



## Professional Development through Mentoring: Novice ESL Teachers' Identity Formation and Professional Practice, written

by Juliana Othman, Fatiha Senom, Routledge Research in Teacher Education  
1st Edition, London and New York. 2020, 128 pp., Paperback £16.99,  
Hardback £44.99, eBook £15.29, ISBN 9781032090412

Rifky Dora Wijayati, Yu Zeyuan & Zalik Nuryana

To cite this article: Rifky Dora Wijayati, Yu Zeyuan & Zalik Nuryana (2023): Professional Development through Mentoring: Novice ESL Teachers' Identity Formation and Professional Practice, written, Asia Pacific Journal of Education, DOI: [10.1080/02188791.2022.2163760](https://doi.org/10.1080/02188791.2022.2163760)

To link to this article: <https://doi.org/10.1080/02188791.2022.2163760>



Published online: 02 Jan 2023.



Submit your article to this journal [↗](#)



View related articles [↗](#)



View Crossmark data [↗](#)

## BOOK REVIEW

**Professional Development through Mentoring: Novice ESL Teachers' Identity Formation and Professional Practice**, written by Juliana Othman, Fatiha Senom,

Routledge Research in Teacher Education 1st Edition, London and New York. 2020, 128 pp., Paperback £16.99, Hardback £44.99, eBook £15.29, ISBN 9781032090412

Education is a never-ending learning loop with no end in sight. Prior to beginning a professional career, it is critical to concentrate on the path. Professional development in teacher education assists career-minded persons in continuously improving their abilities and becoming more professional in their jobs. Regarding to education, novice teachers must develop their professional skills before entering a specific job environment. In English language teacher education, a look at the field's knowledge base has led to changes. Teacher identity and critical perspectives on teacher education are at the heart of a new way of thinking about what it means to be a teacher. Therefore, it is essential to focus on quality professional development that can change teachers' practices and help students learn better. This is in line with work in teacher learning to better understand the nature and growth of teachers' professional development. However, in specific contexts of the world, such as outer circle and expanding circle countries, English language teaching has occasioned problematic teaching practices in the field for decades (Martel & Wang, 2014). For example, the way people speak English varies from place to place because of cultural and linguistic differences (Ibrahimova & Ziyaboyeva, 2021), such as how clear and acceptable it is. This includes non-native English teachers who teach English in those countries (Abdesslem, 2021).

To begin, this book illustrated the importance of teacher professional development in second language learning, including current issues in outer circle countries were articulated. Nine chapters comprise the book. The first relates to the setting of a second language teacher education program. The subsequent chapters 2 and 3 are concerned with beginner teachers' fundamental knowledge of terminologies and professional development and mentoring. As a result, chapter 4 details the implementation of the mentoring program through case studies of four language teachers, as well as the theoretical framework. Following that, the central subject of beginner English as a Second Language (ESL) teachers' professional development in terms of knowledge, practice, and identity was thoroughly examined in chapter 5, 6, 7 and 8, in conjunction with the proposition stated in chapter 9.

This book is a valuable resource for novice ESL teachers for professional development enhancement and offers a detailed insight into the issues faced by novice ESL teachers in the Asia-Pacific region and the worldwide. Using case studies from the Malaysian setting, this book describes how mentoring might serve as a tool to ease the transition of beginner ESL teachers from teacher education programs to actual classroom life.

Chapter one comprises a collection of data highlighting this study for readers to understand better the overall picture offered in this book. The following sections discuss some of the difficulties that have evolved in recent years in second language teaching education and professional development and provide an overview of the research on these topics. Chapter two begins with the growth of novice instructors. With references to contemporary and classic literature on novice teachers, this chapter discusses the difficulties encountered during the early years of teaching, highlighting the stages of novice teacher growth and their need for support. Additionally, an overview of research on rookie teachers' knowledge, practice, and identity was presented. Simultaneously, chapter three, looping at the concepts of sponsored professionalism and

autonomous professionalism in teacher professional development were discussed as background knowledge for comprehending the transformational journeys of four rookie teachers during the mentorship program. Following that, we examine teacher professional knowledge and the elements that influence teacher knowledge and learning. A special mention should be made of teacher professional development in Malaysia, which is considered to be an outer circle country.

In chapter four, the authors discuss mentoring as a strategy for assisting novice teachers in transitioning from their teacher education program to life as full-fledged teachers, including the conditions for effective mentoring and the impact of mentoring on novice teachers' professional development, specifically their professional knowledge, practice, and identity. Additionally, it discusses the many mentorship approaches used in teacher education. While in chapter five the methodological decisions taken for this investigation are described. It begins by explaining why this research is classified as a multiple case study within a qualitative interpretative research design framework. Following that, the study's context is discussed. Additionally, the chapter discusses the concept of Furnished Imagination, which serves as the conceptual underpinning for this study. The four rookie teachers who participated in the case studies were profiled along with their backgrounds. The data gathering methods are described, followed by the stages and procedures of data analysis. Meanwhile, chapter six discusses mentorship's impact on novice teachers' professional expertise through the lens of four case studies. Additionally, this chapter discusses how mentoring bridges the gap between pre-service training and the practical classroom and broadens teachers' knowledge base through the use of four case studies and comparisons to current literature.

The authors focus on the four case studies provide a comprehensive look at the impact of mentorship on novice teachers' professional practice. It examines the impact of mentoring on novice instructors' classroom management, student motivation, teaching approach, material selection, and reflective practice through comparisons between the four case studies and the available literature in chapter seven. Followed by chapter eight comes to the conclusion that mentoring significantly impacts the professional identity of new English language learners. This chapter examines how mentoring fosters the development of new teachers' positive values, builds their self-confidence, fosters a positive view of teaching as a profession, and encourages new teachers to embrace their identity as non-native English teachers by drawing on the findings of previous studies. At last, both authors address issues of Malaysia's mentoring program, emphasizing the Native Speaker Program. They also explore the concept of mentoring beginner teachers and emphasize the importance of rethinking the professional development of novice ESL teachers, particularly in the Malaysian setting. They offered many measures that relevant parties can consider. This could be beneficial for researchers interested in pursuing this area of study as well as practitioners seeking to improve current practice in Second Language Teacher Education (SLTE) and development.

Moreover, this exceptional book, in terms of information comprehension, day-to-day practices, and identity creation in the field of education, this book presents comprehensive viewpoints on enabling novice teachers to grow as professionals (Kwo, 2015), with a particular emphasis on second language teacher education in the context of the outer circle countries. Despite the fact that Malaysia is one of the countries in the outer circle, the research on the professional development of English teachers there could be utilized elsewhere in the expanding circle countries.

In the long run, it is expected that native and non-native speakers will no longer be able to communicate in a manner that is readily distinguishable from one another. It is crucial to note that the author provides valuable information about professional development through mentorship programs (McIntyre & Hobson, 2016) for novice teachers of English language in Malaysia, which countries can indirectly replicate in the expanding circle countries. Further, as a crucial construct for conceptualizing SLTE in the Asia Pacific regions, this book also has implications for novice teachers' involvement in forming their professional identities as educators. Additionally, the new insights inside the book have displayed that a mentoring program has successfully resolved the issue of NNS novice teachers' hesitation and self-doubt, which had arisen since they entirely lack the perceived status or power associated with native speakerness.

In summary, this book inspired those who live outside of the inner circle country regarding to equity for non-native English language teachers to embrace their status as non-native teachers by fostering a sense of shared ownership of the English language (p.100)

## References

- Abdesslem, H. (2021). Academic discourse in the outer and expanding circles: An open invitation to authors. *Arab Journal of Applied Linguistics*, 6(1), 1–10.
- Ibrahimova, M., & Ziyaboyeva, S. (2021). English as a global language in XXI century. *The American Journal of Social Science and Education Innovations*, 04(01), 5–8. doi:10.37547/tajssei/Volume04Issue01-02
- Kwo, O.W.Y. (2015). Reflective classroom practice: case studies of Hongkong student teachers at Work. In *From teacher thinking to teachers and teaching: The evolution of a research community* (Vol. 19, pp. 275–303). Emerald Group Publishing Limited. 10.1108/S1479-3687(2013)0000019016
- Martel, J., & Wang, A. (2014). Language teacher identity. *The Routledge Handbook of Educational Linguistics*, 289–300.
- McIntyre, J., & Hobson, A.J. (2016). Supporting beginner teacher identity development: External mentors and the third space. *Research Papers in Education*, 31(2), 133–158. doi:10.1080/02671522.2015.1015438

Rifky Dora Wijayati

1Curriculum and Instruction, Education Faculty, Southwest University, Chongqing, China

2Universitas Ahmad Dahlan, Yogyakarta, Indonesia

 rifky.dora@pbi.uad.ac.id  <http://orcid.org/0000-0001-8290-8992>

Yu Zeyuan

1Curriculum and Instruction, Education Faculty, Southwest University, Chongqing, China

Zalik Nuryana

2Universitas Ahmad Dahlan, Yogyakarta, Indonesia

 <http://orcid.org/0000-0001-8701-0487>

© 2023 Rifky Dora Wijayati, Yu Zeyuan and Zalik Nuryana  
<https://doi.org/10.1080/02188791.2022.2163760>

