

Perceptions of Cooperating Teachers on Pre-service Teachers' mentoring in Teaching Practicum: Empirical Evidence from Initial Teacher Education

Siska Aryani^{1*} and Kardi Nurhadi²

^{1,2}Universitas Wiralodra, Indramayu, Jawa Barat

* Corresponding author: aryanis668@gmail.com

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Although research on cooperating teachers mentoring pre-service teachers provide important findings in teacher education, a few of studies on exploring cooperating teacher's perception on pre-service teachers mentoring situated in Indonesian teacher education. Grounded in narrative inquiry design, this research report how cooperating teachers perception on mentoring their pre service teachers in teaching practicum. Two cooperating teachers agree to participate in this study voluntarily. Data were derived from semi structured interview which focus on exploring the critical incidents while they were mentoring pre service teachers. The data were qualitatively using thematic analysis by Braun & Clarke (2006). Findings revealed that pre-service teachers' difficulties in using English to teach the students, pre-service teacher were given beneficial in teaching by applying strategies and media. While, for mentoring aspects, pre-service teachers were lack of prepared of lesson plan and the pre-service teachers communication during teaching practicum were good. In understanding teaching material, pre-service teachers need to engage their ability. The pre-service teachers were still weak in reviewing the material and giving assignment. They cannot manage the class and time well so there is not enough time to review the material.

Keywords: perception, cooperating teachers, mentoring, pre-service teacher, and teaching practicum

Introduction

Teacher mentoring in teaching practicum is one of the important aspects that greatly contributes to the process of learning how to teach (Le, 2013). In teacher education and preparation programs, both mentoring and teaching practicum are useful platform for supporting pre-service teachers with experience in learning to teach (Aydın, O., & Ahmet, O., 2019; Vo, T.K.A., et.al, 2018). Mentoring is an education process to provide teacher candidates with the opportunity to develop their personal and professional selves through reflection (Walkington, 2005). Mentoring provide pre-service teachers rich of preparation

and teaching experience during teaching practicum. Mentoring includes of teaching but goes beyond the teacher ways to give pre-service teacher knowledge and skill involved technical, organizational and carrier or personal issues (Clawson, 1996). Then, cooperating teacher is classroom teacher who is guide or mentoring a pre-service teacher to completes the teacher candidate with teaching experience (Clarke, Triggs, & Nielsen, 2014). Pre-service teacher mentoring is not just about guiding student teachers in teaching certain subjects and skills. It is related to achievement of student learning within the practicum classes, which makes mentoring a more challenging and complex mission (Tomlinson, 1995).

Previous research on cooperating teachers on mentoring pre-service teacher in teaching practicum program provides important findings. For example, Izadinia, M (2016) revealed that preservice teachers experienced changes in their teacher identity as they went through their first placement teaching. Their confidence and teacher voice grew and their vision of the teacher they wanted to be changed. Pedagogically, this study reported that mentoring teacher has important factors in education and as mentor teacher also give more new insight to pre-service teacher how to prepare their reflective and their readiness as new teacher. Orsdemir, E., & Yildirim, R (2020) implied that mentoring practices and mentors provide a growth education area as perceived by student teachers participated on teaching practicum. Kaka, S. J. (2019) showed that mentoring has better outcomes on the cooperating teachers' perceptions which preservice teachers has good impact for student in learning.

Despite myriad of research investigate of cooperating teachers' mentoring as facilitator to support pre-service teacher in conducting teaching practicum as teacher candidates, little of empirical evidence broadly on exploring of how the cooperating teacher's perception on pre-service teachers' ability in applying reflective practices in

teaching practicum. To fill this void, the present of this study is to investigate cooperating teachers' perception on mentoring pre-service teachers' in teaching practicum. From the rationale of the study, three research questions addressed for this study: What is cooperating teachers' perception about challenges on pre-service teachers' mentoring in teaching practicum? What is cooperating teachers' perception related to mentoring aspect in teaching practicum? How are cooperating teachers' perception on mentoring pre-service teachers' reflective practice in teaching practicum? While from three of identification problems the writer has purpose of this research includes; to investigate cooperating teachers' perception about challenges on pre-service teachers' mentoring in teaching practicum; to investigate cooperating teachers' perception related to pre-service teachers' mentoring aspects in teaching practicum; to investigate cooperating teachers' perception on mentoring pre-service teacher s' reflective practice in teaching practicum.

Literature Review

Recent previous studies on mentoring (Forde, et al., 2006) revealed that mentoring is a recurrent theme within the literature on initial teacher education. Current discourses of a 'knowledge society emphasize the importance of life-long learning and school improvement where achievement is shown to be linked with quality teaching and learning. Mentoring is an education process to provide teacher candidates with the opportunity to develop their personal and professional selves through reflection (Walkington, 2005). So, there are two aspects of mentoring supported by Lucas (2001 :25) involved 'natural' and 'planned' mentoring. Natural mentoring occurs through friendship, collegiality, teaching and counseling. While, planned mentoring occurs through structured programs in which mentors and participants are selected and matched with a purpose and intention with formal process. Then, cooperating teacher is classroom teacher who is guide or mentoring a pre-service teacher to completes his or her teacher

candidate with teaching experience (Clarke, Triggs, & Nielsen, 2014). Jacobi (1991) argued that guidance in the educational setting and defined three major categories of the cooperating teachers' role, which include personal support, role modeling, and professional development. Teaching practicum is conducted at the end of teacher education programs, Nguyen (2014:47) argued that which is "believed to be an important stage in the process of teacher training and the time when the teacher-student has a chance to make contact with the lively world of their profession, helping them reinforce, expand and improve what they have learnt in the pedagogical institutions." According to Freeman (2001:72), teacher education is "the sum of experiences and activities through which individuals learn to be language teachers". While, Altman (1985:85) defined that perception as the way of stimuli are selected and organized by a person. So, they can rich of interpreting or describing of meaning. Although, perception is more determine point of views of person in seeing what that happens and their using their knowledge to interpreting a meaning from those situations.

Methods

Research Design

Grounded in qualitative approach with biographical narrative design, this study captured cooperating teachers lived experiences while they were engaging in student teachers mentoring during the teaching practicum. The writer proposes the research question in this study was to what extent that cooperating teachers feel (perception) when

they were mentoring pre-service teachers during teach the student in the classroom. Biographical design has gained popularity among social science researchers in recent years with an emphasis on qualitative study designs such as oral history, life history, life story, narrative biography or oral biography (Liamputtong, 2009). Biography is progressively being recognized as having a significant bearing on the practice of teachers (Knowles ,1992).

Participants

Out of five cooperating teachers in teaching practicum, two cooperating teachers participated on the voluntary basis in this study. They were Mr S (male teacher) and Mrs A (female teacher), the demographical participants can be seen in Table 1.1 The demographical of participants of this research was showed in the following the table:

Table 1 Demographical of Participants

No	Name	Gender	Age	Experiences	
				Mentoring	Teaching
1.	Mr. S	Male	36 years old	10 years	17 Years
2.	Mrs. A	Female	48 years old	5 years	20 Years

Therefore, teaching and mentoring experiences years also provided richness the data given by teachers as participant in this study. Then, the English teacher perceptions will be explored deeply on mentoring pre-service teachers' during teaching practicum program.

Data Collection and Analysis

Semi-structured interview was adopted to explore cooperating teachers experiences on mentoring pre-service teacher in teaching practicum program especially for preparing teacher candidate to be professional teacher in the future. Barkhuizen et.al (2014:17) argued that in semi-structured interviews researchers use interview guides as resources to direct the interviews, but at the same time the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing theme. The first, interview focused on participants' personal history and feelings about mentoring experiences. The focus of second interview is the participants' perceptions about pre-service teachers' reflective practice in teaching practicum. The participants answered the interview protocols in Bahasa Indonesia since they felt comfortably shared mentoring experience in their native language. The interview lasted 30 – 50 minutes for each participant from April to June 2019. The collected data were all transcribed and some Indonesian data were mediated into English. Member checks were also done several times in order to ensure the accuracy of the data as well as to avoid misinterpretation.

Following Braun and Clarke (2006) the data were coded and thematized by enacting the following steps :

1. Familiarizing the data:
2. Generating initial codes:
3. Searching for themes:
4. Reviewing of themes
5. Naming of themes
6. Producing the report

Finding and Discussion

The findings will be presented from two English teachers who teach students at grades VIII and IX and as cooperating teacher who is mentoring pre-service teachers in teaching practicum. The interview questions were written in Indonesian and English form in order to avoid misunderstanding and misinterpretation. The interview consists of 16 questions which categorize into three themes related to research questions. Below are the details about the interview findings about cooperating teacher's perception on mentoring pre-service teachers toward their reflective practice in teaching;

Theme 1: Cooperating Teachers' experiences on pre-service teachers' mentoring.

In this research, the writer asked cooperating teachers' experiences on mentoring pre-service teachers in teaching and learning, the writer asked how long the teachers have been as mentoring teacher;

Excerpt 1

Ok thank you for the time, Actually I am glad you come here to ask my experience especially in teaching and learning. I have been 17 years experiences in teaching and learning". (Mr S / interview / 5 April, 2019)

"In this school is not every year I have chance to be cooperating teacher. So, there is opportunity to take a part because there are some English teachers. Then, we give rolling time to make the teachers as mentor for pre-service teachers. So far I am here already five times as cooperating teacher." (Mrs A / interview / 5 April, 2019)

In expert 1 participant 1 and 2 expressed that teachers should be able in mentoring pre-service teachers in classroom learning because mentoring is one the key

of success in providing pre-service teachers to be new teachers. Clawson, (1996:9) argued that mentoring includes of teaching but goes beyond the teacher ways to give pre-service teacher knowledge and skill involved technical, organizational and carrier or personal issues. It means if the teachers have a skill as mentor to providing teacher candidate with teaching experiences, skill, technical and the strategies in teaching it can make the teaching learning effective.

All of participants also argued about the beneficial of cooperating teachers mentoring pre-service teachers based on participant 1 and 2:

Excerpt 2

“I am very grateful because I am helped by them especially in English teaching, beside that I teach and all of my students here. I share my experiences and I speak English with them. It is the chance or my opportunity to practice my English with them. Because I never practice except with English teacher.” (Mr. S/interview/10 April 2019)

“I know there are still new I am sure they are gotten nervous, but so far the students are felt happy with them. Then, there are still fresh, they are making new innovation in teaching and they also welcome to the students.” (Mrs A/interview/ 12 April 2019)

The excerpt 2 of participant 1 argued that the beneficial of cooperating teachers on mentoring pre-service teachers is his opportunity to more practice to speak English with them during teaching practicum. Meanwhile, participant 2, she was helped by pre-service teachers because they are making new innovation in teaching. So, students feel happy with them in learning. The cooperating teacher’s practices as mentor and classroom

behaviors were one of the most beneficial parts for pre-service teachers who have teaching experience as they learned firstly from the importance of reinforce good classroom management, lesson planning, rapport with students, content knowledge, and establishing policies and procedures (Glenn, 2006).

So that cooperating teachers mentoring is very important for providing pre-service teachers during teaching practicum. Unfortunately, there are some problem in mentoring process. It is proven by interview below the difficulties of pre-service teachers mentoring:

Excerpt 3

“Actually, I want to speak English every time but some of my students don’t really understand and then I speak English and after that I speak Bahasa Indonesia to make easy and make clear for them.” (Mr S/interview/ 25 April 2019)

“So, because they are still new especially teachers’ candidate of UNWIR, they are still having courses. So, there is not full time for them to have time in the school. At the time, when we need their help to teach students they are not here.” (Mrs A/ interview/ 30 April 2019)

Excerpt 3 reported that there are difficulties in pre-service teachers mentoring. In mentoring process, it must be faced some problems such as language problem and time management during teaching practicum. From participant 1 expressed that there is a problem in language when he has mentoring ore-service teachers while participant 2 said that there is a problem of pre-service teachers when they manage the time during teaching practicum. As stated in Harmer (2002:2), challenges are making the correct connections, understanding the foreign language between the form and the meaning of words.

Theme 2: The Condition (Mentoring Aspects)

In terms of pre-service teachers mentoring, there are most common aspects on mentoring that teachers usually confront in their mentoring. The participant expressed that the important aspects of pre-service teachers mentoring involves;

a. Preparing lesson plan

Preparing lesson plan is one of important aspect in teaching and learning while there are some problems or challenges during teaching practicum especially when cooperating teachers have to mentoring pre-service teachers for example pre-service teachers are have not prepare lesson plan before they teach the students.

Excerpt 4

“For the first time I hope them (pre-service teachers) to prepare all of the material that they teach to my students. They make the material preparation like RPP (lesson plan) and there are so many targets especially for the material that taught in the classroom.” (Mr S/ interview / 5 May 2019)

“The first is the most important their preparation to entry the school program. Because, usually the time was given by school committee to entry the school most of the pre-service teachers said “Sorry, Miss, the lesson plan has not finish or they said later to be collected. Although, we are hope that when pre-service teachers come to the class the lesson plan

was finished.” (Mrs S / interview / 10 May, 2019)

Excerpt 4 reported that participant 1 and 2 has similar answer related to mentoring aspects is preparation of lesson plan in teaching and learning. Jensen (2001) argued that lesson planning reaffirms quality in teaching and learning achievements because all teaching and sub-matter components are included in a plan and its implementation enables student teachers to learn. Preparing lesson plan is important when teachers teach the students in teaching-learning to be effective. Therefore, preparation is really provided of pre-service teachers to be success in teaching-learning.

b. Communication

Communication is to build the interaction between students and pre-service teachers or pre-service teachers and teachers. Although, there are interview data from teacher’s perception on mentoring pre-service teachers involves communication.

Excerpt 5

“For the first time, the problem in language. I’m sure not all the pre-service teachers speak English, they speak English as they want but unfortunately all the students don’t understand. So, I hope you must speak English sometime you may speak Bahasa Indonesia to make easy for them. So, English teacher have to use bilingual language in teaching it is ok.” (Mr S / interview / May 15, 2019)

“There is communication but sometimes pre-service teachers feel urgently for example “Sorry, Miss I have a test. Whether, for far away we are already their schedule to teach. But unfortunately, there is missing time so there are cannot to teach.” (Mrs A / interview / May 15, 2019)

From excerpt 5 concluded that communication also take important part to support pre-service teachers build the interaction with students and cooperating teachers’ in teaching and learning. According to Kenneth (2007) teaching and learning process will not have a place without communication. So, from data interview participants it can concluded that participant 1 expressed the aspect in mentoring is communication but there is a problem when cooperating teachers do mentor to pre-service teachers especially language to communicate in mentoring process. Then, participant 2 said that there is miss communication between teachers and pre-service teachers so it can make mentoring process not effective.

Theme 3: Reflective Practices

1) Reflection before lesson

a. Making lesson plan

In first part of reflection before lesson is making lesson plan. There is some perception from teachers who is mentoring pre-service teachers in teaching practicum.

Excerpt 6

“This is for pre-service teachers, I hope to them to make lesson plan the better than before. I hope they make the material that is related to teaching in the classroom. Then, I hope them. The material its simple and flexible. They can search on the internet and they can use English book and all of the media that is

useful for them in teaching and learning English in the classroom.” (Mr S/ interview / May 20, 2019)

Excerpt 6 reported that lesson planning is one of the components to provides teachers in teaching and learning. Kammanee (2001) argued that writing a lesson plan involves integrating content, adopting methods of teaching, stating material, and planning assessment. Furthermore, as teacher candidate they have to engage their ability in making or designing lesson plan it must be appropriate with grade, ability and students understanding in learning.

b. Understanding teaching material

As a teacher, the teacher candidate should prepare teaching material well like preparing lesson plans, classroom management. If we prepare the class well the class atmosphere will be chaotic and will be difficult to manage. The following data gives evidence of perception of high school junior teachers as cooperating teachers when they are mentoring pre-service teacher in giving material:

Excerpt 7

“For the first time very hard for them but I support them to understand before them teach in the classroom. Then, to make easy and understanding the lesson. I hope them to study and read, re-read the material before going to classroom.” (Mr. S/ interview/ May 25, 2019)

“They need to engage their ability in teaching while they are able to do it but there is not habitually for them.” (Mrs. S / interview / May 20, 2019)

From excerpt 7 interview above explained the teachers should prepare the material before they teach the students. Participant 1 told that he gives suggestion to pre-service teachers to read and re-read the material before they teach the students. Then, participant 2 said that pre-service teachers already engage their ability in teaching but they have to

more practice in teaching as well as routine activities. Marzano & Pikerling (2003: 13) argued that teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.

2) Reflection During Lesson

a. Classroom Management

In teaching and learning, classroom management also take important factors to provide pre-service teachers ability especially their reflective practice in teaching. This is teacher's perception on pre-service teachers in manage the class:

Excerpt 8

"I think it is nice teacher candidate or pre-service teachers until all of my students are enthusiast and they didn't want to loss or left by them. I think they are all miss pre-service teachers. I know they are very kind to my students and my students feel very comfortable especially in learning English." (Mr S/ interview / May 30, 2019)

Excerpt 8 reported that pre-service teachers are able to manage the class so students feel comfortable in learning English. Doyle & Wolff, et.al (2006) argued that the effectively classroom management related to the event of awareness in teaching involves repeated event monitoring, recognition of who and what needs attention, and knowledge about how to act and react in teaching and learning proses. From this statement, as pre-service teachers' we have ability or skill to manage class and good time management to get good outcomes as well as real teacher.

b. Applying Strategies in teaching

Then, the aspect of reflection during lesson is applying strategy in teaching. This applying strategy has a benefit to engage students' interest in learning by appropriate or suitable strategy given by pre-service teachers during teaching practicum. The teachers' perceptions on pre-service teachers applying the strategies in teaching:

Excerpt 9

“When I teach with my students in the classroom especially English lesson. I give them step by step from easy up to medium and they enjoy and understand. We use the English media like picture and the others or the simple one for them. The purpose is all my students are understood.”

(Mr S / interview / May 30, 2019)

“Yeah, there is strategy in teaching, one or two pre-service teachers apply the game in teaching.” (Mrs. A/ interview / May 30, 2019)

From excerpt 9 participant 1 expressed that pre-service teachers applying strategies in teaching like a game to make teaching and learning more interest and easily learning. Farrell (2003:30) argued that lesson plan can be defined as “a unit in which it is sequence of correlated with lesson around and it will be covered during a lesson. So, from both interview data from participant 1 and 2 it can conclude as cooperating teachers has to guide the pre-service teachers to create or make a good lesson plan as follow classroom situation and material in learning.

3) Reflection After Lesson

a. Reviewing the material

In reviewing the material, pre-service teachers have an ability or skill to engage the students understanding that given by preservice teachers.

Excerpt 10

“In the classroom when we have taught the material. Pre-service teachers give the students reflection such as; “do you understand?”, “What do you get from our activity just now?” I hope you get the new material and I hope you practice in daily conversation. Then, the last time pre-service teachers are given the assignment or homework it is for reflection.” (Mr S / interview / June 5, 2019)

“There is not reflection because the time is not enough only (2x45 minutes for one course), so there is lack of time and lack of time management.” (Mrs. A / interview / June 5, 2019)

Excerpt 10 of participant 1 expressed that pre-service teachers has to review the material by asking them “their understanding or do practice after the lesson was finished to gain the students memorize especially vocabulary. While, participant 2 said that pre-service teacher is not reviewing the material because there is not enough time to give reflection. Reflection after lesson is summative, retrospective and constructive because it is similar with Schon’s reflection on action the purpose is to evaluate the lessons for a deeper understanding of classroom situation, to help teachers review the roles in teaching learning process and to justify the classroom decision (Farrell, 2015’ Griffith, 2000; Schon’s, 1983).

b. Giving Assignment or Homework

The last activity on teaching is giving assignment or homework to students. This teachers’ perception on pre-service teachers’ reflective in giving assignment:

Excerpt 11

“I ask them by relax and before the closing, I give them some questions about quiz or infotainment. The last thing I ask them about the material do you understand what we are study together here?”, Ok if you are understand I give you the question before I left the class or I will give you assignment have to do at your home.” (Mr. S / interview / June 10, 2019)

“For their reflection in giving material and giving assignment the pre-service teachers are able to do but for the end there is a bel. So, there is not finish yet.” (Mrs. A / interview / June 10, 2019)

From excerpt 11 showed that participant 1 is doing the reflection first before giving students assignment or homework. Then, participant 2 noted that pre-service teachers are able to give assignment to students but there is not finished yet because there is limit time. According to Farrell, et al (2015) reflection after lesson is summative, retrospective and constructive because it is similar with Schon’s reflection on action the purpose is to evaluate the lessons for a deeper understanding of classroom situation, to help teachers review the roles in teaching learning process and to justify the classroom decision.

In this section, the writer discussed about final findings of exploring of cooperating teachers’ perception on mentoring pre-service teacher’s in teaching practicum by interviewing of two English teachers. Findings revealed that three themes are addressed in this research:

First theme is about cooperating teachers’ experience on mentoring pre-service teachers in teaching practicum. In cooperating teachers experience on mentoring, they argued that pre-service teachers mentoring has beneficial for teachers, because pre-

service teachers give new innovation in teaching and learning, for example pre-service teachers' using strategy in teaching, using media to get students interest in learning process. Clawson, (1996:9) argued that mentoring includes of teaching but goes beyond the teacher ways to give pre-service teacher knowledge and skill involved technical, organizational and carrier or personal issues. They also expressed about the difficulties on mentoring pre-service teachers. While, participant 1 expressed that pre-service teacher has language problem because the students are not understood with teacher's explanation easily especially when pre-service teachers speak English in classroom learning. Then, participant 2 argued that pre-service teachers cannot manage the time well in teaching practicum.

Second theme is about the condition, the data showed that the mentoring aspects involves preparing lesson plan and communication. Participant 1 and 2 expressed that pre-service teachers must be prepared all the things before they teach the student. Although, they argued that communication is also taking important aspects during mentoring time because pre-service teachers have to build the communication with students to support teaching and learning process be effective.

Third theme is about pre-service teacher reflective practice in teaching practicum. There are cooperating teachers' perception on pre-service teacher reflective practice in teaching involves: Reflection before lesson from participant 1 and 2 argued that pre-service teachers must prepare the lesson plan before they teach the students. From participant 1 argued that pre-service teachers had difficulties in understanding material in the first-time teaching but it is not problem for them because they can repair their performance in another teaching. Then, participant 2 said that pre-service teachers already good enough in giving the material but they have to engage their ability in teaching. Reflection during lesson participant 1 and 2 expressed that pre-service teachers had

making a lesson plan before they come to classroom as well as appropriate to the students understanding in learning. Classroom management also take important part in teaching and learning especially for teacher. Participant 1 expressed that pre-service teacher had manage the class quiet well and students feel enjoy in learning. Reflection after lesson is the last stages of reflective practice. There is strategy in teaching, participant 1 and 2 argued that pre-service teachers already applied the strategies in teaching such as game and picture as media in teaching. Reflection after lesson, participant 1 said that pre-service teachers had review the material before the class finished. For example, they give quiz to get students memorize with the material that they have to learn just now. Then, all participants argued that pre-service teachers had giving the assignment or homework to the students do in their home to ensure students understood with teaching material given by pre-service teacher. In this research, exploring cooperating teachers' perception on mentoring pre-service teachers in teaching practicum. In order to do this, the writer given some questions to two junior high school teachers.

Therefore, in order to make teaching learning process effective, the teachers have a good mentoring ability which can provide the pre-service teachers to increase their ability in teaching. Then, pre-service teachers need prepare all the things to be teacher.

Conclusion

Drawing on research findings, three conclusion were addressed for this study as the recommendation for the policy makers, curriculum makers, cooperating teachers, teacher educators and student teachers who actively engaged in teaching practicum situated in initial teacher education.

Firstly, the pre-service teachers have challenges in using language especially English language in teaching students. Then, they were weak on classroom management and time management during teaching practicum. It means the pre-service teachers had a problem in language used, classroom and time management. Then, pre-service teachers had beneficial during teaching practicum because they were given new innovation in teaching by applying strategies and using interesting media in teaching.

Secondly, the pre-service teachers mentoring aspects involves preparing lesson plan and communication. In this research, the pre-service teachers were fair in preparing lesson plan because pre-service teachers haven't prepared well the lesson plan before they teach the students. For communication, the pre-service teachers were good to communicate to engage students' interest in learning.

Thirdly, the pre-service teachers' reflective practice showed that pre-service teachers were good making lesson plan, understanding teaching material, applying strategies, but they were fair in reviewing material and giving assignment during teaching practicum.

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