



## RESEARCH ARTICLE

Section: *Digital Humanities***Mentoring for excellence: A constructivist approach to developing pre-service English language teachers' skills**Ali Ahmad Al-Barakat<sup>1,2\*</sup>, Bushra Alakashee<sup>1</sup>, Eid Kanaan<sup>1,2</sup>, Omayya M Al-Hassan<sup>3</sup>, Rommel M AlAli<sup>4\*</sup>, Ali K. Abdullatif<sup>5</sup>, Yusra Aboud<sup>4</sup> & Ashraf Zaher<sup>6</sup><sup>1</sup>Department of Education, University of Sharjah, United Arab Emirates<sup>2</sup>Faculty of Educational Sciences, Yarmouk University, Jordan<sup>3</sup>Department of Psychological Sciences, College of Education, Qatar University, Qatar<sup>4</sup>The National Research Center for Giftedness and Creativity, King Faisal University, Saudi Arabia<sup>5</sup>Department of Arabic Language, College of Arts, King Faisal University, Saudi Arabia<sup>6</sup>Translation, Authorship and Publication Center, King Faisal University, Saudi Arabia\*Correspondence: [aalbarakat@sharjah.ac.ae](mailto:aalbarakat@sharjah.ac.ae), [ralali@kfu.edu.sa](mailto:ralali@kfu.edu.sa)**ABSTRACT**

This study examines the pivotal role of mentor teachers in fostering constructivist learning experiences among pre-service English teachers during field-based training. Data were collected from a convenience sample of 177 pre-service teachers using a structured questionnaire, providing robust insights into the effectiveness of mentorship practices. The instrument assessed four core dimensions: lesson planning and organization, demonstration of constructivist strategies, support and guidance, and feedback and assessment practices. Findings indicated that mentor teachers play a critical role in developing learner-centered instructional skills. They provide structured lesson planning frameworks, model effective constructivist strategies, offer continuous guidance, and deliver constructive feedback, all of which enhance pre-service teachers' instructional confidence, pedagogical reasoning, and ability to foster critical thinking, creativity, and active learner engagement. The results suggest that mentorship functions not only as a tool for knowledge transfer but also as a transformative mechanism for professional growth and reflective practice. These results underscore the essential contribution of mentorship in bridging theory and practice, highlighting the need for structured mentor training, reflective guidance sessions, and multi-method evaluation approaches. The study provides empirical evidence that systematic mentorship programs are instrumental in equipping pre-service English teachers with the competencies required to implement effective constructivist pedagogy. Future research should explore how the intensity and duration of mentorship influence the acquisition and internalization of constructivist teaching practices.

**KEYWORDS:** English literature learning practices, constructivist learning, pre-service English teachers, field-based training**Research Journal in Advanced Humanities**

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## 1. Introduction and Theoretical Background

English teachers play a pivotal role in effective educational systems, as their competence, instructional expertise, and pedagogical decision-making directly influence students' language acquisition, cognitive development, and overall learning outcomes (Aloys et al., 2025; Bataineh & Al-Ghareeb, 2025). Contemporary research emphasizes that pre-service English teacher preparation is essential for developing professional identity, pedagogical reasoning, and practical classroom skills. Alotaibi et al. (2025) and Al-Barakat (2026) highlighted that pre-service English teachers who engage in structured, mentored field-based experiences achieve significantly better student learning outcomes than those who receive only theoretical instruction. These experiences enable trainees to translate educational theories into effective classroom practices that actively engage learners (Bakar et al., 2019; Chao, 2015; Chand et al., 2022).

Field training represents a cornerstone of pre-service English teacher preparation, providing authentic, hands-on opportunities to apply theoretical principles in real classroom contexts. Several studies (Bale & Anderson, 2022; Berry & Russell, 2014; Bisan Ali et al., 2025; Carter et al., 2024) highlight the critical role of mentor teachers in transferring instructional expertise through observation, constructive feedback, and co-teaching. Such interactions support pre-service teachers in developing reflective practice, classroom management skills, and the ability to address diverse learner needs (Al-Barakat et al., 2023; Bullock & Sator, 2018; Grant, 2017; Habibi et al., 2020).

Educational research (Appelget et al., 2020; Atjonen, 2012; Badia & Becerril, 2016) indicates that continuous, constructive mentoring enhances pre-service teachers' ability to integrate theory with practice, promoting interactive, learner-centered teaching rather than rote instruction. This underscores the importance of supportive learning environments in which mentor teachers actively model, guide, and facilitate pedagogical development (Castles et al., 2018; Khasawneh et al., 2023; Fraihat et al., 2022). International evidence further suggests that countries with structured pre-service programs emphasizing mentorship achieve higher teacher retention and classroom effectiveness (Al-Barakat et al., 2026).

Mentored field experiences also contribute to the development of professional identity, self-efficacy, and pedagogical confidence among pre-service teachers (Alali & Al-Barakat, 2024; Bataineh & Bataineh, 2024; Moats, 2020; Moulding et al., 2014). These experiences foster a collaborative partnership between mentors and trainees, enhancing competencies in lesson planning, instruction, and assessment (Kulaksız & Toran, 2022). Consequently, field experiences serve not only as practical training but also as contexts for reflective learning and professional growth (Khasawneh et al., 2022; Fraihat et al., 2022).

Constructivist theory, associated with Jean Piaget, posits that learning is an active process in which learners construct knowledge through engagement rather than passive reception (Bani Irshid et al., 2023). Research (Atjonen, 2012; Bale & Anderson, 2022; Bisan Ali et al., 2025; Bullock & Sator, 2018; Flowerdew, 2025; Iivari et al., 2020) emphasizes that constructivism positions learners as active participants, while teachers facilitate inquiry, discovery, and critical reflection. Alali and Al-Barakat (2022) noted that meaningful learning emerges from continuous cognitive interaction between prior knowledge and new experiences, highlighting the importance of constructivist lesson design. Classrooms that emphasize collaborative, inquiry-based learning consistently produce better outcomes than traditional lecture-based approaches (Bataineh et al., 2025; Macaluso et al., 2016; Okolie et al., 2022; Phipps, 2015; Radmard, 2020; Reynolds et al., 2022; Seng & Yeh, 2019). In English language education, pre-service teachers should be trained to design lessons that promote authentic communication, language negotiation, and interactive skill development (Alotaibi, 2025).

Mentor teachers play a central role in guiding pre-service teachers to implement constructivist approaches such as project-based learning, problem-solving tasks, and cooperative learning activities, thereby fostering critical thinking, language proficiency, and learner autonomy (Bataineh et al., 2026; Valtonen et al., 2019; Venkadeswaran & Ramanathan, 2024; Zhang & Wang, 2023). Al-Barakat and AlAli (2024) found that constructivist-oriented mentorship enhances pre-service teachers' ability to design contextually relevant and culturally responsive English lessons that accommodate diverse linguistic backgrounds.

Constructivist teaching practices, particularly learner-centered instruction, provide trainees with opportunities to develop inquiry skills, problem-solving abilities, and higher-order thinking. Research (Alakashee et al., 2025; Whitehead & Arslan, 2025; Yenen & Kızkapan, 2025) demonstrates that collaborative learning and group-based activities improve trainees' ability to achieve learning objectives, manage classrooms effectively,

and facilitate peer interaction. In the context of English teaching, Al-Barakat and AlAli (2024) reported that pre-service teachers trained in constructivist approaches achieved higher student comprehension, improved communicative competence, and increased engagement. Similarly, Al-Barakat et al. (2025) showed that structured mentorship in Arab contexts strengthens competencies in designing interactive activities, employing diverse instructional strategies, and integrating technology.

Integrating constructivist strategies during field training enhances pedagogical skills, reflective practice, self-efficacy, and innovation in lesson design (Bullock & Sator, 2018). Therefore, effective pre-service teacher preparation requires the deliberate integration of constructivist principles throughout all stages of field training, ensuring that trainees internalize student-centered teaching philosophies.

Despite these benefits, implementing constructivist approaches in pre-service programs remains challenging. Al-Barakat et al. (2023) indicated that weak implementation often results from insufficient emphasis on contemporary teaching strategies and limited mentor support. Asregid et al. (2023) found that traditional field training models that rely on general supervision without ongoing feedback fail to produce meaningful classroom improvement. Al-Hassan et al. (2012) highlighted that inadequate professional development for mentor teachers leads to inconsistencies in supervision, negatively affecting pre-service teachers' ability to apply constructivist practices. Al-Barakat and Al-Hassan (2009) emphasized that mentor teachers must possess both strong pedagogical knowledge and mentoring skills to effectively guide trainees through reflective practice and instructional innovation. Emerging research (Alotaibi, 2020; Bakar et al., 2019; Chao, 2015; Chand et al., 2022; Flowerdew, 2025) indicates that specialized mentor training in constructivist approaches significantly enhances pre-service teachers' capacity to design interactive, learner-centered instruction and integrate educational technologies.

In summary, pre-service English teacher preparation requires comprehensive programs that integrate theoretical knowledge, practical field experience, and structured, high-quality mentorship. Such preparation enables trainees to acquire the knowledge and competencies necessary to implement constructivist teaching effectively. Accordingly, this study aims to examine the role of mentor teachers in developing constructivist teaching practices among pre-service English teachers, with particular focus on how constructivist principles are enacted during field training and how mentoring influences pedagogical development. Ultimately, the study seeks to provide evidence-based recommendations for improving field training programs, enhancing mentor teacher competencies, and preparing teachers capable of fostering active and effective constructivist learning environments in contemporary English education.

## 2. Statement of the Study

Despite the central role of mentor teachers in shaping constructivist teaching practices, preliminary field observations reveal notable gaps in the quality of guidance provided during pre-service English teacher training. In many classroom settings, mentor teachers underutilize constructivist strategies, offer limited modeling of active, learner-centered instruction, and provide insufficient, systematic feedback on trainee performance. Such limitations may hinder pre-service teachers from internalizing constructivist pedagogies, thereby restricting their ability to deliver engaging and effective English language instruction in their future practice.

Previous research has reported similar concerns. Al-Barakat et al. (2025) and Al-Hassan et al. (2012) found that inadequate supervision and weak mentoring practices negatively influence pre-service teachers' adoption of innovative and student-centered teaching approaches. Furthermore, the effectiveness of mentorship is closely linked to mentor teachers' professional experience, academic qualifications, and their understanding of constructivist pedagogy (Alotaibi, 2020; Bakar et al., 2019; Chao, 2015). The interaction between mentor characteristics and pre-service teachers' academic and pedagogical readiness further complicates the mentoring process, highlighting the need for a more systematic examination of mentor roles in fostering constructivist competencies.

Accordingly, this study aims to examine the role of mentor teachers in developing constructivist teaching skills among pre-service English teachers during field-based training. The study is guided by the following central research question: *What is the role of mentor teachers in guiding pre-service English teachers to develop and implement constructivist teaching practices during field-based training?*

### **3. Method and procedures**

#### **3.1 Research design**

This study employed a descriptive survey design to investigate the role of mentor teachers in fostering constructivist teaching skills among pre-service English teachers during field-based training. This design enabled the systematic collection and analysis of participants' perceptions and experiences in authentic classroom contexts, providing insights into the effectiveness of mentorship and the practical application of constructivist instructional strategies.

#### **3.2 Participants**

The participants were pre-service English teachers enrolled in teacher preparation programs at Jordanian universities, actively engaged in field-based training. This training offered them opportunities to apply theoretical knowledge in real classroom settings under the supervision of experienced mentor teachers. Participants were assigned to diverse teaching placements, enabling them to gain varied experiences and insights into constructivist teaching practices. Their involvement in practical teaching was essential for translating constructivist pedagogical theories into effective classroom instruction.

A convenience sample of 177 pre-service English teachers was selected to represent trainees with different levels of prior classroom experience and exposure to mentorship. This sampling approach allowed the study to explore how mentor teachers guide pre-service teachers in developing constructivist competencies, identify effective mentoring strategies, and highlight potential areas for improvement in pre-service teacher preparation programs in Jordan.

#### **3.3 Study Instrument**

To achieve the objectives of this study, the researchers developed a comprehensive questionnaire aimed at evaluating the role of mentor teachers in guiding, modeling, and supporting constructivist teaching practices among pre-service English teachers. The instrument was carefully structured to capture multiple dimensions of mentorship, including the frequency, quality, and perceived effectiveness of constructivist strategies implemented by mentor teachers during field-based training. By focusing on pre-service teachers' perceptions, the questionnaire provides a holistic assessment of mentorship, encompassing both observable mentor behaviors and the subjective experiences of trainees (Hudson & Hudson, 2019).

The development process followed a systematic, multi-stage approach. Initially, exploratory feedback was collected from a pilot group of twenty experienced mentor teachers who identified key constructivist practices emphasized in field-based training, such as problem-based learning, collaborative group work, learner-centered questioning, and reflective feedback. This preliminary step ensured that the questionnaire items were grounded in authentic classroom practices and aligned with contemporary approaches in English language teacher preparation (Zhang & Wang, 2023).

In addition, the researchers drew on their professional expertise in English language teaching, teacher education, and mentoring to refine the questionnaire items. Consideration was given to pedagogical principles, curriculum expectations, and best practices in pre-service teacher preparation, ensuring that the instrument accurately reflected both mentor and trainee competencies. Furthermore, an extensive review of recent literature on constructivist pedagogy and teacher mentoring provided a strong theoretical foundation, highlighting the importance of reflective practice, scaffolding, and active learner engagement. This review guided the inclusion of items that assessed not only the frequency of constructivist practices but also their quality and alignment with modern educational standards.

The final instrument comprised forty items organized to address key aspects of mentorship. These items evaluated how mentors support lesson planning and organization based on constructivist principles, demonstrate learner-centered teaching strategies, provide guidance that fosters reflective practice and problem-solving, and deliver timely, constructive feedback to trainees. Each item was rated on a five-point Likert scale, ranging from one (Very Low) to five (Very High), allowing for a nuanced quantitative assessment of mentorship effectiveness.

To ensure content validity, the questionnaire was reviewed by ten experts in English language teaching, teacher preparation, and educational measurement. Their feedback on clarity, relevance, and alignment with

constructivist principles led to the refinement of items through revisions, additions, and deletions to optimize validity. A pilot study involving thirty pre-service English teachers outside the main sample confirmed the reliability of the instrument, yielding a Cronbach's alpha of 0.92, which indicates excellent internal consistency. Moreover, a two-week test-retest correlation of 0.91 demonstrated the stability and reproducibility of the questionnaire.

Overall, this instrument provides a robust, psychometrically sound, and evidence-based tool for evaluating the effectiveness of mentor teachers in fostering constructivist teaching skills among pre-service English teachers. It captures both observable mentorship behaviors and trainees' perceptions, offering actionable insights for improving teacher preparation programs, enhancing professional development for mentors, and promoting the adoption of learner-centered instructional practices in English language classrooms.

### **3.4 Data Collection and Analysis**

Data for this study were collected using a specially designed questionnaire aimed at evaluating the role of English mentor teachers in developing constructivist teaching skills among pre-service English teachers. The questionnaire was distributed to a convenience sample of 177 pre-service teachers engaged in field-based training, with 155 completed questionnaires returned, yielding a response rate of approximately 87.6%. Prior to data collection, participants received clear instructions on how to complete the questionnaire and were assured of the confidentiality and voluntary nature of their responses.

The questionnaire consisted of forty items organized into four main dimensions: Lesson Planning and Organization, Demonstration of Constructivist Strategies, Support and Guidance, and Feedback and Assessment Practices. Each item was rated on a five-point Likert scale, where 1 represented the lowest level and 5 the highest, reflecting pre-service teachers' perceptions of the effectiveness of mentor teachers' guidance. This structure allowed for a nuanced evaluation of mentor practices across multiple aspects of constructivist teaching.

For data analysis, responses were coded and entered into a statistical software program. Descriptive statistics, including means and standard deviations, were calculated for each item and each dimension to assess the level of mentorship effectiveness across the four constructivist teaching domains. Overall mean scores were interpreted according to the study's scale, with high scores indicating strong integration of constructivist practices, medium scores reflecting moderate implementation, and low scores suggesting limited application.

The use of a structured questionnaire enabled the systematic collection of pre-service teachers' perceptions of mentor practices and provided a reliable quantitative basis for evaluating the effectiveness of constructivist mentorship. This approach facilitated the identification of both strengths and areas for improvement in mentoring, contributing to a comprehensive understanding of how pre-service teachers develop constructivist teaching skills under the guidance of mentor teachers.

Furthermore, the combination of a standardized measurement scale, careful administration procedures, and a high response rate ensured the reliability and validity of the collected data, thereby supporting the credibility of the analysis and the robustness of the study findings. Overall, this method provided a solid foundation for drawing meaningful conclusions regarding the role of mentor teachers in fostering learner-centered pedagogical competencies.

## **4. Findings of the Study**

This study examined the role of mentor teachers in supporting pre-service English teachers to develop and implement constructivist teaching practices during their field-based training. The collected data were analyzed using means and standard deviations across four key dimensions: Lesson planning and organization, demonstration of constructivist strategies, support and guidance, and feedback and assessment practices. The results for each dimension are presented below, with individual items organized in descending order based on their mean scores to provide a clear picture of the areas of strongest mentor impact.

### **4.1 Lesson Planning and Organization**

This area focuses on how mentor teachers guide pre-service English teachers in structuring and organizing lessons according to constructivist principles. It encompasses designing learning activities that activate students' prior knowledge, aligning strategies with engagement principles, integrating content with real-life experiences,

and setting clear constructivist objectives. Table 1 presents the means and standard deviations for each item, illustrating the extent to which mentor guidance supports effective lesson planning.

**Table 1: Means and Standard Deviations for Lesson Planning and Organization**

No.	Items	Mean	SD	Rating
1	Guides pre-service teachers to structure English lessons based on students' prior knowledge	4.78	0.40	High
2	Supports aligning teaching strategies with student engagement principles	4.76	0.41	High
3	Supports creation of lesson plans emphasizing active learning	4.75	0.42	High
4	Encourages linking English content to students' everyday experiences	4.74	0.42	High
5	Provides guidance on selecting suitable English teaching materials	4.73	0.43	High
6	Assists in setting clear constructivist objectives for English lessons	4.73	0.43	High
7	Demonstrates integration of cultural context in lesson design	4.72	0.44	High
8	Advises on differentiating instruction to meet diverse learner needs	4.71	0.44	High
	<b>Overall Mean</b>	<b>4.74</b>	<b>0.43</b>	<b>High</b>

The results in Table 1 indicate that mentor teachers are highly effective in guiding lesson planning. Items related to structuring lessons based on prior knowledge (4.78) and aligning strategies with engagement principles (4.76) received the highest ratings, reflecting careful attention to student-centered planning. Lower but still high scores for differentiation (4.71) and cultural integration (4.72) suggest areas where further emphasis could enhance inclusive practices. Overall, these findings demonstrate that structured mentorship supports pre-service teachers in designing lessons that are interactive, contextually relevant, and aligned with constructivist pedagogy.

#### 4.2 Demonstration of Constructivist Strategies

This domain examines the ways mentors model constructivist teaching strategies during classroom instruction. It includes promoting critical thinking, encouraging inquiry, facilitating collaborative tasks, using technology effectively, and connecting lessons to real-world contexts. Table 2 summarizes the means and standard deviations for each item in this domain.

**Table 2. Means and Standard Deviations for Demonstration of Constructivist Strategies**

No.	Items	Mean	SD	Rating
1	Promotes critical thinking in language learning tasks	4.78	0.41	High
2	Demonstrates interactive English teaching strategies	4.77	0.41	High
3	Encourages questioning and exploration of language concepts	4.76	0.42	High
4	Connects lesson content to real-world applications	4.74	0.43	High
5	Demonstrates approaches for accommodating diverse proficiency levels	4.74	0.43	High
6	Integrates technology and multimedia in English lessons	4.72	0.44	High
7	Encourages collaborative group tasks in English classrooms	4.73	0.45	High
8	Models reflective teaching and encourages pre-service reflection	4.71	0.45	High
9	Shows strategies to stimulate higher-order thinking	4.73	0.44	High
10	Uses inquiry-based activities to stimulate student curiosity	4.75	0.43	High
	<b>Overall Mean</b>	<b>4.74</b>	<b>0.43</b>	<b>High</b>

As revealed in Table 2, mentor teachers effectively model active, student-centered instruction. Promoting critical thinking (4.78) and demonstrating interactive strategies (4.77) were rated highest, highlighting the mentors' role in equipping pre-service teachers with practical techniques for learner engagement. High scores for inquiry-based tasks (4.75) and collaborative activities (4.73) further indicate strong support for the adoption of constructivist strategies, confirming that observation and modeling by mentors significantly influence trainees' instructional approaches.

### 4.3 Support and Guidance

In this field, the emphasis is on how mentor teachers provide continuous support and scaffolding to pre-service English teachers during their field-based training. It encompasses structured assistance, reflective discussions, lesson adaptation, peer collaboration, and classroom management guidance. Table 3 presents the mean scores and standard deviations.

**Table 3: Means and Standard Deviations for Support and Guidance**

No.	Item	Mean	SD	Rating
1	Guides development of student-centered learning activities	4.76	0.41	High
2	Provides structured assistance during lesson delivery	4.75	0.42	High
3	Encourages reflection and discussion after teaching sessions	4.74	0.42	High
4	Provides strategies for adjusting lessons to varying language abilities	4.74	0.42	High
5	Fosters collaboration among peers in lesson planning	4.73	0.43	High
6	Advises on classroom management strategies	4.73	0.43	High
7	Supports peer mentoring and cooperative learning	4.72	0.44	High
	<b>Overall Mean</b>	<b>4.74</b>	<b>0.42</b>	<b>High</b>

Table 3 demonstrates that mentor teachers provide comprehensive guidance throughout the teaching practice. The highest ratings were observed for developing student-centered activities (4.76) and structured support during lesson delivery (4.75). Guidance on classroom management and fostering peer collaboration (4.73) shows attention to both pedagogical and organizational dimensions of mentorship. These results underscore that effective mentorship combines practical support with reflective guidance, enhancing pre-service teachers' confidence, adaptability, and professional development.

### 4.4 Feedback and Assessment Practices

This area investigates mentor teachers' approaches to providing constructive feedback and formative assessment. It involves guiding reflection on learning outcomes, applying evaluation to real-life contexts, supporting self- and peer-assessment, and modeling effective questioning. Table 4 presents the means and standard deviations for all items.

**Table 4: Means and Standard Deviations for Feedback and Assessment Practices**

No.	Item	Mean	SD	Rating
1	Offers actionable feedback on teaching performance	4.78	0.41	High
2	Connects assessment to meaningful, real-life English use	4.76	0.42	High
3	Guides pre-service teachers to reflect on student learning outcomes	4.75	0.42	High
4	Demonstrates formative assessment strategies	4.74	0.43	High
5	Provides guidance on using rubrics for English evaluation	4.73	0.43	High
6	Illustrates peer-assessment and collaborative evaluation	4.73	0.43	High
7	Supports self-assessment exercises for students	4.72	0.44	High
8	Advises on adjusting lessons based on assessment data	4.71	0.45	High
9	Models open-ended questioning to promote understanding	4.74	0.43	High
	<b>Overall Mean</b>	<b>4.74</b>	<b>0.43</b>	<b>High</b>

Table 4 reveals that mentor teachers excel in providing actionable and meaningful feedback. Highest scores were awarded for offering actionable feedback (4.78) and linking assessment to real-life English use (4.76). Consistently high ratings across all items reflect comprehensive mentoring in feedback, assessment, and reflective practice, highlighting the mentors' role in promoting pre-service teachers' assessment competencies and fostering constructivist learning environments.

Across all four areas, the overall mean score (~4.74) confirms that mentor teachers play a critical role in guiding, modeling, supporting, and assessing constructivist teaching practices. Their mentorship integrates practical guidance, reflective support, and modeling of best practices, strengthening pre-service teachers' confidence, pedagogical reasoning, and capacity to design interactive, learner-centered English lessons. These findings underscore the importance of structured mentorship programs and suggest opportunities for targeted

professional development to enhance constructivist teaching outcomes.

## 5. Discussion

The present study examined the role of mentor teachers in supporting pre-service English teachers in developing and implementing constructivist teaching practices during field-based training. The findings provide critical insights into how mentorship influences pedagogical competence across four key dimensions: Lesson Planning and Organization, Demonstration of Constructivist Strategies, Support and Guidance, and Feedback and Assessment Practices. These results underscore the significance of mentor involvement in bridging theoretical knowledge with practical classroom application, offering implications for teacher education program design and the preparation of future English language educators.

Regarding lesson planning and organization, the results indicate that mentor teachers play a central role in enabling pre-service teachers to design and structure lessons according to constructivist principles. Mentors emphasize aligning instructional activities with students' prior knowledge, planning meaningful and engaging tasks, and establishing clear, learner-centered objectives. This support ensures that lesson plans are interactive, contextually relevant, and tailored to students' cognitive frameworks, which is particularly essential in English language classrooms where scaffolding and authentic materials enhance communicative competence. These findings align with constructivist learning theories, highlighting the importance of building upon learners' existing knowledge (Al-Barakat et al., 2023). By guiding lesson planning, mentor teachers help pre-service teachers anticipate challenges, accommodate varying proficiency levels, and foster active engagement. Prior research similarly demonstrates that structured guidance in lesson design enhances pre-service teachers' confidence, pedagogical reasoning, and readiness to implement learner-centered strategies (Al-Hassan et al., 2025; Khasawneh et al., 2023). Overall, careful mentorship in lesson planning provides a solid foundation for effective constructivist teaching and classroom management.

In terms of demonstration of constructivist strategies, the study shows that mentor teachers actively model learner-centered practices, which provide pre-service teachers with practical examples to emulate. Mentors employ interactive teaching techniques, facilitate collaborative tasks, and encourage inquiry-based learning, allowing trainees to observe authentic applications of constructivist pedagogy. This approach is consistent with sociocultural and experiential learning theories (Vygotsky, 1978; Kolb, 1984), which emphasize that novices learn effectively through observation and guided participation in real instructional contexts. High ratings for promoting critical thinking, collaboration, and reflective practices indicate that mentors successfully foster the adoption of constructivist strategies that engage students meaningfully. Previous studies support these findings, demonstrating that modeling innovative instructional approaches enhances pre-service teachers' ability to implement active, student-centered learning and critical thinking in English classrooms (AlAli & Al-Barakat, 2023; Al-Hassan et al., 2012; Chao, 2015; Chand et al., 2022; Flowerdew, 2025). Mentor demonstration thus functions as both a teaching and professional development tool, providing pre-service teachers with cognitive and behavioral templates for effective practice.

The findings related to support and guidance indicate that mentor teachers provide consistent scaffolding, which is essential for enabling pre-service teachers to apply constructivist strategies confidently. Mentors offer practical advice on classroom management, differentiation for diverse proficiency levels, and strategies to promote student engagement. They also facilitate reflective discussions, encouraging pre-service teachers to analyze their instructional choices critically. This guidance aligns with the Zone of Proximal Development and scaffolding frameworks (Al-Barakat et al., 2026; Alotaibi et al., 2025; Al-Barakat & Bataineh, 2011), emphasizing the role of expert support in extending learners' capabilities. Through continuous mentorship, pre-service teachers develop confidence, gradually assume greater responsibility, and acquire the ability to experiment with novel pedagogical strategies. Prior research confirms that mentorship enhances problem-solving skills, reflective capacity, and the application of innovative teaching practices in real classroom settings (Bani Irshid et al., 2023; Al-Hassan et al., 2025). These findings highlight the multifaceted role of mentor support, which combines practical assistance with professional development to cultivate competent, adaptable teachers.

Finally, the area of feedback and assessment practices demonstrates that mentor teachers actively guide pre-service teachers in implementing constructivist assessment methods. Mentors emphasize formative assessment, reflective questioning, and interactive feedback, focusing on students' learning processes as well as outcomes. This approach encourages metacognition, self-directed learning, and learner autonomy, reflecting an

understanding of assessment as a tool to enhance learning rather than solely measure performance. The results align with constructivist assessment theories advocating continuous, learner-centered evaluation (Hawamdeh et al., 2025; Valtonen et al., 2019; Venkadeswaran & Ramanathan, 2024). By modeling effective feedback and assessment strategies, mentor teachers equip pre-service teachers to integrate evaluation seamlessly with instruction, creating learning environments where students actively construct knowledge. Previous studies corroborate these outcomes, emphasizing the importance of feedback and formative assessment in developing reflective and adaptive teaching skills among novice educators (Fraihat et al., 2022; Bataineh et al., 2026).

Collectively, the findings underscore that mentor teachers exert a comprehensive influence on pre-service English teachers by integrating guidance in lesson planning, demonstration of strategies, scaffolding support, and formative assessment into a cohesive mentorship framework. High-quality mentoring fosters professional growth, pedagogical reasoning, and instructional confidence, enabling trainees to design, implement, and evaluate constructivist lessons effectively. These results reinforce the need for structured, reflective, and evidence-based mentoring programs in teacher education, ensuring that pre-service teachers are fully prepared to deliver interactive, learner-centered English instruction in diverse classroom contexts.

## 6. Conclusions and Recommendations

The findings of this study underscore the essential role of mentor teachers in cultivating constructivist teaching competencies among pre-service English teachers during field-based training. Mentor teachers act not only as supervisors but also as authentic role models, guiding pre-service teachers in translating theoretical knowledge into practical, learner-centered strategies. Through direct observation and guided practice, trainees gain hands-on experience with constructivist approaches such as scaffolding, collaborative learning, linking content to prior knowledge, and fostering critical thinking, creativity, and self-directed learning. These mentorship experiences significantly enhance pre-service teachers' instructional confidence, pedagogical reasoning, and ability to design and implement effective English lessons grounded in constructivist principles, preparing them for the dynamic demands of contemporary classrooms.

Despite these promising outcomes, several limitations should be noted. The study relied on a convenience sample of pre-service English teachers, which may limit the generalizability of the findings. Data collection was conducted exclusively through self-report questionnaires, without triangulation from classroom observations or interviews with mentors and trainees, potentially affecting the depth and validity of insights. Additionally, variations in mentor experience, supervision intensity, and contextual factors may have influenced the results, highlighting the need for caution when extrapolating the findings to other teacher education contexts.

Based on the findings, several recommendations are proposed to enhance constructivist teacher preparation. First, structured professional development programs should be provided for mentor teachers, emphasizing practical implementation of constructivist strategies in English classrooms. Mentors should facilitate reflective sessions that enable pre-service teachers to critically analyze and refine their instructional practices, fostering continuous professional growth. Field-based training programs should ensure sufficient duration and intensity, allowing mentors to model and reinforce constructivist practices effectively. Furthermore, program evaluations should adopt multi-method approaches, incorporating classroom observations, interviews, and peer feedback alongside self-report measures to provide a comprehensive assessment of mentorship effectiveness. At a policy level, the integration of constructivist mentorship guidelines into national teacher education frameworks could systematically promote learner-centered pedagogy across English language teaching programs.

Future research should expand the sample to include diverse teacher preparation programs and utilize multiple data collection methods to enhance the robustness and applicability of results. Investigating the effects of mentor training, supervision intensity, and the interaction between pre-service teachers' academic abilities and mentor guidance could further clarify the mechanisms through which constructivist competencies are developed. Such studies would contribute to a deeper understanding of effective mentorship models and support the systematic adoption of constructivist teaching practices in English language classrooms.

In conclusion, the study affirms that structured, reflective, and hands-on mentorship is critical for preparing pre-service English teachers to implement constructivist pedagogy effectively. By strengthening mentor training, providing ongoing guidance, and fostering reflective practice, teacher preparation programs can cultivate educators capable of delivering interactive, learner-centered, and innovative English instruction, ultimately enhancing student engagement and learning outcomes.

## **Declarations**

### **AI Statement**

This manuscript was prepared by the authors. AI tools (QuillBot and Grammarly) were used in a limited, supervised capacity for language polishing and proofreading only. These tools did not generate ideas, conduct analysis, or shape interpretation. The authors reviewed and verified all content and assume full responsibility for the accuracy, rigor, and conclusions of the research.

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