

## **PRE-SERVICE EFL TEACHERS' PERSPECTIVES ON MENTORING PRACTICE DURING TEACHING PRACTICUM PROGRAM**

**ABSTRACT ULFA ANGGIA LUTFIANTI** - This research was aimed to describe pre-service EFL teachers' perspective on mentoring practice during teaching practicum program. The method used in this research was narrative inquiry study. The technique used for collecting the data in this research was semi-structured interview. The participants of this research were four pre-service EFL teachers. The research result showed that the practicum-mentor was a supportive practicum-mentor who guided the pre service EFL teachers in the teaching practicum by giving tips and advices for a better teaching. The practicum-mentor was a reliable practicum-mentor and a very caring-person. The practicum mentor was a helpful practicum mentor who was easy to communicate with. Practicum-mentor and accessible offline and online as she could communicate face-to-face or trough whatssapp. The mentoring relationship the pre service EFL teachers had was equal, supportive and provided opportunities for learning was considered an ideal means for learning how to teach. The practicum mentors had various roles as they guide and support the preservice EFL teacher trough their phases of development. The practicum mentor is suggested to support the pre service EFL teachers in the teaching practicum practice during teaching practicum program especially in mentorship support such as pedagogical knowledge, guidance on essential education system requirements, modelling of teaching practice and feedback on aspects of teaching and learning.

**Key Words:** Pre-service EFL Teacher, Mentoring Practice, Teaching Practicum Program

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