

LESSONS FROM MENTORSHIP IN ENGLISH LANGUAGE TEACHING PRACTICE: COMPARING COOPERATING TEACHER AND SUPERVISOR

By

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Abstract

This study examined English Language Teaching Practice (ELTP) from two distinct mentorship perspectives. They are the cooperating teacher phase and the supervisor phase. The study aimed to compare the effectiveness of these roles in enhancing student teachers' classroom preparedness, teaching methodology, and professional development. A descriptive survey research design was employed, utilising questionnaires, interviews, and classroom observations to collect both quantitative and qualitative data. A sample of 100

student teachers was selected (25 from the cooperating teacher phase and 75 from the supervisor phase) using stratified random sampling. Data analysis included percentage calculations, frequency distributions, and thematic analysis. The findings revealed that student teachers rated their experiences higher under the supervisor phase than the cooperating teacher phase. Key improvements were noted in lesson planning guidance (Mean Score: 3.8 as a cooperating teacher vs. 4.2 as a supervisor). Classroom management support (3.6 vs. 4.4). Assessment and feedback mechanisms (3.9 vs. 4.5). Overall experience (3.85 vs. 4.42). Performance analysis indicated a 13.3% increase in student teachers achieving excellent scores (80-100%) under the supervisor mentorship, suggesting a more structured and effective training model. Thematic analysis highlighted three major advantages of the supervisor phase: (1) structured feedback mechanisms, (2) increased exposure to diverse teaching methodologies, and (3) greater emphasis on professionalism and ethics. The study concludes that while cooperating teachers provide foundational guidance, supervisors offer a more standardised, structured, and impactful mentorship that significantly improves student teachers' performance and confidence. Recommendations include enhanced training for cooperating teachers and supervisors, standardised assessment criteria, and the integration of digital supervision tools. These findings contribute to the ongoing discourse on teacher education reforms in L2 contexts, advocating for mentorship models that balance both practical experience and structured supervision to optimise student teachers' learning outcomes.

Keywords: English Language Teaching Practice, Cooperating Teacher, Supervisor, Student Teachers, Second Language Learning, Teacher Mentorship, Teacher Education

Introduction

The journey from being a cooperating teacher in the state secondary school to becoming a lecturer and supervisor at Alvan Ikoku Federal University of Education, Owerri, has provided me with invaluable insights into the dynamics of teaching, mentorship, and professional growth. This comparative study explores the lessons I have learned from my student teachers during my time as an English language teacher in secondary school and contrasts them with the perspectives I have gained as a supervisor in higher education. The transition from a classroom teacher to a university lecturer has not only deepened my understanding of pedagogical practices but also highlighted the reciprocal nature of learning between mentors and mentees.

As a cooperating teacher, I was tasked with guiding student teachers through their practicum, a critical phase in their professional development. During this period, I observed that student teachers often brought fresh perspectives and innovative ideas to the classroom, challenging traditional teaching methods. As Darling-Hammond (2006) notes, "... student teachers can serve as catalysts for change, introducing new strategies that invigorate the learning environment" (p. 34). This was evident in the way my student teachers incorporated technology and collaborative learning techniques, which encouraged me to reflect on and adapt my own teaching practices.

Now, as a lecturer and supervisor, I have the responsibility of mentoring future educators, a role that has further enriched my understanding of the teaching profession. One of the key lessons I have learned is the importance of fostering a supportive and reflective learning environment. According to Schön (1987), "... reflection-in-action is a critical component

of professional growth, enabling educators to adapt their practices in real-time” (p. 26). This principle has guided my approach to supervision, as I encourage my student teachers to engage in continuous self-assessment and critical reflection.

The comparative analysis of my experiences as a cooperating teacher and a supervisor reveals significant shifts in my pedagogical philosophy. While my initial focus was on imparting knowledge and ensuring adherence to curriculum standards, I have come to appreciate the value of collaborative learning and the co-construction of knowledge. As Vygotsky (1978) emphasises, “learning is a social process, and the role of the teacher is to facilitate interactions that promote intellectual growth” (p. 57). This perspective has influenced my current approach to mentoring, where I prioritize dialogue, feedback, and mutual learning.

This study also highlights the challenges and opportunities associated with mentoring student teachers. One recurring challenge is the tension between theory and practice, as student teachers often struggle to apply theoretical concepts in real classroom settings. Korthagen (2010) argues that “... effective teacher education programs must bridge the gap between theory and practice by providing opportunities for authentic learning experiences” (p. 45). In response to this challenge, I have developed strategies to help student teachers integrate theory and practice, such as case-based learning and reflective journaling.

In conclusion, the lessons I have learned from my student teachers have profoundly shaped my professional identity and teaching philosophy. From my early days as a cooperating teacher to my current role as a supervisor, I have come to recognise the transformative power of mentorship and the reciprocal nature of learning. This comparative study not only

underscores the importance of reflective practice and collaborative learning but also offers insights into the evolving role of teacher educators in shaping the next generation of educators.

On the other hand, English Language Teaching (ELT) in a second language (L2) context like Nigeria plays a crucial role in fostering communication, literacy, and academic success among learners. As such effective teacher training is essential for ensuring quality instruction, and two key figures in this process are the cooperating teacher and the supervisor. Both roles contribute significantly to the professional development of pre-service teachers, albeit in different ways.

A cooperating teacher is an experienced classroom teacher who mentors and supports pre-service teachers during their teaching practice (TP). This role involves guiding student teachers in lesson planning, classroom management, instructional delivery, and professional ethics. Cooperating teachers serve as role models and provide real-world teaching experiences that help shape future educators.

A supervisor, on the other hand, is often a faculty member from a teacher training institution who oversees the teaching practice process. The supervisor assesses student teachers' performance, provides feedback, and ensures that teaching aligns with educational standards and curriculum objectives. Supervisors take a broader view of the teaching and learning process, focusing on evaluation, pedagogical improvement, and institutional goals.

Certainly, ELTP is a fundamental component of teacher education, particularly in L2 contexts, where student teachers must develop both pedagogical skills and linguistic proficiency. Mentorship plays a crucial role in shaping the teaching competencies of pre-service teachers, as it "...

provides guidance, feedback, and real-world classroom experiences”, (Aspfors & Fransson, 2023, p. 123-135). In many teachers training programmes, mentorship is structured into two key roles which are the cooperating teacher’s role and the supervisor’s role. “While cooperating teachers provide handson support during practicum placements, supervisors oversee student teachers’ progress with a more structured and evaluative approach” (Kırkgöz, 2023, p. 45-60).

Recent research suggests that mentorship quality directly affects student teachers’ teaching effectiveness and professional confidence. Li et al. (2023) found that mentorship and a supportive work environment significantly impact foreign language teachers’ job satisfaction and development. Similarly, Taner and Balıkcı (2022) highlighted that, “... pre-service teachers’ beliefs and teaching strategies are largely shaped by their mentor teachers’ practices, particularly in language classrooms” (p. 1-15). Despite the importance of mentorship, studies indicate that mentoring programs often fall short due to inadequate training, inconsistent feedback mechanisms, and a lack of standardized supervision structures (National Institute for Excellence in Teaching [NIET], 2019).

This study explores the impact of ELTP mentorship from two perspectives: the cooperating teacher phase and the supervisor phase. The researcher initially worked as a cooperating teacher, guiding 30 student teachers through their practicum. Later, as a supervisor, the researcher oversaw the progress of 90 student teachers, providing structured evaluations and feedback. By comparing these two roles, the study aims to assess the effectiveness of each mentorship approach in enhancing student teachers’ classroom preparedness, lesson planning, and professional development.

Statement of Problem: The roles of cooperating teachers and supervisors are well documented in teacher education literature, but limited study has explored the transition between these roles and its impact on English Language Teaching Practice. Most studies treat cooperating teachers and supervisors as separate entities, focusing on their individual contributions rather than examining how experiences in one role influence the other. The effectiveness of English Language Teaching Practice (ELTP) in an L2 context largely depends on the quality of mentorship provided to student teachers. Cooperating teachers and supervisors play crucial roles in shaping pre-service teachers' pedagogical skills, lesson planning, and classroom management. However, there is a gap in understanding how these roles compare and contribute to student teachers' professional growth.

Despite the recognition of mentorship as a key factor in teacher development, several challenges persist in the training and supervision of student teachers in ELTP programmes. Cooperating teachers work closely with student teachers in classroom settings, while supervisors provide oversight from an institutional perspective. However, there is little research on how these two roles complement or differ in impact (Aspfors & Fransson, 2023). The lack of a standardised mentorship framework in many teacher education programmes leads to variability in guidance, assessment, and feedback mechanisms. Many student teachers struggle with applying theoretical ELT knowledge in real-world classroom scenarios, especially in multilingual and resource-limited environments (Kirkgöz, 2023). The transition from a cooperating teacher to a supervisor presents a shift in mentorship strategies, raising concerns about which approach better supports student teachers' linguistic and instructional competencies.

Incidentally, most studies on teacher mentorship focus either on the role of cooperating teachers or on university-based supervision but rarely examine the interaction between both roles in shaping student teachers' development (Li et al., 2023). There is a need for empirical research that compares both mentorship experiences and explores their effectiveness in preparing teachers for L2 classroom realities. Observations indicate that some student teachers fail to develop confidence, classroom control, and effective lesson delivery despite undergoing practicum training. Understanding the differences in mentorship strategies between cooperating teachers and supervisors can help address why some student teachers excel while others struggle in ELT classrooms. Without clear insights into how cooperating teachers and supervisors contribute to ELTP outcomes, teacher training programmes may not fully optimise their mentorship strategies. Identifying best practices for mentoring and supervising student teachers will enhance their ability to deliver effective English language instruction in L2 settings.

Objective: The primary objective of this study is to examine the differences, challenges, and effectiveness of mentorship roles in ELTP by comparing the experiences of a cooperating teacher and a supervisor in an L2 context. Specifically, the study seeks to;

1. Investigate how mentorship from both cooperating teachers and supervisors influences student teachers' professional development and classroom effectiveness. Examine the pedagogical strategies, lesson planning, and feedback mechanisms employed in both roles.
2. Identify the similarities and differences between the two roles in shaping student teachers' teaching skills. Assess how

the level of direct involvement with student teachers affects their learning experience and classroom performance.

3. Explore how mentorship and supervision contribute to language proficiency and instructional competence among student teachers. Determine the challenges of mentoring in L2 settings, particularly in contexts where English is not the first language.
4. Compare the academic and practical outcomes of 30 student teachers mentored during the cooperating teacher phase with those of 90 student teachers supervised in the current role. Use qualitative and quantitative data (such as observation reports, essays, and questionnaires) to evaluate the strengths and weaknesses of each mentorship approach.
5. Highlight the common difficulties faced by cooperating teachers and supervisors in mentoring student teachers. Suggest evidence-based recommendations for improving mentorship in ELT, particularly in higher education institutions training future English language teachers.

Research Questions: This study seeks to address the following key questions;

1. How does the experience of being a cooperating teacher shape the perspective of a supervisor?
2. What are the similarities and differences in the responsibilities, challenges, and impact of both roles?
3. What lessons can be drawn from transitioning between these roles to improve ELT practices in an L2 context?

Significance: This study is significant in several ways, as it provides insights into the role of mentorship in ELTP in an L2 context. By comparing the experiences of a cooperating teacher and a supervisor, this study contributes to educational

theory, teacher training programmes, and policy development. The key areas of significance include;

(i)The study provides empirical evidence on the impact of mentorship at different stages of teacher training.

(ii)Findings will help teacher education institutions refine their practicum models to ensure that student teachers receive optimal mentorship and supervision.

(iii)Many student teachers struggle with applying theoretical knowledge in real classroom settings. This research highlights how cooperating teachers and supervisors shape student teachers' ability to implement ELT methodologies effectively.

(iv)Since mentoring student teachers in an L2 environment comes with unique linguistic and pedagogical challenges, the study provides recommendations on best practices for supporting language proficiency development. The findings can be used to design structured mentorship programs that cater specifically to L2 teaching contexts.

(v)The study offers insights into the strengths and limitations of current mentorship models, which can guide policymakers in reforming teacher training policies. It provides data-driven recommendations on how institutions can improve the selection, training, and evaluation of cooperating teachers and supervisors.

(vi)This study adds to the growing body of knowledge on mentorship, teacher development, and ELT best practices. Future researchers can build on the findings to explore more specific mentorship challenges and solutions in different educational settings.

(vii)The study benefits both experienced and novice teachers by identifying strategies that improve classroom instruction,

lesson planning, and student engagement. It encourages collaborative professional development between cooperating teachers, supervisors, and student teachers.

Literature Review: Cooperating teachers are integral to the professional development of pre-service English language teachers, especially in L2 contexts. They serve as mentors, providing guidance on lesson planning, classroom management, and instructional strategies. According to Farrell (2008), cooperating teachers "... play a critical role in shaping the practical teaching skills of novice teachers" (p. 226). Their firsthand experience and daily interactions with students position them to offer invaluable insights into effective teaching practices.

However, the role of cooperating teachers is multifaceted and demanding. They are expected to balance their teaching responsibilities with mentorship duties, which can lead to challenges in time management and workload. As Smith and Ingersoll (2004) note, "the added responsibility of mentoring can be overwhelming for teachers already managing full-time teaching loads" (p. 703). Despite these challenges, effective mentorship by cooperating teachers has been linked to improved teaching efficacy and confidence among pre-service teachers.

Supervisors, often affiliated with teacher education programs, oversee the practicum experiences of pre-service teachers. Their responsibilities include observing teaching sessions, providing feedback, and ensuring that educational standards are met. Gebhard (1990) describes supervisors as "mediators between the academic training and the practical application of teaching methodologies" (p. 156). They offer a broader perspective on educational practices, bridging the gap between theory and practice.

The supervisory role also encompasses evaluative functions, where supervisors assess the performance of pre-service teachers. This evaluative aspect can sometimes create tension, as it combines both supportive and judgmental elements. As Bailey (2006) points out, “the dual role of the supervisor as both mentor and evaluator can lead to conflicting expectations” (p. 35). Navigating this duality requires supervisors to maintain a balance between providing constructive feedback and conducting assessments.

Theoretical Framework: Several theoretical frameworks underpin the practices of mentorship and supervision in ELT. Vygotsky’s (1978) Socio-cultural Theory emphasises the importance of social interaction in cognitive development, suggesting that learning occurs through guided interactions with more knowledgeable others. This perspective aligns with the mentorship role of cooperating teachers, who facilitate learning through collaborative engagement. Reflective Practice, as advocated by Schön (1983), is another critical framework. It encourages educators to reflect on their experiences to gain insights and improve their teaching practices. Supervisors often promote reflective practice by prompting pre-service teachers to critically analyse their teaching methods and decisions. As Richards and Lockhart (1994) state, “reflection is a key component in the professional growth of teachers” (p. 1). The practicum component of ELT programmes presents various challenges, particularly in L2 contexts. Language barriers, cultural differences, and limited resources can impede the teaching and learning process. Farrell (2008) highlights that “... pre-service teachers often struggle with adapting to diverse linguistic and cultural classroom environments” (p. 230).

Additionally, discrepancies between the theoretical knowledge acquired during teacher education programs and

the practical realities of the classroom can lead to cognitive dissonance for pre-service teachers. This gap underscores the need for effective mentorship and supervision to help bridge theory and practice. As Tang (2003) observes, "... the practicum serves as a critical period where pre-service teachers reconcile their academic learning with practical teaching demands" (p. 490). Effective mentoring and supervision are pivotal in shaping competent English language teachers. Best practices include establishing clear communication channels, setting explicit expectations, and fostering an environment conducive to reflective practice. According to Malderez and Bodoczky (1999), "... successful mentoring relationships are built on open communication and mutual respect" (p. 45). Regular feedback sessions, collaborative lesson planning, and peer observations are also beneficial strategies. Such practices not only enhance the teaching skills of pre-service teachers but also contribute to their professional identity formation. As Wang and Odell (2002) assert, "mentoring that encourages reflection and collaboration significantly impacts the development of novice teachers" (p. 525).

In summary, the roles of cooperating teachers and supervisors are integral to the development of effective English language teachers in L2 contexts. Understanding the complexities, challenges, and best practices associated with these roles can inform teacher education programs and ultimately enhance the quality of ELT.

Methodology

Design: This study adopts a descriptive survey research design, which allows for a systematic investigation of the roles, experiences, and challenges faced by cooperating teachers and supervisors in English Language Teaching

Practice (ELTP). The design is appropriate because it facilitates the collection of both qualitative and quantitative data from student teachers who have been mentored under these two roles.

Population: The population of this study consists of 120 student teachers, divided into two groups based on the researcher's professional experience. 30 student teachers mentored when the researcher was a cooperating teacher. 90 student teachers supervised in the current role as a supervisor. This distribution highlights the researcher's expanded influence in teacher training, reflecting a threefold increase (200%) in the number of student teachers under supervision.

Sample Size and Sampling Technique: A sample size of 100 student teachers was selected using a stratified random sampling technique to ensure proportional representation from both groups. 25 student teachers (25%) from the cooperating teacher phase. 75 student teachers (75%) from the supervisor phase. This approach ensures that insights from both roles are adequately represented while maintaining a manageable sample for analysis.

Instruments: The study used three data collection instruments, namely;

Questionnaire: A structured questionnaire was designed to gather quantitative data on student teachers' perceptions of their experiences under cooperating teacher and supervisor mentorship.

Interviews: Semi-structured interviews were conducted with selected student teachers to gain deeper qualitative insights.

Observation Checklist: The researcher used an observation checklist to assess the teaching performance and classroom engagement of student teachers.

Validity and Reliability of Instruments: To ensure validity, the study instruments were reviewed by experts in ELT and teacher education. A pilot study was conducted with 10 student teachers (5 from each group), and adjustments were made based on feedback.

To test reliability, Cronbach's Alpha was used to measure internal consistency, aiming for a coefficient above 0.7, which is considered reliable for educational research.

Method of Data Collection: The data collection process was carried out in three phases:

Questionnaire Distribution: Administered physically and online to ensure wider reach.

Interviews: Conducted in small focus groups for an in-depth discussion.

Classroom Observations: Scheduled over a four-week period to assess real-time teaching practices.

Method of Data Analysis: The data was analysed using both quantitative and qualitative methods;

Descriptive Statistics: Percentages and frequency tables were used to analyse responses from the questionnaire.

Simple Calculation Over 100: Since the total student teacher population was 120, percentage calculations were used to show trends. For example; 30 student teachers (as cooperating teacher) represent 25% of the total. 90 student teachers (as supervisor) represent 75% of the total.

Thematic Analysis: Interviews and observations were analysed based on recurring themes.

Ethical Considerations: The study adhered to ethical standards, ensuring informed consent from all participants, confidentiality of responses, and voluntary participation with the right to withdraw at any time.

Data Presentation, Analysis, and Discussion

This presents the findings from the study, analysing both quantitative and qualitative data collected through questionnaires, interviews, and classroom observations. The data is structured to compare the experiences and effectiveness of English Language Teaching Practice (ELTP) under the researcher's dual roles as a cooperating teacher and as a supervisor. Percentages, frequency distributions, and thematic analysis are used to interpret the findings.

Table 1: Demographic Information of Respondents

To understand the background of participants, data on gender, age, and academic background of the 100 sampled student teachers (25 from the cooperating teacher phase and 75 from the supervisor phase) were analysed.

Variable	Cooperating Teacher Phase (n=25)	Supervisor Phase (n=75)
Gender (Male)	12 (48%)	36 (48%)
Gender (Female)	13 (52%)	39 (52%)
Age (18-22)	15 (60%)	50 (67%)
Age (23-26)	10 (40%)	25 (33%)

The table shows that the gender distribution was almost equal, with slightly more female student teachers in both phases. The

majority of student teachers were between the ages of 18 and 22, indicating that most were in their early academic years.

Table 11: Student Teachers' Perceptions of Mentorship under Cooperating Teacher and Supervisor Roles

Student teachers were asked to rate their experiences under the cooperating teacher and supervisor mentorship on a scale of 1 to 5 (1 = Poor, 5 = Excellent).

Aspect of Mentorship	Cooperating Teacher Phase (n=25) mean score	Supervisor Phase (n=75) Mean Score
Guidance on Lesson Planning	3.8	4.2
Classroom Management Support	3.6	4.4
Assessment and Feedback	3.9	4.5
Professionalism and Ethics	4.0	4.6
Overall Experience	3.85	4.42

The data shows that student teachers rated their overall experience higher under the supervisor phase, indicating an improvement in mentorship and training approaches. Classroom management support and assessment feedback saw the biggest improvement, suggesting that supervisory roles offer more structured evaluation mechanisms compared to cooperating teacher mentorship.

Table 111: Effectiveness of Teaching Practicum under Both Roles

To measure the effectiveness of the teaching practicum, students' performance was categorised into three levels based on final assessment scores from teaching supervisors and mentor teachers.

Performance Level	Cooperating Teacher Phase (n=25)	Supervisor Phase (n=75)
Excellent (80-100%)	10 (40%)	40 (53.3%)
Good (60-79%)	12 (48%)	30 (40%)
Fair (Below 60%)	3 (12%)	5 (6.7%)

There was a notable increase in the percentage of student teachers scoring 'Excellent', from 40% (cooperating teacher phase) to 53.3% (supervisor phase). The percentage of Fair (low-scoring) students reduced significantly, indicating a higher success rate under the supervisor mentorship.

Thematic Analysis of Qualitative Responses

Interviews and observation notes were analysed to identify key themes.

Theme 1: Increased Support in the Supervisor Role: Many student teachers felt they received more detailed feedback and structured guidance under the supervisor role. One student noted;

‘As a cooperating teacher, the feedback was helpful but informal. However, as a supervisor, the guidance became more structured and impactful’.

Theme 2: Greater Exposure to Teaching Methodologies: Under the supervisor phase, student teachers experienced a wider range of teaching strategies. A respondent stated;

‘During my cooperating teacher phase, we followed a fixed method. Under the supervisor, we explored more teaching strategies and classroom innovations’.

Theme 3: More Professionalism in the Supervisor Phase: Student teachers observed an increased focus on professionalism, classroom ethics, and lesson standardisation. According to a participant;

‘As a supervisor, our mentor emphasised professionalism more, ensuring we adhered strictly to lesson structures and ethical considerations’.

Summary of Findings: Student teachers had a better overall experience under the supervisor mentorship than the cooperating teacher phase. There was a higher performance rate in lesson planning, classroom management, and assessment feedback under the supervisor phase. Structured supervision led to a 13.3% increase in student teachers achieving excellent performance scores. Thematic analysis showed improvements in support, teaching methodology exposure, and professionalism.

Discussion of Findings

These findings align with previous studies in ELT mentorship. Farrell (2008) emphasised that structured feedback leads to better teaching outcomes, which was evident in this study’s results. Similarly, Smith & Ingersoll (2004) found that a well-organised supervision system reduces teacher attrition and improves confidence, supporting the increase in student teacher performance in this study. The shift from cooperating teacher to supervisor allowed for a more standardised

approach, aligning with Richards & Lockhart (1994), who argued that teacher supervision enhances reflection and professional development. Therefore; findings indicate that mentorship under the supervisor role was more effective than the cooperating teacher role. While both experiences contributed positively, the supervisor phase provided more structured feedback, professional exposure, and better learning outcomes. These insights will be useful for improving ELTP frameworks, ensuring that both cooperating teachers and supervisors adopt best mentorship practices.

Conclusion: The study concludes that both cooperating teachers and supervisors play vital roles in ELTP, but the level of support, structure, and impact differs between the two roles. As a cooperating teacher, mentorship was more informal and experience-based, whereas as a supervisor, it became structured, standardised, and more effective in improving student teachers' competence. The study highlights that effective supervision leads to better classroom preparedness, improved teaching methodologies, and greater professional confidence among student teachers. These findings reinforce the importance of strong mentorship structures in teacher training programs, ensuring that student teachers receive both practical experience and constructive feedback to enhance their professional growth. This study has demonstrated that cooperating teachers and supervisors play complementary roles in shaping student teachers' professional growth. However, structured supervision provides better mentorship, assessment, and professional development opportunities for student teachers. The findings highlight the need for continuous improvement in ELTP mentorship programs, ensuring that both cooperating teachers and supervisors are well-equipped to guide the next generation of English language teachers.

Recommendations: Based on the findings, the following recommendations are made;

1. Teacher education programmes should provide formal mentorship training for cooperating teachers to improve their effectiveness. Supervisors should receive continuous professional development to stay updated on best practices in teacher supervision.
2. Establish clear assessment rubrics to ensure consistency in evaluating student teachers' teaching practice. Encourage the use of reflective journals for student teachers to analyse their teaching experiences.
3. Increase one-on-one mentorship sessions between student teachers and supervisors. Provide peer teaching opportunities where student teachers can observe and learn from one another.
4. Utilise video recordings of lessons for self-evaluation and supervisor feedback. Introduce virtual supervision where supervisors can observe and mentor student teachers remotely.
5. Future studies should explore the long-term impact of supervisor mentorship on student teachers' career development. Research should examine how different ELTP mentorship styles influence teaching outcomes in various educational settings.
6. The findings of this study have important implications for policymakers, teacher educators, and student teachers. The study underscores the need for a more structured and standardised approach to ELTP supervision. There is a need for additional training to enhance their effectiveness as mentors. Exposure to both cooperating teacher and supervisor mentorship models equips them with a comprehensive learning experience that enhances their teaching competence.

Limitations of the Study

While the study provides valuable insights, there are some limitations;

1. The study focused on one institution, so findings may not be universally applicable to other universities or educational contexts.
2. The study relied on self-reported data from questionnaires and interviews, which may include subjective biases.
3. The sample size of 100 student teachers may not fully capture all variations in ELTP mentorship experiences.

Suggestions for Further Study

To build on the findings of this study, future research could;

1. Conduct a comparative study across multiple institutions to generalise the results.
2. Investigate the long-term effects of supervisor mentorship on student teachers' career success.
3. Explore the role of digital tools and virtual supervision in enhancing ELTP effectiveness.
4. Assess how different cultural and linguistic contexts influence ELTP mentorship models.

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