

Feedback And Mentorship: A Dynamic Duo for Language Teachers Learning

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Abstract

Much has been said about practicum as an invaluable resource in the learning of pre-service teachers. This stage generally takes place in the final semesters of teacher education programs. Although different studies have already highlighted its relevance; The integration of mentors and tutors to excel this process still poses challenges in its implementation, which leaves students adrift. It is at this point where feedback and support emerge as pillars to ensure its quality, not only in terms of teaching skills but also into a comprehensive component, as it encompasses fundamental dimensions, namely: as a being, as a knower, and as a conscious mediator of the social and cultural context. Therefore, feedback is a process acknowledged more as support than supervision. This process is fundamental in the development of competencies for teachers, not only on a technical level but also in their own identity through teacher empowerment in this initial preparation cycle . This study presents the results of the aspects that are part of a feedback and support process during the pedagogical practice period of students in a bachelor's degree at a public university. These aspects that are considered fundamental will reflect whether the program truly helps the teacher, from the beginning, to view their own training in a comprehensive and not merely technical manner. Moreover, the implications of the approach or approaches underlying those aspects, considered relevant, demonstrate the conceptual perspective of the teacher trainer regarding what and how important it is in students' training.

Keywords: Feedback; practicum period; pre-service-teachers; teacher's learning; teacher training