor wrote a report to the Director of the institution so that she was informed of the progress the teachers made. The teachers were also given notes on the positive things found in their classes, things to improve, as well as the mentor's suggestions on how the teachers can make the needed improvement and develop themselves. This is expected to help the teachers understand better how to make changes to their teaching practice in the classroom.

The Teachers' Perceptions of the Mentor

The questionnaires distributed at the end of the data collection phase show that the teachers believe in their mentor's capability. Figure 2 shows that 33% of the teachers agree and 67% strongly agree that their mentor has adequate experience and knowledge needed to observe them and give them feedback. None doubts the mentor's capacity in providing help and support to the teachers.

When asked about the ways the mentor gives them feedback, all of them agree that the mentor shows their strengths and weaknesses appropriately. Figure 3 presents more specific information about the teachers' opinion on their mentor's strategies in giving feedback to them. All new teachers consider that the mentor's techniques in helping them reflect on their teaching are appropriate. Most of them (89%) think that the mentor has given them enough details in her explanation during the feedback session (Figure 4). Figure 5 informs us that most of the novice teachers (78% agree and 11% strongly agree) feel that the mentor is willing to listen to their problems and solutions as well their opinions. Hence, the teachers see the mentor positively and appreciate the mentor's guidance.

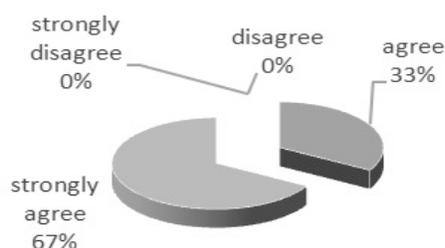


Figure 2. Adequacy of the Mentor's Knowledge and Experience

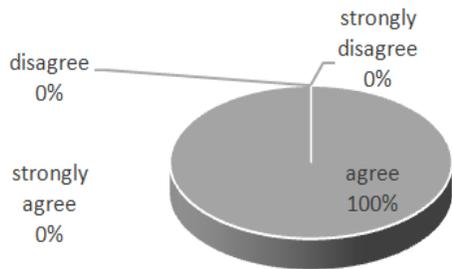


Figure 3. Appropriateness of Mentor's Ways in Giving Feedback

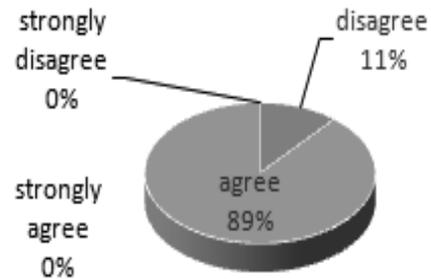


Figure 4. Details of Mentors' Explanation in Feedback Session

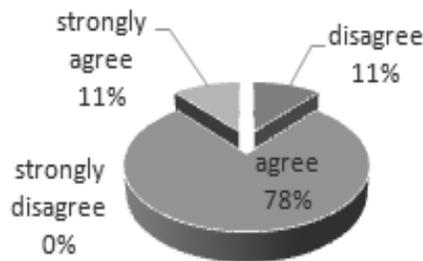


Figure 5. Mentor's Willingness to Listen

The Improvement the Teachers Make

After attending some workshops, and being observed in the classroom as well as given feedback during the post-teaching conferences, the teachers felt that they could teach better and were more confident than before. This is reflected in the data collected from the questionnaires, observations, and the post teaching conferences.

The teachers indicate in their questionnaires the improvement they feel. Most teachers (78% agree, 11% strongly agree) feel that they have improved in the effectiveness of their activities and only 11% do not feel any improvement in this regard (Figure 6). Similar results also appear in time management; the majority of the teachers sense progress in this aspect (Figure 7). In Figure 8, all teachers (67% agree, 33% strongly agree) also believe that they enhance their

ability in lesson staging. They understand better which activities should come earlier than the others.

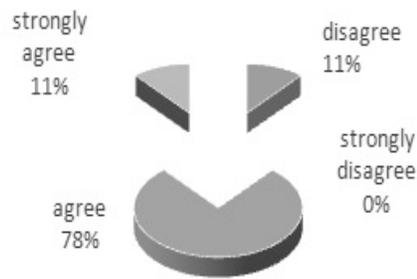


Figure 6. Improvement in Effectiveness of Activities

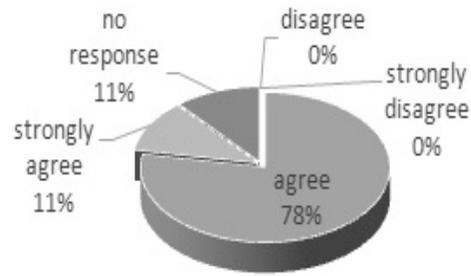


Figure 7. Improvement in Time Management

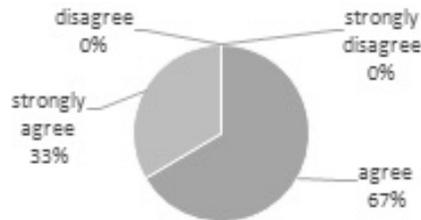


Figure 8. Improvement in Lesson Staging

Figure 9 illustrates the teachers' perceptions of their improvement in handling difficult students. Those who feel they have improved in this aspects are less (56%) compared to the other aspects of improvement described earlier. Similarly, in the last figure (Figure 10), it is shown that 67% of the novice teachers believe that they have upgraded their ability in developing a lesson plan, yet 33% think that they did not make any progress in this aspect. A question arises as to why there is a bigger percentage of teachers who did not feel any development in their ability for the last two aspects. This is likely to relate to the focus of the monthly workshops which did not specifically include the two subjects. The facilitator who is also the mentor discussed various activities that could be applied in the class to help learners with different backgrounds to enjoy their learning process, not specifically about handling difficult students. In terms of lesson planning, the facilitator just focused on lesson staging and

left the lesson planning in general to the teachers. She did not recommend any format of lesson plan nor did she explain the structure of a lesson plan.

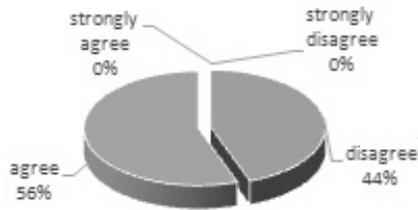


Figure 9. Improvement in Handling Difficult Students

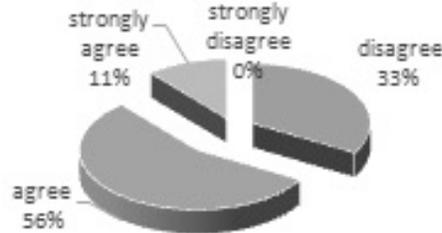


Figure 10. Improvement in Developing A Lesson Plan

The topics of handling difficult students and developing a lesson plan were actually identified in the needs analysis as the topics the teachers would like to have workshops on. However, due to the limited time allocation and the need to include other topics in the workshop, both the mentor and the director agreed to insert the two topics in other workshops. After looking at the teachers' responses to the questionnaire, both agreed to include the topics in the next batch of the mentoring program as separate topics.

Data from the questionnaire also show that 80% of the teachers wrote a note on the open space in the questionnaire that they become more confident in applying various activities in the classroom after joining the mentoring program. The improvement in the teachers' self-confidence is also highlighted in the mentor's observation. More data from the observations indicate that most of the teachers gained higher self-confidence after being observed and given feedback three times. The trend can be described as follows. After the first observation and feedback, most teachers looked a bit unhappy, and only one was very unhappy. The latter teacher doubted the mentor's capacity and her comments on her teaching. In the second observation, however, all teachers tried to apply what the mentor suggested in the previous feedback session, and they appeared to gain more confidence due to improved teaching techniques. Their belief in the mentor's capacity improved in line with the increase of their own

self-confidence. In the third observation, the teachers made progress in other aspects of teaching and looked more self-assured. They also responded to feedback more positively; they seemed to get used to being observed and they learned that the feedback given to them could help improve their teaching. The regular observations and feedback sessions appeared to facilitate the teachers to learn from themselves better and become increasingly self-confident.

The mentor's reports also show that the teachers have improved their professionalism in several aspects of teaching, i.e., giving questions to check students' understanding (60% of the teachers), making lesson plans (half of the teachers), presenting vocabulary (60%), giving instructions (70%), choosing more suitable activities (80%), staging the activities (90%), adapting activities (60%), praising students (60%), providing better opportunities for students to learn (80%), correcting students (60%), using media (50%) and eliciting students' ideas (40%). Hence, the improvement in pedagogical skills is not only felt by the teachers but also observed by the mentor.

Discussion

Teachers' positive responses to all aspects examined in the questionnaire show the same tendency as the findings of Lessing and de Witt's (2007) research in which positive responses dominate all aspects under investigation regarding teachers' perceptions of continuous professional development. Besides, improvement in teacher's capacity and self-confidence was also evidenced in this study. This means the CPD conducted has to a certain extent achieved its aim to empower teachers by giving them necessary confidence, strength, knowledge, skills and accomplishment (Ainsha & Olivarez, 2017).

The results also reveal that the teachers believe in the mentor's ability in providing support and guidance for them. This is a good foundation of any mentoring program. Another good start is that the mentoring program was set up by identifying teacher's needs. Once the needs were identified, the mentor made plans on what topics to be incorporated in the workshop that the teachers could apply in their classrooms. This practice is supported by Lessing & de Witt (2007) who explain that the best results of a CPD program can be attained if it is formally and systematically planned by conducting a need analysis and is administered to enhance the personal and professional growth of teachers by broadening their knowledge, skills and positive attitudes.

Needs analysis prior to the implementation of the mentoring program is also in accordance to what was expected by the mentees in Aminuddin's (2012) research. Other expectations of the mentees in his research were the participants' desire to experience one aspect of professional development program at a time and to have sufficient support and follow-up activities during that time to ensure that changes in teaching practice are best sustained. These were also implemented in the mentoring program studied in the current research where classroom observation was done by focusing on the topic discussed and trained in the previous monthly workshop. In this way, teachers could try their best to improve certain aspects in their teaching and this is much easier to be done by the teachers rather than improving various aspects at a time.

During the post teaching conference, the mentor guided the teachers to have a reflection on what had happened in the classroom. The mentor used her notes and the teacher's lesson plan to help make the reflection run smoothly and more effectively. Studies have shown that post-lesson conferences are effective when they are made concrete by observable traces which can be in the form of audiovisual documents, students' verbal productions, preparation notes, etc. (Ciavaldini-Cartaut, 2015). There was, however, an issue with regard to time allocation for the post-teaching conference. As the conference was conducted right after the class, sometimes there were only ten minutes available for the feedback session when the teacher had another class to teach right after the class observed. This might explain why, in the questionnaire, there were 33% of the teachers who thought that the time allocated for the post teaching conference was not enough. The Texas Teacher Mentor Advisory Committee (TTMAC) has also recommended that, at a minimum, mentors and new teachers meet once a week for at least 45 minutes (Callahan, 2016). Hence, in this institution, the class observation is ideally conducted in the first and third session (in a day, there are three sessions conducted in a row with ten-minutes break in between) so that the teachers can have enough time to reflect on their own teaching and get adequate feedback from the mentor. If the observation is conducted in the first session and the teacher does not have to teach in the second session, the post teaching conference with him/her can be conducted adequately. Similarly, observation administered in the third session, which is the last session, can be followed by post teaching conference with adequate time allocation.

CONCLUSIONS

The implementation of the mentoring program in this study which consists of monthly workshops, classroom observations and pre-and post-teaching conferences appears to have various benefits for the novice teachers involved. First of all, it gives a lot of opportunities for the teachers to try to learn new knowledge, teaching strategies and techniques and apply them in the classrooms. More importantly, the teachers can be aware of their strengths and areas for improvement by regularly reflecting on their teaching with the mentor's guidance and feedback. This helps the teachers make progress in their teaching. In line with this, positive responses from the teachers expressed in the questionnaire dominate all aspects being studied. All teachers believe in the mentor's ability in providing support and guidance for them. Most teachers consider that time allocation for feedback session is enough, although some teachers do not think so. The most important thing is that all teachers appear to make progress on various aspects of teaching and have more confidence in teaching their students. It is suggested that educational policy makers at various levels and in different institutions establish a mentoring program particularly for novice teachers to enhance the development of teachers' professionalism which, in turn, will make great contribution to the success of our education.

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