



مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



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جامعة حائل
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للتواصل:

مركز النشر العلمي والترجمة

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "آر سيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجالات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

أولاً: شروط النشر

أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
 - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
 - ب. البحث الذي تقدمت به ليس مستلماً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلماً من الرسائل العلمية للماستير أو الدكتوراة.
 - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
 - د. مراعاة منهج البحث العلمي وقواعده.
- هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغياً.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
 - أ. قبول البحث للنشر مباشرة.
 - ب. قبول البحث للنشر؛ بعد التعديل.
 - ج. تعديل البحث، ثم إعادة تحكيمه.
 - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

المشرف العام

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Mentoring in English Language Teaching: A Thematic Review of Literature

الإرشاد في تدريس اللغة الإنجليزية: مراجعة أدبية موضوعية

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Abstract

The present article presents a comprehensive thematic literature review on the topic of mentoring in English language teaching (ELT), synthesizing findings from a rigorous search across multiple academic databases (Google Scholar, Scopus, Web of Science, and ERIC). Drawing on 53 peer-reviewed studies published between 2000 and 2025, the analysis identifies four central themes: the potential benefits of mentoring, the challenges encountered during the mentoring process, factors contributing to effective mentoring, and future paths for mentoring in ELT. Findings underscore mentoring's value across career stages, offering reciprocal growth for both mentors and mentees. However, persistent challenges—misaligned expectations, power imbalances, inadequate mentor training, and inconsistent feedback—threaten efficacy. Effective mentoring hinges on mentor interpersonal qualities, egalitarian relationships, structured training programs, and collaboration between universities and schools. Looking ahead, the integration of digital tools, emphasis on intercultural competence, and equity-focused approaches are critical to address evolving ELT landscapes. The review calls for adaptive, context-responsive mentoring frameworks that balance technological advancements with human-centric elements like trust and rapport. By addressing systemic challenges and embracing emerging trends, stakeholders can enhance mentoring's role in fostering teacher resilience, inclusivity, and professional well-being globally. This review offers actionable insights for policymakers, institutions, and practitioners to design robust mentoring initiatives tailored to the dynamic needs of ELT professionals.

Keywords: ELT, Language Teacher Education, Mentoring, English language teachers, Professional growth.

المستخلص

تُقدم هذه المقالة مراجعة أدبية موضوعية شاملة لموضوع الإرشاد في مجال تدريس اللغة الإنجليزية، وذلك عبر تحييص نتائج دراسات علمية تم الوصول إليها بعد بحث منهجي عبر قواعد بيانات أكاديمية متعددة (CIRE, ecneicS fo beW, supocS ralohcS elgooG). فاستناداً إلى تحليل 53 دراسة علمية مُحكمة نُشرت بين عامي 2000 و2025، توصل التحليل إلى أربع موضوعات رئيسية: الفوائد المحتملة للإرشاد، والتحديات التي تُواجه عملية الإرشاد، والعوامل التي تُساهم في فعالية الإرشاد، والمسارات المستقبلية للإرشاد. فقد أوضحت نتائج التحليل قيمة الإرشاد في مختلف مراحل المسيرة المهنية، وأهميتها في التطوير المهني لكل من المرشدين والمتدربين. كما أظهرت النتائج وجود عوامل تمثل تحديات مستمرة لعملية الإرشاد - مثل تباين التوقعات بين المرشد والمتدرب، واختلال موازين القوى بينهم، والتدريب غير الكافي للمرشدين - كما كشفت النتائج أن الإرشاد الفعال مقرون بالصفات الشخصية للمرشد، والعلاقة المهنية المبنية على المساواة بين المرشد والمتدرب، وبرامج التدريب المتسمة بمعايير الجودة، وكذلك التعاون المستمر بين الجامعات والمدارس خلال عملية الإشراف على المتدربين. إضافةً إلى ذلك، فقد توصلت النتائج إلى أن مستقبل الإرشاد في مجال تعليم اللغة الإنجليزية يستلزم دمج الأدوات الرقمية، والمزيد من التواصل الثقافي، والتركيز على قضايا العدل والمساواة. وتختتم المقالة بتقديم بعض التوصيات لصانعي القرار والمؤسسات والممارسين لتصميم وتقديم مبادرات فعالة تلبي احتياجات متخصصي تعليم اللغة الإنجليزية المتغيرة.

الكلمات المفتاحية: تعليم اللغة الإنجليزية، تعليم معلمي اللغات، الإرشاد، معلمي اللغة الإنجليزية، التطوير المهني.

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Introduction:

The field of English Language Teaching (ELT) currently holds an unprecedented status due to the continuously growing global population of English language learners - a phenomenon fueled by globalization, increased international mobility, and the language's entrenched role as a primary medium for academic, professional, and cross-cultural communication (Rose et al., 2020). Whether in English-speaking countries or across international borders, therefore, the demand for qualified ELT professionals has never been higher (Mackenzie, 2018). Yet, this demand coincides with the increasing diversity within English language classrooms, which creates a complex pedagogical landscape that requires ELT professionals to possess a wide range of skills and knowledge to cater to individual learning needs effectively (Sperti, 2025). Nowadays, it is increasingly the norm rather than the exception that ELT professionals encounter diverse student populations with varied linguistic, cultural, and educational backgrounds. This complexity is further intensified by the fact that the majority of ELT professionals are non-native speakers of English, meaning that their job is to teach a language that is not their first (Selvi et al., 2024).

Given this unique nature of English language classrooms, ongoing professional development and robust support mechanisms and approaches become not merely beneficial but essential for ensuring effective instruction and equitable learning outcomes (Cabaroğlu & Öz, 2023). Among these approaches, mentoring holds promise as a particularly valuable mechanism for supporting ELT professionals in their multifaceted roles (Tran et al., 2019). Mentorship, in its essence, is a time-honored strategy for professional development, involving a relationship where a more knowledgeable or experienced individual provides guidance, support, and direction to someone with less experience, thereby fostering their personal and professional growth (Nguyen, 2017; Richards & Farrell, 2005). It is a collaborative and reciprocal process that nurtures a supportive and trusting relationship, providing a personalized and dynamic exchange of ideas, experiences, and insights tailored to the mentee's specific needs, goals, and challenges while encouraging reflection, innovation, and confidence in their professional abilities (Harold, 2020).

Over the past two decades, mentoring ELT

professionals has become very popular and has been an integral part of educational systems in many countries worldwide (Nguyen & Tran, 2022). This unprecedented interest in mentorship has been mirrored in the scholarly literature; this is reflected in the exponential increase in research on English language teachers' mentorship (e.g., Nguyen, 2017; Wyatt & Dikilitas, 2022), showcasing the multifaceted nature of mentoring relationships and the diverse factors influencing their effectiveness, and the varying professional needs of mentees at different stages of their careers. While existing studies have examined specific aspects of mentoring relationships (e.g., Kissau & King 2015; Kourieos, 2019; Mann & Tang, 2012), nevertheless, there is still a dearth of research that synthesizes and critically analyzes the existing body of research on the topic (Nguyen et al., 2024). While individual studies offer valuable insights, that is, a comprehensive understanding that maps the current landscape, identifies proven strategies, highlights unresolved issues, and guides future efforts remains fragmented. The present article, therefore, aims to fill this scholarly gap through thematically reviewing empirical and theoretical literature to not only explicate the importance of mentoring language teachers at various career stages and the optimal conditions required for effective mentoring but also to examine the challenges of fostering effective mentoring as well as the future paths of mentoring within the ELT field. Yet, it should be noted that this article by no means attempts to offer an exhaustive review of the existing literature on the topic; rather, a selection of pertinent studies will be incorporated to substantiate and exemplify the arguments presented in the subsequent sections. Before delving deeper into the topic, however, it is crucial to define key concepts often linked to mentorship in academic research, specifically supervision and coaching.:

Disentangling Conflated Concepts:

Notwithstanding its increasing utilization within the realm of language teacher education, the conceptualization of 'mentoring' is still vague and requires further examination. It is unfortunate that what Ambrosetti et al. (2014) observed over a decade ago that "the term mentoring has been intertwined and interchangeably used with terms such as supervising and coaching" still rings true today (p. 226). A cursory survey of the dense extant literature is all it takes to notice this unresolved quandary. This terminological confusion stems from the assumption that they all involve providing help and assistance to the novice, prospective, and/or experienced teachers. Despite the undeni-

able overlap between these three concepts, there are also clear variations among them as each concept holds different characteristics and focuses on certain dimensions.

The concept of 'supervisor' in the context of English teacher education began to emerge in the mid-20th century, particularly in the 1950s and 1960s. Traditionally, the concept used to refer to a professional whose role was to integrate novice teachers into the institutional environment through discussing routine matters, offering guidance, and delivering structured instruction and clarification. This is evident in Field and Field's (1994) description of the supervisor as the individual who "welcomed the students into the school, made sure they knew the 'geography' of the building, introduced them to the staff, told them where to buy their lunch, etc." (p. 46). Besides these, the most central role of a supervisor was to assess supervisees according to their performance. From this perspective, it is clear that the concept of 'supervision' is deeply embedded in an unequal power relationship between a more experienced supervisor and the less experienced supervisee. Despite numerous efforts to reframe the concept by classifying it as administrative, clinical, consultative, developmental, instructional, and peer supervision, the concept remained largely associated with hierarchical, institutionalized power dynamics and unequal relationships (Prudencio & Hernández, 2015). Given these negative connotations, hence, scholars' interest in this concept started to fade over time.

As the concept of 'supervisor' had started to lose ground, scholars' attention veered towards the concept of 'mentoring'. It was not until the late 1990s, however, that the concept of 'mentoring' gained a solid foothold within the field of English language education. In stark contrast to 'supervision' that is rooted in a behaviorist approach to language teacher education which emphasizes a unidirectional flow of expertise from an expert mentor to a novice student teacher, the concept of 'mentoring' aligns with a sociocultural approach that values the collaborative, context-dependent co-construction of both personal and professional growth, emphasizing reciprocal interaction over one-directional instruction. Mentoring, as Nguyen et al. (2024) argue, is "a socially embedded learning process mediated by social interaction" (p.4). In this sense, the role of a supervisor, as mentioned earlier, typically encompasses func-

tions such as instruction and assessing, whereas the role of a mentor expands to incorporate additional dimensions, including providing emotional as well as pedagogical support, fostering collegiality, offering guidance, facilitating professional development, and serving as a trusted advisor and counselor (Malderez, 2023; Premkumar, 2007). Lai (2005) identified three dimensions that are specific to mentoring: the relational dimension which pertains to the dynamic between mentors and mentees, the developmental dimension which emphasizes the personal and professional growth of both parties as they work toward specific objectives, and the contextual dimension which highlights the cultural and situational characteristics inherent to the mentoring environment. Contemporary definitions of mentoring further highlight that the concept should not be viewed as a top-down, asymmetrical relationship between the mentor and the mentee (Ellis et al., 2020), but rather a reciprocal and dyadic relationship that is beneficial for both parties.

Another concept that is robustly associated with mentoring is 'coaching'. Although these two concepts are often applied synonymously in general education literature, there appears to be a growing consensus on the distinction between them within the ELT field in terms of their purpose, approach, and structure. Mentoring is typically a long-term, relationship-driven process that aims to support the mentees' overall professional and personal growth. It emphasizes building knowledge through interaction, offering emotional and technical support, and fostering reflective practices. Mentoring relationships are more informal and flexible, evolving over time based on the mentee's needs, and are characterized by collaboration and reciprocity, with the mentor serving as a trusted advisor. In contrast, coaching is more short-term and task-oriented, focusing on the development of specific skills, strategies, or competencies (Delaney, 2012). The role of a coach is to work collaboratively with the teacher to achieve specific, measurable outcomes through providing focused support and targeted feedback. Unlike mentoring, coaching relationships tend to be more hierarchical, with the coach acting as an expert providing guidance. Overall, while mentoring is broader and more holistic, coaching is narrower and more immediate, addressing particular challenges or areas for improvement.

The Emergence of Mentoring in ELT:

The challenge of integrating theoretical knowledge with real-world application has long been a hotly debated topic in the professional formation of teachers in general and English language teachers in particular (e.g., Gao et al., 2024; Richards & Lockhart, 1994; Tsui, 2003). In the past, between the 1960s and the 1970s, and due to the dominance of psychological theories, learning in language teacher education was framed as a matter of knowledge transmission that is mainly located in individual cognition. Hence, language teachers were simplistically perceived in a reductive manner as mere technicians whose primary responsibility was to acquire the necessary skills for classroom management, lesson planning, and the preparation of student activities. The primary goal of language teacher education thusly was to successfully equip prospective language teachers with these skills. Back then, it was presumed that “once teacher training is completed new teachers are fully qualified to face every professional challenge” (Delaney, 2012, p. 184).

In the 1980s and the 1990s, however, and in tandem with the increasing popularity of sociocultural theories (e.g., Vygotsky, 1978; Lave and Wenger, 1991), this traditional view of learning was heavily criticized for lacking flexibility and overlooking the essential social, cultural, and temporal factors that underpin individuals learning. This critique extended to language teacher education, which was narrowly focused on managing classroom discipline and replicating a fixed set of activities, regardless of the diverse contexts in which language teachers operate. This was exacerbated by the rapidly evolving educational landscapes which rendered this approach to learning inadequate, as it failed to equip language teachers with the dynamic skills and competencies needed for the complexities of modern classrooms (Gay, 2018). In other words, it became recognized that language teachers started to face diverse challenges within their professional practices, wherein the implementation of knowledge acquired during education programs proved insufficient to address all exigencies. Therefore, the purpose of language teacher education is no longer a matter of translating theory into practice. It, however, “should be seen as a learning opportunity in which student teachers engage in the process of thinking what and how they are doing and the acquisition of an adequate base

of facts, principles and experiences from which to reason” (Kourieos, 2012, p. 57). This, in turn, has contributed to a transition from conventional approach towards a ‘learning to teach’ approach, which underlines the significance of equipping prospective language teachers with essential skills that promote self-reflection, critical thinking, decision-making, and the generation of theoretical insights from practical experience, as opposed to the passive application of the acquired knowledge. This transition has resulted in the emergence of mentoring as a fundamental element within the pre-service training, induction, and ongoing professional and personal growth of language teachers worldwide. Nowadays, it is obvious that mentoring has become “a global mantra in teacher education” (Ellis et al., 2020, p. 2).

Methodology:

The present article was guided by the following research questions:

1. What are the current trends of research on mentoring within the field of ELT from 2000 to 2025?
2. What insights can be gained from these trends in relation to benefits, challenges, effective practices, and future directions of mentoring within the field of ELT?

The methodology employed for this thematic literature review involved a rigorous approach that followed four key stages: firstly, identifying relevant articles through database searches, secondly, filtering articles based on predetermined inclusion and exclusion criteria, thirdly, evaluating the articles to determine their eligibility, and fourthly, reporting the selected articles included in the review.

The process of identifying relevant literature commenced with a comprehensive search across four electronic academic databases: Google Scholar, Scopus, Web of Science, and the Education Resources Information Center (ERIC). These databases were selected for their extensive coverage of educational and social sciences research. Whereas Google Scholar provided broad access to interdisciplinary literature, Scopus and Web of Science offered rigorous indexing of peer-reviewed journals. ERIC was included for its focus on education-specific research, particularly in language teaching. The search in each of these four databases was built upon

the following keywords: “Mentoring”, “Mentorship”, “Mentor”, “Mentee”, “Teaching Practicum”, “ELT”, “TESOL”, “English Language Teacher”, “English Teacher”, “English language teacher education”, and “English language teacher development”. Keywords were combined using Boolean operators (AND/OR) to refine the search results. Additionally, reference lists from chosen articles were scrutinized to identify further pertinent sources. This initial search yielded 348 articles, 149 of which were duplicates, removed using reference management software (EndNote) to streamline the screening process.

To ensure the relevance of the articles for review, explicit inclusion and exclusion criteria were used during the filtering process. Among the retrieved articles, only the ones published in English language and appearing in peer-reviewed journals and academic books were considered for inclusion, thereby excluding literature such as reports and essays to maintain academic rigor. Additionally, the search was limited to papers published from 2000 to 2025. This temporal scope was chosen to keep the focus on contemporary rather than outdated mentoring practices. The review placed no restrictions on study design, encompassing quantitative, qualitative, and mixed-method studies to capture a diverse range of perspectives and findings. Studies that focused exclusively on mentoring English language teachers during their pre-service or in-service stages were prioritized to maintain a clear focus on the core topic. Yet, the thematic review also considered interdisciplinary perspectives when relevant, integrating insights from fields such as teacher education, linguistics, and sociology to provide a more holistic understanding of the phenomenon. This comprehensive approach ensures that the findings reflect a diverse range of mentoring practices while highlighting areas requiring further investigation. A subsequent screening based on title, abstract, and keywords was conducted to ensure relevance to the specific focus of this review. These steps reduced the number of articles that meet the criteria to 53.

Following the identification and selection of relevant literature, a thematic analysis approach was employed to synthesize the findings (Braun & Clarke, 2006). A thematic literature review involves identifying and analyzing patterns or themes within the existing literature to provide a synthesized understanding of the topic (Sentia

et al., 2023). The objective of thematic analysis, according to Maguire and Delahunt (2017), “is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue” (p. 3353). This step therefore involved an active and repeated reading and re-reading of the selected articles to identify recurring patterns, concepts, and themes related to mentoring in ELT. An inductive approach was primarily adopted, allowing themes to emerge directly from the data rather than being imposed by pre-existing frameworks. This involved initial open coding of the literature, followed by the organization of these codes into broader categories and overarching themes, and then reviewing, defining, and naming the themes. This iterative process of data extraction, coding, and categorization facilitated the identification of key areas of focus within the literature on mentoring English language teachers.

To enhance the validity and reliability of the thematic analysis, and thus the overall trustworthiness of the review, several strategies were employed. First, the inclusion criteria for selecting studies were clearly defined and consistently applied throughout the review process. Second, a peer debriefing process was conducted, wherein colleagues with expertise in ELT and mentoring reviewed the emerging themes and findings at key stages of the analysis to provide critical feedback, challenge interpretations, and ensure credibility and minimize potential bias. This collaborative review helped refine the thematic categories and validate their alignment with the data. Third, triangulation was employed by cross-referencing findings from multiple sources to ensure the robustness of the identified themes. This involved comparing findings across different databases, study designs, and geographical contexts to confirm the consistency and generalizability of the themes. By adhering to these rigorous methodological practices, the article ensures that the thematic review is both comprehensive and trustworthy, contributing valuable insights into the landscape of mentoring English language teachers.

Findings:

The outcome of this literature review revealed four main themes, namely potential benefits of mentoring, key challenges to mentoring, factors contributing to effective mentoring, and future paths of mentoring.

Potential Benefits of Mentoring

Mentoring English language teachers has gained momentum and evolved into a vibrant research avenue. Over the past few decades, ample empirical studies have been conducted with the aim of assessing the effectiveness of language teacher mentorship. One of the most well-documented benefits of mentoring has been fostering the teaching skills of pre-service English language teachers. The findings of Chien's (2015) study, for example, unveiled the role of mentoring in the development of content knowledge, pedagogical knowledge, pedagogical content knowledge, and classroom management skills among preservice English language teachers. Similar conclusions were reached by Rajuan, Beijaard, and Verloop (2008) who documented the positive impact of mentors on pre-service English language teachers in terms of enhancing their subject-specific teaching skills, deepening their understanding of English grammar, and fostering stronger rapport with students. Likewise, the pre-service teacher in Velez-Rendon's (2006) study acknowledged her mentor's pivotal role in fine-tuning her lesson plans as well as supplying her with essential contextual knowledge and curricular resources critical to effective classroom practice. This sustained guidance provided by the mentor proved instrumental in facilitating the pre-service teacher's transition into the teaching profession. Other benefits of mentoring for pre-service teachers have also been reported in the literature, such as increasing commitment to teaching (Riley et al., 2017), improving the ability to develop teaching materials (Ager and Wyatt, 2019), and learning the skills to build rapport with students (Suhandra & Ariawan, 2023). On the other hand, Kissau (2014) posited that pre-service teachers who did not receive mentoring support exhibited a greater propensity to encounter difficulties in determining what to teach and how to teach it, compared to their counterparts who received guidance from a mentor.

Similar to pre-service teachers, research has exhibited that novice English language teachers can accrue benefits from mentorship in their early year(s) in the profession. Notably, mentoring has been identified as a key factor in facilitating the socialization process for early-career teachers through "helping them to adapt to the norms, standards and expectations associated with teaching in general and with specific schools" (Hob-

son et al., 2009, p. 209). Another commonly recognized benefit of mentorship has been its role in reducing the attrition of among novice English language teachers, especially knowing that the attrition rate among English language teachers is higher than other content areas, such as mathematics and science (Swanson, 2010). While a lack of support has been recognized as a primary factor contributing to this attrition, mentoring has become an essential precaution to mitigate this exodus among novice teachers. To put it more pointedly, mentorship has been reported to have "a strong effect on teachers' decisions to stay in a particular school or in teaching in general" (Prudencio & Hernández, 2015, p. 144). One of the primary ways mentoring mitigates attrition is by providing emotional and psychological support. For instance, the findings of Hobson et al.'s (2009) study highlighted the key role of mentoring in alleviating feelings of isolation and burnout, which are prevalent among early-career teachers. For English language teachers, who often work in culturally diverse and linguistically complex environments, this support is crucial for building resilience and maintaining motivation. Mentorship has also been found to be positively correlated with language teachers' self-efficacy, which consequently enhances their retention (Swanson, 2010).

Although fewer than those focused on novice teachers, studies that examine the mentoring of experienced teachers have additionally shown its significance in fostering ongoing professional development and growth. Pérez Berbain et al. (2023), for example, qualitatively examined the impact of mentoring on 11 experienced English language teachers. The findings of their study demonstrate that the mentees "displayed sensitivity to learners, unleashed creativity, improved class management, strengthened relationships, increased motivation, and developed reflective competencies" (p. 49). In the same vein, the findings of Valle et al.'s (2022) study also showed that "mentoring played an important role in transforming in-service teachers' beliefs about teaching English to children regarding the difficulties of language learning, communicative strategies, motivation and expectations, foreign language aptitude, and the nature of language learning" (p. 63). Likewise, Dikilitaş and Mumford (2022) documented how transformative mentoring influenced experienced English language teachers and inspired greater trust between teachers, and

promoted relations with students, thus, improving teachers' quality of life and positively influencing their identity. In a more recent study, Noughabi et al. (2024) reported that mentoring experienced language teachers was of benefit in "developing their resilience, encouraging them to promote innovation in their pedagogical practices, to provide their learners with emotional support, and to cope with professional hurdles" (p.525).

The value of mentoring is not limited to mentees, as mentors are proven to be primary beneficiaries too. For example, it has been found that the mentoring process provides mentors with a valuable opportunity to engage in reflective practice, enabling them to critically evaluate and enhance their own mentoring practices (Pinnick, 2020). Furthermore, mentoring contributes to the professional development of mentors by exposing them to new perspectives and innovative ideas brought by mentees, such as research-based teaching strategies and creative pedagogical approaches (Arshavskaya, 2016). What is more, mentees can offer additional support within the classroom, helping to alleviate the workload of experienced teachers and contributing to the teaching process in ways that are appreciated by both teachers and students alike (Yildirim & Ors-demir, 2019).

Key Challenges to Mentoring

Besides identifying the valuable benefits of mentoring, the reviewed literature herein has also revealed continuing challenges that can encounter both mentors and mentees during the mentoring process. For example, research has highlighted issues of miscommunication (Tran et al., 2019), often stemming from a lack of shared understanding between the mentees and their mentors regarding the objectives of the mentoring process. It has been suggested that while mentors typically focus on preparing mentees for real-world classroom scenarios, some mentees may approach the practicum with the goal of applying the theoretical knowledge they gained from their teacher education programs (Allen & Wright, 2014; Gan, 2013). This discrepancy between mentors' expectations and mentees' goals can create potential tension during the mentoring process as some mentors might struggle to consent to the mentees' pedagogical approaches which are dissimilar to the traditional methods and techniques they are accustomed to (Le, 2014).

As a result, mentees might end up following the mentor's advice even if it converged with their professional beliefs (Nuraeni & Heryatun, 2021). Maguire (2001) went further to caution against this type of mentoring relationships as they can detrimentally influence the well-being of mentees through undermining their self-esteem and exacerbating their anxiety and stress levels.

Ineffective relationship between the mentors and mentees has also been recognized as detrimental to mentorship. Phang et al. (2020), for example, revealed that some mentors resist allowing their mentees to observe their classroom teaching. This resistance often stems from mentors perceiving classroom observation as a potentially uncomfortable or exposing process, as they may feel uncertain about showcasing their teaching practices to mentees. Such hesitancy undermines the effectiveness of the mentoring process, as it deprives mentees of valuable opportunities to learn from their mentors' real-world classroom experiences. Moreover, the lack of regular meetings between mentors and mentees further diminishes the quality of mentoring relationships. This is evident in the case of the mentees in Albakri et al.'s, (2021) study who reported difficulties in accessing their mentors due to the mentors' heavy teaching workloads, which often limit their availability for one-on-one discussions or support. This lack of consistent interaction can hinder the development of trust and rapport between mentors and mentees, which are essential for effective guidance. Other studies have also identified the mentors' feedback approach as another factor contributing to the ineffective mentoring relationships between mentors and mentees. For instance, Pinnick (2020) and Yuan (2016) reported that some mentees were dissatisfied with the feedback they receive, perceiving it as overly critical and judgmental of their performance during the practicum. Along similar lines, Prabjandee (2019) observed that mentors often disrupted teaching sessions, interrupting mentees and correcting their mistakes in front of students. This type of direct and public feedback is considered counterproductive, as it undermines mentees' confidence and impedes their professional growth during the practicum.

Another recurring theme in the literature is the imbalance of power in the relationship between the mentors and the mentees (Mann & Tang, 2012; Tran et al., 2019; Yan & He, 2010). Some

mentors are described as exerting their power and authority in mentoring practices, adopting a domineering approach towards the mentoring process. This often results in mentees becoming overly dependent on their mentors' feedback, which in turn can stifle the professional growth of mentees, as they may feel discouraged from taking initiatives or exploring innovative teaching strategies. Not only that, this lack of autonomy granted to mentees can hinder their ability to critically reflect on their teaching practices, which is a crucial component of their professional development. Such inequities in the mentor-mentee dynamic frequently lead to significant frustration among PSTs, as well as a fear of embarrassment or losing face (Delaney, 2012).

A further significant factor contributing to the failure of mentorship is the frequently reported lack of mentoring skills among mentors. That is, studies have revealed that mentees are often paired with mentors based solely on availability, typically in an ad hoc manner, rather than considering the mentors' areas of expertise (Nguyen, 2017; Yan & He, 2010). Before undertaking the mentoring responsibility, moreover, many mentors take on mentoring roles without adequate preparation, leaving them unsure of what to mentor or how to guide mentees effectively. Without proper training, the feedback and support provided by mentors often fall short meeting the expected requirements (Nguyen & Hudson, 2012; Ong'ondo & Borg, 2011). This lack of training might be further aggravated by the lack of available resources mentors can draw during the mentoring process (De Costa et al., 2022). These challenges highlight the urgent need to improve the quality of mentoring and to deepen the understanding of mentoring practices across diverse contexts.

Factors Contributing to Effective Mentoring

In light of the reviewed literature above, it is safe to say that mentoring represents an invaluable approach to teacher professional development, ranging from the induction of pre- and novice teachers into the ELT profession to the enhancement of experienced teachers' knowledge and pedagogical skills. Yet, it should be underscored that the mere assignment of a mentor does not necessarily guarantee the mentee's professional growth. To ensure successful mentoring, both the mentor and the mentee should play their roles effectively. Studies, for example,

have evidenced that the mentor should embody the qualities of an exemplary role model. Effective role modeling enables mentees to observe and engage with exemplary teaching practices directly demonstrated by their mentors (Delgado et al., 2020). Such mentorship not only enhances the mentees' practical experience in classroom teaching by bridging theoretical knowledge with real-world application (Hayden & Gratteau-Zinnel, 2019) but also plays a critical role in shaping their professional identity as future educators. By emulating the practices demonstrated by their mentors, mentees are inspired to refine their own teaching methods and develop a stronger sense of their evolving identity as professional language teachers (Nguyen et al., 2024). In addition being a role model, Malderez (2009) postulates that mentors should be: 'acculturators' who facilitate the integration of their mentees into a specific professional community, 'supporters' who provide the needed personal and professional support for their mentees, 'sponsors' of their mentees in order to optimize the mentees' learning opportunities and advocate for their acceptance within the professional community, and 'educators' who scaffold the mentees learning and support their development into effective teachers. These multifaceted roles of mentors are pivotal in fostering the holistic development of mentees, ensuring their transition from novice to competent professionals.

Moving beyond the roles of mentor, there are certain qualities mentors need to possess in order to be able to foster quality mentoring. Scholarship has demonstrated that mentees highly value mentors who exhibit personal attributes such as patience, friendliness, kindness, helpfulness, enthusiasm, openness, and a willingness to share knowledge (Arnold, 2006; Chien, 2015; Hudson & Nguyen, 2009). Interpersonal skills are of equal importance too, particularly the ability to engage in active listening and demonstrate empathy. Additionally, in contexts where mentors and mentees come from diverse cultural backgrounds, it is essential to utilize relational communication strategies that reflect intercultural sensitivity and awareness (Smith & Lewis, 2018). The acquisition of these skills and attributes is essential for the fulfilment of mentor roles, including the provision of emotional and psychological guidance (Dikilitas & Wyatt, 2018; Gakonga, 2019) while gradually developing a trusting and collaborative relationship (Albakri et al., 2021; Hobson & Malderez, 2013).

Another chief component of effective mentorship entails the establishment of a non-hierarchical relationship between the mentor and the mentee (Çomoglu & Dikilitas, 2020; Hanks & Dikilitas, 2018). As Prudencio and Hernández (2015) contend, any asymmetrical power relationship might risk the success of mentoring as it might “prevent the development of trust, hinder open communication, and stifle the mentee’s professional development” (p. 145). Therefore, the cultivation of an egalitarian and trusting relationship enables mentors to gain deeper insights into mentees’ personal histories, their prior their experiences as learners, and their professional experiences as teachers. Simultaneously, such a relationship helps mentees develop greater motivation and confidence in their teaching capabilities (Delgado et al., 2020) and enables them to better understand and adapt to the classroom environment (Chien, 2015).

Furthermore, the process of mentoring itself must be situated within the context of broader global developments, as it is currently practiced in a rapidly evolving social landscape characterized by an increasing emphasis on raising critical awareness of various forms of discrimination (Curtis & Romney, 2010; Savski, 2021). It is essential to recognize that mentees, particularly those who may be marginalized due to their racial, ethnic, cultural, class, linguistics, and/or sexual identities, often face challenges in initiating and engaging in informal mentoring relationships (Hansman, 2002). It is imperative then that mentors engage in deep reflexivity regarding power dynamics, continually scrutinizing their own beliefs, values, and practices in order to ensure that they align with the evolving needs of their mentees in any given context.

Extensive research has also accentuated the significance of high-quality training and preparation as critical factors contributing to effective mentoring outcomes. As Freeman (2002) asserts, “a critical role of new teacher education designs will be to [tailor] ... well-crafted mentoring programs” (p. 11). Such programs have been identified as a fundamental element in preparing mentors to effectively engage in practicum mentoring, as they help them realize their expected responsibilities and the potential advantages they may derive from the mentoring process (Koc, 2012). In addition to that, enrolling mentors in quality training programs plays a vital role in enabling

mentors to gain essential mentoring competencies, thereby enhancing their pedagogical expertise, subject matter knowledge, and classroom management skills (Albakri et al., 2021). This will ensure that mentors are adequately prepared with the relevant knowledge and information needed to provide appropriate support to mentees and address their specific needs throughout the practicum (Rakicioglu-Soylemez & Eroz-Tuga, 2014). Therefore, investing in quality mentoring training programs is essential for fostering effective mentoring relationships and achieving positive outcomes for both mentors and mentees.

Last but not least, there needs to be collaboration and interaction between university teacher education programs and local school settings that host mentees during their practicum. Specifically, greater coordination is needed between the university supervisor and the school-based mentor. As noticed by Zeichner (2006), university supervisors typically assume responsibility for all significant decisions pertaining to the design and criteria of the mentees’ practicum. Given that school-based mentors are tasked with the ongoing development and education of mentees, however, a trusting relationship should be formed between school-based mentors and university supervisors. Pinnick (2020) further emphasized the value of partnership between university supervisors and school-based mentors, stressing its positive impact on supporting mentees in cultivating critical reflective skills and fostering a contextualized understanding of their future professional roles. Nguyen (2015) outlines three key advantages of the partnership between university supervisors and school-based mentors: engaging in joint supervision through the development of shared agendas and activities, facilitating mentees’ ability to connect theoretical knowledge with practical field experiences, and preparing mentees to assume broader roles as knowledgeable educators and agents of change. This collaborative approach ensures a cohesive and supportive learning environment, bridging the gap between theory and practice and ultimately enhancing the professional development of mentees.

Future Paths of Mentoring

Aside from the numerous factors that are at play in determining the efficacy of mentoring, the reviewed literature also pointed out that the future of mentorship within the field of ELT will be profoundly shaped by the integration of dig-

ital technologies, which are transforming how mentoring relationships are structured and sustained. As the field becomes increasingly globalized, virtual mentoring platforms, supported by artificial intelligence (AI) and adaptive learning systems, are likely to play a central role in facilitating communication, collaboration, and professional development across geographical boundaries (Borg, 2022). These technology-enhanced platforms have the potential to provide flexible and accessible support, particularly for mentees in remote or underserved areas (Bustos-Moraga & Mann, 2022). They can also enable real-time feedback, reflective discussions, and resource sharing, thereby enriching the mentee's learning experience. However, as Gakonga (2019) notes, the effectiveness of digital mentoring hinges on the mentor's ability to foster meaningful and engaging interactions that replicate the depth of face-to-face relationships. Thus, future mentoring practices will need to balance technological innovation with the human elements of empathy, trust, and rapport that are essential for effective mentoring.

A second critical aspect shaping the future of mentoring is the growing emphasis on intercultural competence. As English language professionals increasingly operate in multicultural and multilingual environments, mentoring programs must prioritize the development of skills that enable teachers to navigate cultural diversity effectively. Research has proven that integrating intercultural competence into mentoring frameworks prepares educators to address diverse classroom dynamics, fostering inclusive teaching practices and promoting cross-cultural understanding (Alghasab & Alvarez-Ayure 2021; Sánchez-García, 2024). Experiential learning opportunities, such as international immersion programs, have proven particularly effective in helping educators develop a deeper appreciation of linguistic and cultural diversity (Goertler, S., & Schenker, 2021). By embedding intercultural competence into mentorship models, future programs can better equip English language professionals to meet the challenges and thrive in increasingly diverse educational contexts.

Issues of inclusivity, equity, and social justice will also emerge as central pillars of future mentoring practices. As ELT contexts become increasingly diverse, mentors will need to adopt culturally responsive approaches to support

mentees from varied racial, ethnic, linguistic, and socioeconomic backgrounds. Kuchah and Salama (2022) argue that mentoring should not only focus on developing technical skills but also empower mentees to critically examine and challenge systemic inequalities within their professional environments. This requires mentors to engage in ongoing self-reflection and professional development to address their own biases and assumptions (Moody Maestranzi et al., 2021). The importance of integrating critical pedagogy into mentoring extends to mentees too as it enabling them to analyze issues such as linguistic discrimination, cultural hegemony, and power dynamics in the profession (Kayi-Aydar et al., 2022). By fostering a mentoring culture that prioritizes equity and social justice, the field can better support the professional growth of marginalized educators and promote more inclusive educational practices.

Finally, mentoring will depend on prioritizing agility to effectively address emerging trends and respond to the rapidly evolving educational landscape. A case in point is the increasing adoption of English as a Medium of Instruction (EMI) in higher education and secondary schools worldwide and the demand it has created for teachers who can effectively deliver subject content in English while simultaneously supporting students' language development. Both mentoring programs and mentors, hence, should be ready to prepare their mentees for this dual responsibility by equipping them with strategies to balance content delivery with language scaffolding, ensuring that students achieve both academic and linguistic proficiency (Wang et al., 2025).

Conclusion

This thematic literature review has provided a comprehensive synthesis of the multifaceted role of mentoring in ELT. The review revealed that mentoring offers significant benefits to pre-service, novice, and experienced English language teachers by enhancing their pedagogical skills, reinforcing their professional identities, and ultimately contributing to improved classroom effectiveness. Mentoring supports professional development through the provision of personalized guidance, reflective practice, and the bridging of theoretical knowledge with real-world classroom applications. Furthermore, the review demonstrates that mentoring contributes to teacher retention by alleviating isolation and burnout,

while also offering reciprocal benefits to mentors through opportunities for self-reflection and professional growth.

The findings reveal that mentoring is indispensable for ELT professionals across all career stages. For pre-service teachers, mentoring bridges theoretical knowledge and classroom practice, enhancing pedagogical skills, classroom management, and emotional resilience. Novice teachers benefit through reduced attrition, as mentorship alleviates isolation and burnout, fostering self-efficacy and professional commitment. Even experienced teachers gain from mentoring, which rejuvenates their practice through reflective engagement and exposure to innovative strategies. Notably, mentors themselves can experience growth as a result of their engagement in reflective practices that enable them to critically evaluate and enhance their own mentoring practices.

However, the reviewed literature also revealed these benefits are contingent upon addressing the significant challenges that can impede mentoring effectiveness. Persistent issues such as miscommunication, power imbalances, and insufficient mentor training continue to undermine the effectiveness of mentoring. The literature unveiled that the mismatched expectations between mentors and mentees, stemming from differing perspectives on the objectives of the mentoring process, can lead to tension and diminished professional growth. Furthermore, the ad hoc assignment of mentors, often without adequate preparation, results in feedback that may be perceived as overly critical or misaligned with mentees' professional beliefs. These obstacles underscore the urgent need for high-quality mentoring programs that not only clarify roles and expectations but also equip mentors with the necessary skills to provide constructive, empathetic, and culturally responsive guidance.

Looking towards the future, the ELT mentoring landscape is poised for significant transformation. The integration of digital technologies, such as virtual mentoring platforms and AI-supported systems, offers promising avenues for expanding access to mentoring and enhancing the learning experiences of mentees. However, it is crucial to balance technological innovation with the human elements of empathy, trust, and rapport. The increasing emphasis on intercultural competence and inclusivity necessitates

that mentoring programs prioritize the development of skills that enable teachers to navigate cultural diversity effectively. Mentors must also be equipped and equip their mentees to address systemic inequalities and promote social justice within their professional environments. Furthermore, the review pointed to the need for the field to remain agile in response to emerging trends (e.g., EMI) which can posit both challenges and opportunities for ELT professionals.

Overall, this thematic literature review has illustrated that mentoring is not a static concept but an evolving practice that must continually adapt to the changing needs of ELT professionals and the broader educational landscape. By addressing the identified challenges, fostering effective mentoring practices, and embracing future trends, the field can ensure that mentoring continues to play a vital role in supporting the professional growth and well-being of English language teachers. Ultimately, the findings of this review serve as a call to action for policymakers, educational institutions, and practitioners to invest in high-quality, comprehensive mentoring initiatives that are both adaptive and responsive to the dynamic needs of English language teachers in a rapidly changing global landscape. For instance, educational institutions and policymakers should prioritize the development and funding of structured, high-quality mentoring programs over informal or ad-hoc arrangements. These programs need clear objectives, defined roles, and robust support mechanisms. Policies should also actively encourage and facilitate collaboration between universities and schools to ensure alignment and shared understanding in mentoring processes. Along similar lines, language teacher education programs should explicitly incorporate training on mentoring principles and practices, preparing both future mentees and mentors. Fostering strong, collaborative partnerships between universities and schools is vital to bridge the theory-practice gap and ensure cohesive support during practicums. Educators must also champion culturally responsive and equity-focused mentoring models, equipping teachers to navigate diverse classrooms and address systemic inequalities. Last but not least, the findings of this review warrant the need for further research exploring the nuances of ELT mentoring across diverse geographical, cultural, and institutional contexts.

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