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## **IsiZulu Home Language Teachers' Experiences of Mentoring Pre-Service Teachers During Teaching Practice in Durban, South Africa**

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**KEYWORDS** Mentorship. Practicum Teaching. Secondary Schools. Student Teachers. Teacher Education

**ABSTRACT** Mentoring pre-service teachers is crucial during teacher training. This happens when students are in schools doing teaching practice, where they are assigned to mentor teachers. This study sought to explore isiZulu home language teachers' experiences of mentoring pre-service teachers during teaching practice at selected secondary schools. A transformative learning theory was adopted in the study. Qualitative case study methods were used. Semi-structured interviews with twelve mentor teachers were used. Among findings, some mentor teachers have positive experiences with regard to their roles as mentors, yet some experience challenges, for example, overbearing university expectations, while others demonstrate inadequate understanding of what it means being a mentor teacher. It is concluded that some mentors are good at mentoring pre-service teachers while others require mentorship training to be able to perform their duties efficiently.