

Professional Development through Mentoring

Novice ESL Teachers' Identity
Formation and Professional Practice

Juliana Othman and Fatiha Senom

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In their book, Othman and Senom provide a unique insight into the challenges faced by novice English as a Second Language (ESL) teachers and demonstrate how mentoring can provide effective support for new teachers' professional development. The content demonstrates the theoretical background for viewing mentoring as a process crucial to novice teachers' development particularly to the teachers' ability to succeed and grow in a specific workplace context. Using case studies from a Malaysian context, this book provides a comprehensive understanding of how mentoring can serve as a strategy to facilitate the transition of novice ESL teachers from a teacher education programme to life in real classrooms. Through its case studies, the book will examine both theoretical and practical issues for mentors, teacher educators, policymakers, and administrators anywhere in mentoring novice ESL teachers. This book is valuable for researchers who are particularly interested to explore novice teachers' identity development and experienced teachers to help guide novice teachers through socialization process in their schools.

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