Chapter 6
Measuring the Effectiveness of Virtual Mentoring Programs in Supporting Teachers of English as a Second Language With Educational Technology Integration

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ABSTRACT

The present study aims to examine the effects of a virtual mentorship program on the incorporation of educational technology (EdTech) among English as a second language (ESL) teachers. Given the changing educational environment, it is essential to use EdTech in order to improve the language learning of ESL learners. The study used a combination of qualitative and quantitative methodologies, engaging 48 ESL instructors in a three-month virtual mentorship program. The measurement

of improvements in participants' confidence and use of EdTech is conducted using quantitative surveys, whilst qualitative interviews are employed to investigate their experiences. Initial results indicate a direct relationship between virtual mentorship and instructors' competence in integrating EdTech. This study offers valuable insights into the efficacy of professional development programs for English as a Second Language (ESL) instructors. Additionally, it has implications for legislators and curriculum creators who seek to improve ESL education by using technology.

INTRODUCTION

The use of educational technology (EdTech) in language training has become an essential element of good teaching methods, nowadays. In this era, English as a second language (ESL) educators have both opportunities and challenges when it comes to integrating EdTech into their teaching. In this research, the authors investigated the effects of a virtual mentorship program on improving the ability of ESL instructors to effectively use EdTech into their teaching.

Advancements in technology constantly influence the field of language education, requiring instructors to modify their instructional methodologies to cater to the demands of the digital era. Nevertheless, ESL teachers sometimes face obstacles such as restricted availability of technological tools, insufficient training, and practice limitations (Kaminskiene et al., 2022; Salam et al., 2023). To tackle these issues, specific interventions are required, beyond conventional professional development methods.

Virtual mentoring is a promising approach that offers individualized coaching to educators, helping them improve professionally (Singer et al., 2023). In this study, the authors examined the effectiveness of a virtual mentorship program tailored for ESL instructors, focusing on its impact on their confidence, knowledge acquisition, and practical use of EdTech resources in teaching environments. In particular, the researchers aimed to answer the following questions:

1. How significantly does participation in the virtual mentorship program enhance ESL teachers' confidence, knowledge and usage of EdTech tools into their lessons?

2. What perspectives do ESL teachers hold regarding the mentoring program's role in enhancing their EdTech skills?

The authors employed both quantitative and qualitative data to gain insight into the experiences and viewpoints of ESL instructors involved in virtual mentorship. In this way, they sought to contribute to the ongoing discussion on teacher professional development and technology integration in ESL education. The results of this research might be used to shape the development of virtual mentorship programs

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